NIRMALA EDUCATION SOCIETY'S

NIRMALA INSTITUTE OF EDUCATION

Altinho, Panaji, Goa 403 001.

SELF – APPRAISAL REPORT – APRIL 2014

Submitted to:

NAAC

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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NIRMALA INSTITUTE OF EDUCATION

Altinho, Panjim, Goa - 403 001 - India
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Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Nirmala Institute of Education fulfills all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body such as UGC, NCTE, RCI and
3. The affiliation and recognition is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 29/04/2014
Place: Altinho, Panjim

Dr. (Miss) PITA PAES
Principal
Nirmala Institute of Education
Altinho, Panaji, Goa.

VISION

"The Nirmala Institute of Education

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"

OUR MISSION GOALS

- *To help students discover and appreciate their unique vocation in society.*
- *To create a learning environment which integrates theory with 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.*

THE ORIGIN OF OUR INSTITUTE

The Nirmala Institute of Education, Goa was established in 1963 by the Society of the Daughters of the Heart of Mary (DHM). The Society was founded in 1790 during the French Revolution.

The outstanding characteristic of our Society, has been its ability to quickly respond to the changing needs of society. It is this spirit of openness, that enabled our Society to accept the invitation of the then Archbishop of Goa, to establish a teacher-education institution, soon after the liberation of Goa. The Nirmala Institute was the only Teacher Education Institute in Goa for almost three decades and has contributed immensely to the development of school education during a crucial period in this nascent State. The Institute provided a solid foundation for the educational growth of Goa, through trained teachers who were employed in the schools, that were increasing at a rapid pace. It trained and nurtured teachers to shape and serve the new educational system in the State of Goa.

The Daughters of the Heart of Mary have a long tradition of service in the country. The DHM Society has founded three major educational institutions in India, besides the Nirmala Institute of Education, Goa (Goa University):

- College of Social Work, Nirmala Niketan (Mumbai University) – NAAC, 'A' Grade
- College of Home Science, Nirmala Niketan (Mumbai University) – NAAC, 'B' Grade
- College of Social Work, Roshni Nilaya, Mangalore (Mangalore University) – NAAC, 'A' Grade. It has also been recognised as a College with a Potential for Excellence.

Dr. Teresa Kalathiveetil, the founder-principal of the Nirmala Institute of Education, Goa, is a much loved and remembered educator. She inspired successive principals to work tirelessly to shape and build the Institute on the foundation of quality. The Institute continues to be driven to pursue excellence at all levels and to produce teachers who are personally and professionally, men and women of calibre.

Our Contributions

The Institute has worked to produce effective teachers. Our Principals and faculty have served with distinction on several committees:

- Academic Councils, Mumbai and Goa University
- Executive Council, Goa University
- Board of Studies Education, Goa University
- Members of the Academic Council of the Goa Board of Secondary and Higher Secondary Education (GBSHSE)
- Chairpersons of the Board of Studies, English and Hindi, (GBSHSE)
- Members, Board of Studies, Information Technology, (GBSHSE)
- Members of Boards of Studies: Environmental and Value Education, GBSHSE)
- Member, Archdiocesan Board of Education, Goa

Nirmala Institute of Education will continue to search for new avenues in teacher education and explore new possibilities in order to create outstanding teachers for our country. Its onward march is best expressed in the words of T. S. Eliot
"We shall not cease from exploration. And the end of all our exploring will be to arrive where we started and know the place for the first time"

REFLECTIONS

"Usually, when the distractions of daily life deplete our energy, the first thing we eliminate is the thing we need the most: quiet, reflective time. Time to dream, time to contemplate what's working and what's not, so that we can make changes for the better".

— Sarah Ban Breathnach

The Nirmala Institute of Education has embarked on the process of accreditation for the first time. It has invested much in the field of teacher education since its establishment in Goa. The Principal and faculty have been engaged in an on-going reflection through the years. However the preparation of the self-appraisal report based on a criterion-wise analysis has systematised our reflection process.

The following are some of the benefits of this exercise.

i. The Institute has realised the need to document its work and the NAAC process provided a frame work within which to do this.
ii. It also helped us to analyse our weaknesses and to discover new thrust areas that need to be addressed.
iii. It enabled us to focus our energies and encourage collaboration.
iv. The faculty, the administrative staff and the non-teaching staff have all contributed to the preparation of the self-appraisal report.
v. This process also highlighted the need for faculty to reflect on their own performance. This self-reflection provided a stimulus and motivation for continual personal and professional growth.
vi. It made us realise that we cannot be complacent about our achievements at any time and that we need to constantly recreate and innovate in order to be a vibrant Institution.

We appreciate the NAAC system, that created in the Institution the need for serious reflection, in order to optimise our potentials and achieve greater heights of excellence.

SELF-APPRAISAL REPORT

PART I

INSTITUTIONAL DATA

A: Profile of the Institution

A. Profile of the Institution

1. **Name and address of the institution:**
   Nirmala Institute of Education, Altinho, Panjim, Goa 403 001

2. **Website URL**
   http://nirmalainstitute.org/

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Rita Paes (Principal)	0832 2225633	2420186	niegoa@gmail.com
Vice-Principal	-	-	-
Dr. Denzil Martins (Self-appraisal Coordinator)	9850459429	-	6denzil9@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Rita Paes (Principal)	0832 2436186	9421150675
Vice-Principal	-	-
Dr. Denzil Martins (Self - appraisal Coordinator)	-	9850459429

4. Location of the Institution:

Urban ☑ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: 4 Acres

6. Is it a recognized minority institution? Yes ☑ No ☐

7. Date of establishment of the institution:
   Month & Year

MM	YYYY
06	1963

8. University/Board to which the institution is affiliated:

Goa University

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

	MM	YYYY	YYYY
2f	11	1975	Bombay
	23	1988	Goa

Month & Year

	MM	YYYY
12B	11	1975

10. Type of Institution

a. By funding	i. Government	☐
	ii. Grant-in-aid	✓
	iii. Constituent	☐
	iv. Self-financed	☐
	v. Any other (specify and indicate)	☐
b. By Gender	i. Only for Men	☐
	ii. Only for Women	☐
	iii. Co-education	✓
c. By Nature	i. University Dept.	
	ii. IASE	☐
	iii. Autonomous College	☐
	iv. Affiliated College	✓
	v. Constituent College	☐
	vi. Dept. of Education of Composite College	☐
	vii. CTE	☐

viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☑ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☑

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Pre-primary	Pre-school Teacher Education Course	+ 2	Certificate	1 year	English
ii.	Secondary/ Sr. secondary	Bachelor of Education (Regular)	Graduation with 50% in Arts/Science	Degree	1 year	English
		Bachelor of Education (Special Education)	Graduation with 45% in any stream	Degree	2 years	English
		Bachelor of Education (IGNOU)	Graduation with 50% in any stream	Degree	2 years	English & Hindi
iii.	Post Graduate	Master of Arts in Education (IGNOU)	Graduation in any stream	Degree	2 years	English
		Post-graduate Diploma in Guidance & Counselling	Graduation with 45% in any stream	PG Diploma	1 year	English

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed.	NCTE No: /WRC/5-6/2K/11896 Dated: 29/12/2000		100 trainees per year
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

A. Profile of the Institution

1. **Name and address of the institution:**
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2. **Website URL**
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Vice-Principal	-	-
Dr. Denzil Martins (Self - appraisal Coordinator)	-	9850459429

4. Location of the Institution:

Urban ☑ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: 4 Acres

6. Is it a recognized minority institution? Yes ☑ No ☐

7. Date of establishment of the institution:
   Month & Year

MM	YYYY
06	1963

8. University/Board to which the institution is affiliated:

Goa University

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

	MM	YYYY	YYYY
2f	11	1975	Bombay
	23	1988	Goa

Month & Year

	MM	YYYY
12B	11	1975

10. Type of Institution

a.	By funding	i. Government	☐
		ii. Grant-in-aid	☑
		iii. Constituent	☐
		iv. Self-financed	☐
		v. Any other (specify and indicate)	☐
b.	By Gender	i. Only for Men	☐
		ii. Only for Women	☐
		iii. Co-education	☑
c.	By Nature	i. University Dept.	☐
		ii. IASE	☐
		iii. Autonomous College	☐
		iv. Affiliated College	☑
		v. Constituent College	☐
		vi. Dept. of Education of Composite College	☐

vii. CTE

viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☑ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☑

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Pre-primary	Pre-school Teacher Education Course	**+ 2**	Certificate	1 year	English
ii.	Secondary/ Sr. secondary	Bachelor of Education (Regular)	Graduation with 50% in Arts/Science	Degree	1 year	English
		Bachelor of Education (Special Education)	Graduation with 45% in any stream	Degree	2 years	English
		Bachelor of Education (IGNOU)	Graduation with 50% in any stream	Degree	2 years	English & Hindi
iii.	Post Graduate	Master of Arts in Education (IGNOU)	Graduation in any stream	Degree	2 years	English
		Post-graduate Diploma in Guidance & Counselling	Graduation in any stream	PG Diploma	1 year	English

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed.	NCTE No: /WRC/5-6/2K/11896 Dated: 29/12/2000		100 trainees per year
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

YES	✓	NO	

Mission

YES	✓	NO	

Values

YES	✓	NO	

Objectives

YES	✓	NO	

2. a) Does the institution offer self-financed programme(s)?

YES	✓	NO	

If yes,

a) How many programmes?

TWO

b) Fee charged per programme

Pre-school Teacher Education Course (1Year Programme) Fees: 8,000 INR
Post Graduate Diploma Course in Guidance & Counselling (1 Year Programme) Fees: 22,000 INR

3. Are there programmes with semester system?

YES (B.Ed. Special Education)

4. Is the institution representing/participating in the curriculum development / revision processes of the regulatory bodies?

YES	✓	NO	

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/ regulating authority.

BOS (B.Ed.)	1
BOS (B.Ed Spl Ed.)	2
RCI	1

5. Number of methods/elective options (programme wise)

D.Ed.	--
B.Ed	7 Methods, 5 Electives
M.Ed. (Full Time)	--
M.Ed. (Part Time)	--
IGNOU B.ED	5 Methods, 5 Electives
IGNOU M.A. (Ed.)	4 Specialization areas

6. Are there Programmes offered in modular form?

YES		NO	✓

7. Are there Programmes where assessment of teachers by the students has been introduced?

YES	✓	NO	
NUMBER	1		

8. Are there Programmes with faculty exchange/visiting faculty?

YES	✓	NO	
NUMBER	5, B.Ed. Spl. Ed.		

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

YES	✓	NO	

- Academic peers

YES		NO	✓

- Alumni

YES	✓	NO	

- Students

YES	✓	NO	

- Employers

YES	✓	NO	

10. How long does it take for the institution to introduce a new programme within the existing system?

At least three years to introduce a university programme e.g. B.Ed. Special Education, Post Graduate Diploma in Guidance & Counselling.

11. Has the institution introduced any new courses in teacher education during the last three years?

YES		NO	✓
NUMBER	*NA*		

12. Are there courses in which major syllabus revision was done during the last five years?

YES		NO	✓

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

YES	✓	NO	

14. Does the institution encourage the faculty to prepare course outlines?

YES	✓	NO	

Criterion II: Teaching-Learning and Evaluation (Regular B. Ed.)

1. How are students selected for admission into various courses?

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the University/Government ☑

   c) Through an interview ☐

   d) Entrance test and interview ☑

   e) Merit at the qualifying examination ☑

   f) Any other (specify and indicate) overall merit ☐

   (If more than one method is followed, kindly specify the weightage)

WRITTEN (content test)	ORAL (interview)	MERIT (percentage)	TOTAL
40	20	40	100

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year	7-6-2012
b) Date of last admission	7-7-2012
c) Date of closing of the academic year	2-5-2013
d) Total teaching days	175
e) Total working days	208

3. Total number of students admitted

Programme	**Number of students**			**Reserved**			**Open**		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	5	95	100	2	48	50	3	47	50
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	✓

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component — 5,544/- INR

b) Unit cost including salary component — 1.24.583/- INR

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	**Open**		**Reserved**	
	Highest (%)	**Lowest (%)**	**Highest (%)**	**Lowest (%)**
D.Ed.	-	-	-	-
B.Ed.	91	50	82	50
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes		No	✓

8. Does the institution develop its academic calendar?

Yes	✓	No	

9. Time allotted (in percentage)

Programmes	**Theory**	**Practice Teaching**	**Practicum**
D.Ed.	-	-	-
B.Ed. Regular	48.1	27.88	24.02
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	10
b) Minimum number of pre-practice teaching lessons given by each student	10

11. Practice Teaching at School

a) Number of schools identified for practice teaching	27
b) Total number of practice teaching days	41
c) Minimum number of practice teaching lessons given by each student	30

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	10

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	✓	No	

14. Does the institution provide for continuous evaluation?

Yes	✓	No	

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	-	-
B.Ed. (Regular) • Papers I,II,III • Papers IV.V.VI	 33.33 50	 66.66 50
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper — 1

b) Number of assignments for each paper — 2

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet (LAN)	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) Visualizer	✓	
Interactive white board	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	

Number	1

19. Does the institution offer computer science as a subject?

Yes		No	✓

20. If yes, is it offered as a compulsory or optional paper?

Compulsory [ ] Optional [ ]

Criterion II: Teaching-Learning and Evaluation (B.Ed. Special)

1. How are students selected for admission into various courses?

a. Through an entrance test developed by the institution	
b. Common entrance test conducted by the University/Government	
c. Through an interview	
d. Entrance test and interview	✓
e. Merit at the qualifying examination	✓
f. Any other (specify and indicate) overall merit	✓

(If more than one method is followed, kindly specify the weightage)

Written(content test)	Oral (interview)	Group discussion	Total
50 marks	30 marks	20 marks	100 marks

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year	7- 6-2012
b) Date of last admission	7-7-2012
c) Date of closing of the academic year	2-5-2013
d) Total teaching days	180
e) Total working days	208

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed. (Spl. Ed.)	2	23	25	-	-	-	-	-	25
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes		No	✓

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component	4,554/- INR
b) Unit cost including salary component	21,680/- INR

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed. (Spl. Ed.)	75.87	45	-	-
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes		No	✓

8. Does the institution develop its academic calendar?

Yes	✓	No	

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed. (Spl. Ed.)	50	27.5	22.5
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	5
b) Minimum number of pre-practice teaching lessons given by each student	8

11. Practice Teaching at School

a) Number of schools identified for practice teaching. 8

b) Total number of practice teaching days. 53

c) Minimum number of practice lessons given by each student 60

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons in simulation	NA	No. of Lessons in Pre-practice teaching	8

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	✓	No	

14. Does the institution provide for continuous evaluation?

Yes	✓	No	-

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	-	-
Special B.Ed.	50	50
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper 1

b) Number of sessional tests held for each paper 2

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	-
Intranet (LAN)	✓	-
Internet	✓	-
Software / courseware (CDs)	✓	-
Audio resources	✓	-
Video resources	✓	-
Teaching Aids and other related materials	-	-
Any other (specify and indicate)	-	-

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	

Number	1

19. Does the institution offer computer science as a subject?

Yes		No	✓

If yes, is it offered as a compulsory or optional paper?

Compulsory [ ] Optional [ ]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	3/14	21%

2. Does the Institution have on-going research projects?

Yes		No	✓

If yes, provide the following details on the on going research Projects

Funding agency	Amount (Rs.)	Duration (years)	Collaboration, if any
--	--	--	--
--	--	--	--
--	--	--	--
--	--	--	--

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years. 3

4. How does the institution motivate its teachers to take up research in education? (Mark ✓for positive response and X for negative response)

Teachers are given study leave	✓
Teachers are provided with seed money	×
Adjustment in teaching schedule	✓
Providing secretarial support and other facilities	×
Any other specify and indicate	×

5. Does the institution provide financial support to research scholars?

Yes [ ] No [✓]

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. 1
   b. M.Phil. 1

7. Does the institution support student research projects (UG & PG)?

Yes [ ] No [✓]

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals		×	
National journals – referred papers		×	
Non-referred papers		×	
Academic articles in reputed magazines/news papers		×	
Books		×	
Any other (Monographs)	✓		3

9. Are there awards, recognition, patents etc. received by the faculty?

Yes	✓	No	

Number	4

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	13	-
International seminars	1	-
Any other academic forum	-	-

11. What types of instructional materials have been developed by the institution? (Mark `✓' for yes and `X' for No.)

Self-instructional materials	×
Print materials	✓
Non-print materials (e.g. Teaching Aids/Audio-visual, materials)	✓
Digitalized (Computer-aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate)	×

12. Does the institution have a designated person for extension activities?

Yes [✓] No [ ]

If yes, indicate the nature of the post.

Full-time [✓] Part-time [ ] Additional charge [ ]

13. Are there NSS and NCC programmes in the institution?

Yes [ ] No [✓]

14. Are there any other outreach programmes provided by the institution?

Yes [✓] No [ ]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

6

16. Does the institution provide consultancy services?

Yes [ ] No [✓]

In case of paid consultancy what is the net amount generated during last three years.

NIL

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	--

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2015 (old)	1612.48 (new)

2. Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes		No	✓
b)	Psychology lab	Yes	✓	No	
c)	Science Lab(s)	Yes	✓	No	
d)	Education Technology lab	Yes	✓	No	
e)	Computer lab	Yes	✓	No	
f)	Workshop for preparing teaching aids	Yes		No	✓

3. How many Computer terminals are available with the institution?

38

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

12,493/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

NIL

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

NIL

8. Has the institution developed computer-aided learning packages?

Yes [ ] No [✓]

9. Total number of posts sanctioned

	Open		**Reserved**	
	M	**F**	**M**	**F**
Teaching	2	8	-	-
		1 Librarian	-	-
Non-teaching	12	5	-	-

10. Total number of posts vacant

	Open		**Reserved**	
	M	**F**	**M**	**F**
Teaching	2 B.Ed (reg), 1 Spl Ed.		-	-
Non-teaching	Peon		-	-

11. a. Number of regular and permanent teachers Open Reserved (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers/Asst. Professors	1	5	-	-
	M	F	M	F
Readers/Assoc. Professors	1	1	-	-
	M	F	M	F
Professors	-	-	-	-

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers/Asst. Professors	-	5	-	-
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from

Same State	10
Other States	3

12. Teacher student ratio (program-wise)

Programme	Teacher-Student ratio
D.Ed.	-
B.Ed.	1:10
B.Ed. (Spl. Ed.)	1:12
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. (a) Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	12	5	-	-
Temporary	M	F	M	F
	-	-	-	-

(b) Technical Assistants

Permanent	M	F	M	F
	-	-	-	-
Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

13:17

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

Rs. 75,83,784 (academic year 2012 – 2013).

Percentage of total expenditure is 61.55 %

16. Is there an advisory committee for the library?

Yes [✓] No [ ]

17. Working hours of the Library

On working days	10:00 a.m. to 5:00 p.m.
On holidays	Closed
During examinations	10:00 a.m. to 5:00 p.m.

18. Does the library have an Open access facility

Yes		No	✓

19. Total collection of the following in the library

a) Books	13294+380+387
- Textbooks	-
- Reference books	13294+380+387
b) Magazines	6
c) Journals subscribed	
- Indian journals	8
- Foreign journals	3
d) Peer reviewed journals	-
e) Back volumes of journals	-
f) E-information resources	NLIST
- Online journals/e-journals	-
- CDs/ DVDs	54
- Databases	-
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

Total carpet area of the Library (in sq. mts.)	139 (including reading room)
Seating capacity of the Reading room	40 (including the reading room)

21. Status of automation of Library

Yet to automate	-
Partially automated	✓
Fully automated	-

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	-
Reference	✓
Information display and notification	✓
Book Bank	-
Photocopying	✓
Computer and Printer	-
Internet	✓
Online access facility	-
Inter-library borrowing	-
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	-

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day	40
Maximum number of days books are permitted to be retained	-
by students	2
by faculty	No limit
Maximum number of books permitted for issue	-
for students	2
for faculty	No limit
Average number of users who visited/consulted per month	250
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	137:1

25. What is the percentage of library budget in relation to total budget of the institution

	2010 -2011	2011- 2012	2012- 2013
Library books (% age of total expenditure)	0.47 %	0.13 %	0.43%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I 2010-2011		II 2011-2012		III 2012-2013	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	64(NIE) 53(UGC)	9,106 (NIE) 44,744 (UGC)	79(NIE) 97(UGC)	2,769 (NIE) 13,198(UGC)	68(NIE) 144(UGC)	3,838 (NIE) 48,724(UGC)
Other books	-	-	-	-	-	
Journals/ Periodicals	-	19,864	-	15,202	-	12032
B.Ed.(Spl. Ed.)	49 (NIE)	22,647 (NIE)	43 (NIE)	29,968 (NIE)	18 (NIE)	150(NIE)
PGDGC	48 (NIE)	21,776 (NIE)	-	-	13 (NIE)	5,730 (NIE)
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	2010-'11	2011-'12	2012-'13
D.Ed.	-	-	-
B.Ed. (Regular)	1	2	Nil
B.Ed. Special Education	1	5	Nil
PG Diploma in Guidance & Counselling	Nil	Nil	1
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	

If yes, how many students are under the care of a mentor/tutor?

10:1

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

5. Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			UG (B.Ed. Special Ed.)			Post-Graduate in Guidance & Counselling		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Pass percentage	98%	99%	100%	100%	100%	92%	100%	94%	95%
Number of first classes	33/99	35/98	18/99	11, As	13 As	8 As	7/18	6/18	9/19
Number of distinctions	59/99	59/98	79/99	2 A^+s	2 A^+s	--	8/18	10/18	3/19
Exemplary performances (Gold Medal and university ranks)	-	2^{nd} Rank	1^{st} Rank	--	--	--	--	--	--

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	NA	NA	NA
SLET/SET	NA	NA	NA
Any other (specify and indicate)	NA	NA	NA

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2010 - 2011	2011- 2012	2012- 2013
Merit Scholarship	Nil	Nil	Nil
Merit-cum-means scholarship	Nil	Nil	Nil
Fee concession	Nil	Nil	Nil
Loan facilities	Nil	Nil	Nil
Any other specify and indicate			
OBC	2	6	--
Thomas Pereira Scholarship	8	4	--
Teresa Kalathiveetil Accomplishment Award	1	1	1
Goa Liberation Scholarship	1	1	1
Nicholas D'Souza Prize (Most industrious student in 7 Pedagogies)	7	7	7

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		N	✓

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	

If yes, number of students residing in hostels

Men	-
Women	14

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes		No	✓
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

Yes	✓	No	

13. Availability of rest rooms for men

Yes	✓	No	

14. Is there transport facility available?

Yes		No	✓

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated (2012-'13)		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	--	--	--	--	25
Inter-university	--	✓	--	--	--	--
National	--	✓	--	--	--	--
Any other (specify and indicate)	--	--	--	--	--	--

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	✓	No	

If yes, give the year of establishment

2011 - 2012

19. Does the institution have a Student Association/Council?

Yes [ ] No [✓]

20. Does the institution regularly publish a college magazine?

Yes [ ] No [✓]

21. Does the institution publish its updated prospectus annually?

Yes [✓] No [ ]

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%) (2010-'11)	Year 2 (%) (2011-'12)	Year 3 (%) (2012-'13)
Higher studies	4/99 = 4**%**	5/98 = **5%**	4/99 = 4**%**
Employment (Total)	96%	95%	96%
Teaching	--	--	--
Non-teaching	--	--	--

23. Is there a placement cell in the institution?

Yes [ ] No [✓]

If yes, how many students were employed through placement cell during the past three years.

1	2	3
--	--	--

24. Does the institution provide the following guidance and counselling services to students?

	Yes	No
• Academic guidance and Counseling	✓	
• Personal Counseling	✓	
• Career Counseling		✓

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes [✓] No [ ]

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Nirmala Education Society (NES), Governing Body /management	11
Staff council	-
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
a. Local Managing Committee, (LMC)	1
b. Advisory Board for Department of Extension Services	1
c. Nirmala Education Society (NES) General Body	1

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	-
Medical assistance	Yes	✓	No	-
Insurance	Yes	✓	No	-
Other (specify and indicate)	Yes	-	No	-

4. Number of career development programmes made available for non-teaching staff during the last three years

01	00	00

5. Furnish the following details for the past three years (2010-11, 2011-12, 2012-13)

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

11

b. Number of teachers who were sponsored for professional development programmes by the institution

National	--	--	--
International	--	--	--

c. Number of faculty development programmes organized by the Institution:

--	02	01

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

11	13	13

e. Research development programmes attended by the faculty

01	01	00

f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes		No	✓
d. Combination of one or more of the above	Yes	✓	No	
e. Confidential reports for Non-teaching Staff	Yes	✓	No	

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

If yes, give the number of hours spent by the faculty per week

Computed in terms of hours
Schedules for:

- Practice teaching - 5 hrs per faculty
- Internship - 5 hrs per faculty
- Admission process - 30 hrs per faculty
  (setting and assessment of content tests, supervision, interviews in both methods)
- Preparation of Course Diary
  (Principal & Team - 60 hrs

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	11,961,470.00
Fees	253,484 .00
Donation	NIL

Self-funded courses

- P.G. Diploma in Guidance & Counselling,
- Pre-school Teacher Education

Any other (specify and indicate)

Loan from Management: Rs. 940,525.00
Bank Interest: Rs. 49,278.45

9. Expenditure statement (for last two years)

	2011-12	2012-13
Total sanctioned Budget	12,150,144.70	12,501,202.11
% spent on the salary of faculty	7,241,695.00	7,583,784.00
% spent on the salary of non-teaching employees	4,351,154.00	4,319,159.00
% spent on books and journals	2,769.00	3,838.00
% spent on developmental activities (expansion of building)	10,387.00	----------
% spent on telephone, electricity and water	153,629.00	145,744.00
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	15,056.28	24,293.00
% spent on maintenance of equipment, teaching aids, contingency etc.	21,387.28	200.00
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	10,387.00	22,760.00
% spent on travel	81,029.00	12,385.00
Any other (specify and indicate)		
Total expenditure incurred	24,037,638.26	24,613,365.11

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
	2010-11 340,529.96
	2011-12 259,097.56
	2012-13 253,660.00

11. Is there an internal financial audit mechanism?

Yes [✓] No [ ]

12. Is there an external financial audit mechanism?

Yes [✓] No [ ]

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/ Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes	✓	No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes [✓] No [ ]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes [✓] No [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [✓] No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes [✓] No [ ]

18. Is a grievance redressal mechanism in vogue in the institution?

a)	for teachers	No
b)	for students	No
c)	for non - teaching staff	No

19. Are there any on-going legal disputes pertaining to the institution?

Yes [✓] No [ ]

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes [✓] No [ ]

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes [✓] No [ ]

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms ?

Yes [✓] No [ ]

2. Do students participate in the Quality Enhancement of the Institution?

Yes [ ] No [✓]

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	-	-	-	-
e	General Category	9	9%	90	90%
f	Rural	7	7%	75	75%
g	Urban	2	2%	15	15%
h	Any other (specify)	-	-	-	-

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	11	79%	5	71%
e	Physically challenged	-	-	-	-
f	General Category	13+1	100%	17	100%
g	Any other (specify)	-			

5. What is the percentage incremental academic growth of the students for the last two batches?

(It was felt that it was not possible to compare the incremental growth of candidates at admission and on the completion of the course as the candidates come from different streams).

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

SELF APPRAISAL REPORT

PART II

B: Evaluative Report

EXECUTIVE SUMMARY

The Nirmala Institute of Education, a Secondary Teacher Education Institute was established in 1963, in response to the then urgent need for trained teachers, in schools that mushroomed soon after liberation. From its inception, the Nirmala Institute of Education made a commitment to Goa, offering courses specially designed to cater to the needs of the community, preparing it to meet the new challenges and opportunities that lay ahead.

The Institute, initially affiliated to the Bombay University, grew into a highly respected institution, providing pre-service and in-service teacher education to thousands of teachers in the State of Goa, some of whom have taught outside Goa and even at the international level. It has trained approximately five thousand teachers.

The Institute is affiliated to Goa University since 1985, and is recognized by the National Council of Teacher Education, a statutory body set up under the National Council for Teacher Education Act, 1993. It is recognized by the Rehabilitation Council of India (RCI) to run the B.Ed. Special Education programme since 2008.The Nirmala Institute of Education is a tree that has borne rich fruit and is spreading its branches far and wide.

"*Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights*". Pauline R. Kezer.

The courses conducted in the Institute, at present are:

- *The Bachelor of Education*
- *The Bachelor of Special Education*
- *Pre-school Teacher Education Certificate course*
- *Post-Graduate Diploma in Guidance and Counselling*
- *Indira Gandhi National Open University (IGNOU) B.Ed. and M.A.in Education*
- *Extension Services*

The Institute has been regularly evaluating its progress at faculty meetings. It has recognised its strengths and weaknesses and is keenly aware of the challenges it has yet to meet. The SWOT Analysis of Nirmala Institute is presented below.

SWOT Analysis of Nirmala Institute of Education

Strengths

Infrastructure: The Institute has adequate land measuring 21,849 sq.m. with construction spread over 4036 sq. m. including road widening. It is situated on the Altinho hill, Panjim and has a beautiful ambience, with greenery and fresh air, making it an ideal place for learning. The Infrastructure is good, both in the old building and the annexe building. It has a well-equipped and updated library.

Equipment: The Institute has a Visualizer, Media Projectors in almost all the classrooms, internet facilities and two Interactive White Boards. It also has an IT Centre with twenty computers. There is an instructional materials room where students can access and use instructional materials for their practice teaching.

Human Resource Development: Opportunities are provided for the holistic development of trainees, who have been given training in collaborative art, public speaking and ICT skills. Add-on courses have contributed to the professional growth of students. These include, the Media in Education Course and the Gavel's Club for developing good communication skills.

Our end products have a high market value. Heads of schools have often confirmed their preference for trainees from Nirmala Institute. Parents, who are ex-students, prefer sending their children to NIE for their training. Enrichment workshops like Cooperative learning, Brain-based Learning and Thinking Skills are conducted for our trainees.

The Institute encourages a pluralistic atmosphere. The festivals of different religions are celebrated and an inter-faith dialogue session is held every year to enable trainees to appreciate the good in all religions. Trainees are given ample scope to develop their potential through interesting projects like Project Goa, which is an annual event designed to inculcate in trainees, an appreciation of our rich and varied Goan cultural heritage.

Financial help is provided to the needy trainees. Some of them have also been given free-ships in the hostel.

Academic Contributions: The Institute has been conducting extension workshops for in-service teachers on important and current areas of education. Our faculty have conducted sessions for teachers, Heads of schools, Super-school complexes, Academic Staff College, Goa University, Navodaya Leadership Institute and Faculty Improvement programmes in other colleges. Faculty have been members of the Board of Studies in Education, Board of Studies in Social Work.

The Nirmala Institute of Education, Department of Extension Services, was established in 1972. It has made a tremendous contribution to the academic growth of in-service teachers throughout the State of Goa. It has conducted over 125 workshops in the last five years. It has propagated new ideas in education through these programmes. Some of the topics on which these workshops were conducted are as follows:

- Use of Technology in Education
- Environmental History
- Teaching Science Process Skills
- Using Portfolio Assessment for CCE
- Computer Assisted Lessons
- Classroom Management Skills
- Educational Board Games

Best Practices: A creative and informative Course Diary is prepared each year with an inspirational theme. The whole year's schedule is prepared in collaboration with the faculty. There is flexibility in the schedule to allow contributions by visiting resource persons. Each faculty member meticulously guides and supervises the lessons in their subject pedagogy which ensures that the trainees get expert guidance in that particular pedagogy. Different criteria are developed for evaluation of different types of lessons. Immediate feedback is provided to each trainee individually and their scores disclosed to them after each lesson. Group conferences are held to discuss positive elements in the lessons and suggestions for improvement. The Media in Education Course enabled trainees to use Free and Open Source Software (FOSS) in developing multisensory instructional materials. Trainees are encouraged to practice the scientific method by undertaking individual experimental projects in science.

Social Responsibility: The Institute has been conscientizing trainees every year with regard to Environment Conservation. It has worked with the Corporation of the City of Panjim (CCP), for three consecutive years to train the citizens of Panjim on garbage disposal and waste management. The trainees of the B.Ed. Special Education Course have conducted sensitization programmes, with regard to special children for bus drivers and conductors; promoted inclusion in society and in schools in particular; the regular B.Ed trainees have worked in gender sensitization and children's rights programme with Childline. The Institute has been involved in

SAKSHAM, i.e. training counsellors for HIV/AIDS patients. It is one of the forty institutions in the country selected as a part of the Global Fund for AIDS, T.B. and Malaria (Round 7).

Weaknesses

- The Institute has done a lot of work but it needs to document it systematically.
- It has not used media effectively for publicity of its programmes.
- It needs to be involved in Research in Education and related fields.
- The faculty needs to be more proactive with regard to publications.
- Consultancy is done, but in an informal manner.
- It lacks financial resources for undertaking new programmes and projects.
- The alumni association has not been active.

Opportunities

- Faculty were given opportunities to attend seminars, workshops, conferences for personal and professional growth.
- Changing trends in education (e.g. CCE), offer opportunities to innovate.
- The Institute could design new programmes on soft skills.
- Preparing trainees to become professionals in the field of education by introducing job-oriented, add-on courses related to education (e.g. Developing teaching-learning materials) could be addressed.
- Counselling facilities are available for trainees on campus.
- Trainees are given many opportunities for discovering and showcasing their talents.

Threats (*Challenges*)

- Overcoming bureaucratic hurdles that slow down or hamper the progress of the Institute
- Establishing a Research Department
- Encouraging trainees to value knowledge for its own sake without being obsessed with marks
- Developing learning-to-learn strategies in trainees
- Making the Alumni Association a vibrant association
- Fund raising
- Developing networks for video conferencing
- Introducing changes in assessment procedures
- Working towards Academic Autonomy.
- Forming committees for different tasks in the institution.

The Nirmala Institute of Education is committed to working towards excellence and Inclusion. We continue to dream the impossible dream.

"*All men dream. But not equally. Those who dream by night in the dusty recesses of their minds wake in the day to find it all vanity. But the dreamers of the day are dangerous people, for they act their dream with open eyes to make it possible!" (T. E. Lawrence).*

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self- development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The objectives of the Institute are reflected in the Mission Goals.

Our Mission Goals are as follows:

- To help students discover and appreciate their unique vocation in society.
- To create a learning environment, which integrates theory with 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 partnership with different organisations and universities.

Since its inception, the Nirmala Institute of Education has promoted the ideal of excellence which is not limited to the academic sphere alone, but includes the physical, emotional and spiritual growth of the students. This is encapsulated in the logo of the Institute, "Total Growth of the Human Person". The Institute reiterates this ideal by urging the students, to go beyond, being distinction holders, to becoming persons of distinction. All curricular and co-curricular activities are permeated with this ideal.

The Institute has made constant efforts to ensure that the students are given a solid foundation of values, that will make them men and women who uphold universal values. These values are nurtured through the lectures and in the personal interactions with students. The caliber of our students has been recognized all over the State.

Goa has a very diverse student population, especially, with the influx of migrants from different states of India. The students are encouraged to recognize and address this diversity in their interactions with students, during the practice teaching and internship phases of the programme. The students are taught to value the differences in their own class through celebrations of different religious festivals, national and international days. The needs of the girl child, of women, of marginalized children and the importance of Human Rights have been highlighted through curricular and co-curricular programmes. Besides, the community work each year creates in them a consciousness of various problems in society which must be addressed in order to become catalysts for social transformation.

The Institute inculcates in students a sense of pride in Goa and in the nation. Project Goa, an annual feature of the Institute helps students to recognize and value the rich cultural heritage of Goa, while at the same time drawing on the rich heritage of the nation and the world at large.

One of the important thrusts of the Institute is to ensure 'Inclusion in society'. The curricular activities ensure that all are included in the process of growth. The ethos and the atmosphere of the Institute is characterised by pluralism and inclusion. Differences, 'individual, social, economic, religious and cultural' are but different facets of humanity. Students are constantly encouraged to respect and accept the best in all traditions, which go to create a beautiful tapestry.

Nirmala Institute of Education has always partnered with different institutions. This has led to the mutual growth of the institutions and has contributed to the development of education.

1.1.2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The curriculum has been revised once in 2003 and in 2014. Curriculum development processes have been undertaken jointly by the Nirmala Institute of Education (NIE), Ponda Education Society (PES) and GVM's Dada Vaidya College of Education.

Needs Assessment

The curriculum was revised based on the following:

- The assessment of needs was carried out through interactions with faculty of the three B. Ed colleges- NIE, GVM and PES.
- Interactions were also held with Chairpersons of the Goa Board of Secondary and Higher Secondary Education, who are members of the Advisory Board of the Extension Services Department.
- New trends in education.

The steps in the process of curricular development are as follows:

- Engaging in discussion between the faculties of the three colleges
- Formulating the structure of the curriculum with inputs from faculty who teach the different subjects.
- Drafting and making presentations at the Board of Studies (BOS) meetings
- Presenting the entire curriculum for the approval of the Academic Council.

1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

- The B.Ed. syllabus across all the core course papers, the pedagogy courses and the elective courses have been revised in 2003 to include recent information and trends in keeping with global and local and national needs in the field of teacher-education.
- Trainees opting for Remedial Education are prepared to teach children with learning difficulties.
- The B.Ed. Special Education Programme equips trainees to teach meaningfully in Resource Rooms attached to main stream schools and in schools for the differently-abled.
- The B.Ed. and Pre-school trainees are oriented towards Inclusive Education
- The Rehabilitation Council of India (RCI) syllabus has been adopted with some modifications by the Faculty, who are on the expert committees of the RCI and have attended the meetings for the same purpose in the last two years in New Delhi.

1.1.4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The Institute has focused on national issues like Inclusion, Environment, Value Education and ICT by organizing/participating in various programmes at the State level. These issues are addressed in the programme not only in the Elective courses such as Environment Education, Value Education, and Educational Technology but also through other courses of the programme. They are also expressed through written work, bulletin board displays, charts, on-stage presentations, morning assemblies, etc. Trainees also participate in awareness programmes in collaboration with other Institutions/organizations.

Nirmala Institute has collaborated with:

- **'350.org':** which is a youth-led international organization focusing on a short-term campaign for creating awareness on global warming. The trainees of this Institute prepared a banner, distributed hand-bills and interacted with the public to create awareness about lowering the CO_2 emissions to 350 ppm.
- **Corporation of the City of Panjim (CCP):** Trainees were engaged in educating citizens of Panjim on garbage segregation through a door-to-door campaign the during the academic year 2012-'13.
- **Childline:** for creating awareness on Children's Rights.
- **Peaceful Society:** for educating the people of the villages of Madkai and Kundaim to participate in the local panchayats.

Through the years the Institute has organised activities to motivate the trainees to initiate change in these areas.

Inclusion

Lectures on gender sensitisation, inclusive education, AIDS awareness and Children's rights have been conducted.

Sensitisation Programmes in schools and public places for target groups like bus drivers and conductors, with regard to differently-abled children have been held.

Trainees participated in programmes organised by the Nodal Centre of Childline for the promotion of children's rights; especially, for children in distress and marginalised children.

Environment

Every year an environment week is organised during which sessions are held on conservation of wildlife, forests, water; respect for all species (like snakes); issues in mining, tourism, sustainable-development, recycling waste, organic farming, composting and many other sessions.

Value Education

Sessions were held on value education, issues of justice, equality and equity. Besides, value education is an important element in the curriculum.

1.1.5. Does the institution make use of ICT for curricular planning? If yes give details.

The Management established the IT Centre which has contributed much to the growth of the Institution. The IT centre has been used for the following:

- planning of the academic calendar
- designing and preparation of the course diary
- making inspirational posters for the notice boards
- preparing time-table schedules
- browsing the net, scanning, printing and networking facility
- preparing and delivering lectures
- handling official, administrative and academic communication
- recording information/data

The Post Graduate Diploma in Computers and Educational Technology (PGDCET) programme in which the faculty participated, used the LMS (MOODLE) for curriculum planning and execution. The faculty and in-service computer teachers were able to interact with each other online through chat forums. The course content was made available on the LMS and the computer teachers had to download the course material.

1.2 Academic Flexibility

1.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The Institution encourages trainees to engage in an ongoing reflective process. This is done by the following:

- Trainees are required to interact almost on a daily basis for lesson planning, lesson feedback, lesson practice for weak students, mentoring, planning/organizing co-curricular activities.
- Teacher-trainees are encouraged to participate, interact in classroom discussions, presentations, question time, group work.
- Peer appraisals of practice teaching lessons, help trainees to reflect on their performance.
- Action research projects are based on reflective practice.
- Trainees are required to maintain a portfolio of their journey through the B. Ed programme.

1.2.2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The Institute provides for academic flexibility in various ways:

- A general time-table/s and the academic schedule are prepared well in advance in the month of March/April for the next academic year (commencing in June) but in case of emergencies/unforeseen circumstances, or in the interest of student needs, it is altered accordingly.
- Besides routine lectures, trainees engage in self-study assignments/projects and field trips.
- Trainees are exposed to various inputs by experts e.g. Collaborative Art, Brain Based Learning, Environment Education, Physical Education, Organizing Environmental Campaigns.
- Experts in various disabilities are also invited.
- Trainees are encouraged to participate in inter-collegiate activities.
- Some members of the faculty allow trainees the freedom to choose their own topics for assignments and projects within the course syllabus. The trainees' work is shared either in class or kept as a record in the library for reference.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

The Institute has made conscious efforts to include value-added courses such as:

- Gavel Club to improve communication
- a ten day English Language Course to develop proficiency in English
- a specially designed Computer Course for all trainees
- a Theatre Workshop of four weeks, conducted by the Society for the Promotion of Art, Culture and Education (SPACE) which culminated in an on-stage presentation for the public titled '*Compulsory Miseducation'*
- a two day 'Street Play' workshop conducted by an ex-Nirmalite, which enabled the trainees to present street-plays for the Community Work Programme.
- teaching trainees to write assignments in a professional style
- a session on Choice Theory and Reality Therapy (William Glasser) for developing responsible behavior is given every year by the Principal who has been trained for the same.

1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary/Multidisciplinary:

- Interdisciplinary/Multidisciplinary dimensions are explored through lectures in the core and the methodology papers.

ii. Multi-skill Development

- Trainees are given ample opportunities to develop planning and protocol skills for college functions, leadership skills, budgeting, conducting cultural activities, quizzes, discussions, team work, organizing competitions and exhibitions, practicing hospitality and compering skills.
- They are involved in planning and conducting a variety of activities for students of urban or rural schools such as street plays, skits, art and craft work.
- They also prepare activity sheets/work sheets in the topics taught in school subjects.

- The B.Ed. (Special Education trainees) are trained to conduct workshops for Heads of schools and teachers.
- Trainees learn to present Projects/Assignments in Core, Methodology and Elective papers.
- They are also trained to conduct interviews with persons in the community to collect information for their Projects.
- During internship trainees were enthusiastically involved and took up responsibilities assigned to them to plan, organize and conduct school activities such as: school assembly, Parents' Day programme, Sports Day, picnic, competitions and inter-class activities.

iii. Inclusive Education

An orientation lecture by experts in Special Education is given to the general B.Ed. trainees and the Pre-school Teacher trainees.

iv. Practice Teaching

The Institute has five weeks of Practice Teaching in schools. Prior to Practice Teaching, letters are sent to schools requesting them for permission to use their schools. Practice teaching is organised in four phases of a week's duration in each phase. Five to ten trainees, from one or two pedagogies, are assigned to a school. Each trainee gives two lessons in a week, one in each pedagogy. Before the trainees begin their practice teaching programme the faculty conduct lesson planning workshops. At these workshops group lessons are planned, written, corrected and feedback is provided by the pedagogy teacher. Next, lesson topics are given to each trainee who then plans, writes and submits the lesson plans for correction. These lessons are simulated lessons, wherein their peers take on the role of students and the lessons are observed by the faculty. The subject pedagogy teachers supervise lessons only in their respective pedagogies.

The faculty prepares time tables for practice teaching in the various schools, based on the proximity to the areas, the trainees come from e.g. North and South Goa. The teacher educators give written feedback on their lesson plans and discuss the merits of their lessons on a one-to-one basis. During the pedagogy lectures, the faculty provides general feedback on their observations of each week's lessons. During the

practice teaching phases, school teachers provide oral feedback to the faculty about their trainees, since many of them also observe the lesson along with the faculty. Subject pedagogy teachers give demonstration lessons using the OHP and computer. Thereafter one OHP and one Computer Assisted Instruction (CAI) lesson is given in the college by the trainees which are supervised by the faculty. The students use the IT centre for planning their CAI lessons. Two faculty members are always available to provide technical help for planning their CAI lessons.

v. School Experience / Internship

The Institute has an internship programme of three to four weeks, in a secondary school, during which period the trainees complete the balance of 40 lessons, along with other school-based activities. The Institute writes individual letters to schools to permit trainees to do internship in the respective schools. Due consideration is given to the areas where trainees live. This is to make it more convenient for them to be in the schools in time. The selected internship schools are generally not the same as the practice teaching schools. This is to reduce the load of practice lessons on the schools.

An orientation to internship is given to the trainees by a faculty member. The Institute has introduced collaborative lessons, for which, two faculty members give a demonstration. Each trainee is expected to prepare 20 educational activities to be conducted if they are assigned substitution periods in the schools. The library has good books on different types of activities in different subjects. An orientation to school assemblies is also given prior to internship since quite often the trainees are asked to organise the school assemblies. Some of the practice teaching lessons are conducted during the internship period and the lessons are supervised by the faculty. Thereafter, surprise visits to the schools are conducted by the faculty to check on the trainees work.

A coordinator is appointed in each internship school to act as a liaison between the trainees and the Heads of schools and to monitor the work of the trainees. The school teachers generously cooperate with the Institute without expecting an honorarium. Feedback on the functioning of the trainees in a school is provided by the Coordinators/Heads of schools.

vi. Work Experience / SUPW

The Institute teaches trainees to prepare articles from waste materials e.g. purses from tetra packs, rugs from waste cloth, paper bags, which were then distributed to shops in Panjim city, lampshades from used plastic bottles, rope weaving from discarded grocery thread, decorative items from discarded aluminium cans. An exhibition on wealth from waste was held in the Institute.

In collaboration with '350.org', the trainees were given materials to make cloth bags to be distributed to the public in order to discourage them from using plastic bags.

vii. Any other (specify and give details) **(Also list out the programmes/courses where the above aspects have been incorporated).**

Trainees, Faculty and the Administrative Staff are exposed to inputs from visiting resource persons in areas such as environmental issues (Mining, Garbage, Water, Agriculture, and Tourism). Two sessions to develop skills in the use of the Interactive White Board for teaching were also held. Various programmes aimed at developing pluralism in schools were organized

1.3 Feedback on Curriculum

1.3.1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

- Trainees have the freedom to report on the problems they face regarding their studies as well as their personal problems either to the Principal or Mentor or the Class Representatives. Through informal conversations the faculty gets a feedback on how trainees feel regarding the scheduling of lectures and other activities and the transaction of the curriculum. Besides an evaluation is conducted at the end of the year.
- The Alumni of the Institute working in different schools give the faculty feedback, about how they implement new ideas they learnt at the B. Ed. Programme e.g. Introducing process skills in the teaching of science, displaying projects of students, enriching their Annual Day programmes with items from the Goan cultural heritage instead of Bollywood songs and dances.

- Regular Faculty meetings are conducted by the Principal, at the beginning and end of each phase of the academic year, to assess progress and deal with problems encountered.
- In-service teachers too contribute by way of feedback and suggestions with regard to our trainees' work during practice teaching and internship.
- Feedback is received from Heads/Coordinators of schools after the internship programme.
- The Post Graduate Diploma in Guidance and Counselling (PGDC) programme involved experts from the community to frame the programme.
- Organisations we have collaborated with like Caritas, Peaceful Society and the Corporation of the City of Panjim, have been very appreciative of the seriousness and commitment with which our trainees have worked as part of their community work.
- The CCP has sent a letter of appreciation, for our collaboration with their garbage disposal and segregation project.
- Feedback forms are also received from practice teaching and internship schools.
- Heads of institutions who have employed NIE trainees have given us either their verbal or written feedback, with regard to their proficiency in transacting the curriculum with innovative teaching practices and the commitment to their profession.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

At the faculty meetings we identified the areas for improvement and enrichment of the curriculum and provided the trainees with inputs with regard to Writing of assignments, Communication skills (Gavel Club, Public Speaking Skills), introduction of Celebration of Girl Child Day, Science Day, Peace and Human Rights Day, Women's Day and *Itihas Divas* were introduced to include areas in the curriculum that needed special focus in changing times.

1.3.3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Faculty members are members of the BOS in Education, BOS in Special Education and Rehabilitation Council of India, New Delhi. They have regularly attended meetings at the Goa University and have shared their expertise in these academic fora, with regard to curriculum development. The Principal has been a member of the Executive and Academic Councils of Goa University and is presently the Chancellor's nominee on the Executive Council.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The B.Ed. syllabus was revised in the year 2003. The question paper pattern was changed in 2008. Inclusion of two Computer Assisted Instruction lessons (CAI) lessons in each subject pedagogy was introduced in 2000. The core papers have an assignment in each section for 25 marks, which has been internally assessed since 2012-13.

The introduction of CAI lessons have enabled the trainees to prepare and present creative lessons. The assignments have given trainees scope to read, analyse and synthesize information.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The BOS in the faculty of Education, Goa University is entrusted with the task of curricular revision in consultation with the faculty from the Teacher Education Institutions in Goa. Recent trends and emerging needs are discussed at these joint deliberations.

1.5 Best Practices in Curricular Aspects

1.5.1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Some of the Best Practices which have contributed to quality enhancement are as follows:

- Jigsaw, a structure in Co-operative Learning was used to teach the educational implications of Tagore's Philosophy. Two of the faculty members collaborated on this.
- Trainees are given time for self-study and to consult a variety of sources of information.
- The library is upgraded every year.
- The faculty and trainees were given access to NLIST.
- The faculty supervises lessons of trainees in their respective subject pedagogies.
- FOSS is installed on the computers in the IT Centre in order to help trainees develop teaching-learning materials with animation and sound.

1.5.2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

- preparing a Course Diary
- organizing 'Project Goa'
- developing Portfolios
- conducting Experimental Projects in Science
- sending lesson plans via e-mail for correction to some of the faculty
- teaching through collaborative lessons
- giving digital assignments/projects
- computing statistical indices and constructing charts based on achievement test data.

All the Action Research Projects are self-reflective projects in which the trainees work on the teaching skills they need to improve in. For example, increasing pupil participation, using multiple intelligences.

Criterion II-- Teaching-Learning and Evaluation

Regular B.Ed.

2.1 Admission Process and Student Profile

2.1.1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The Institute is affiliated to the Goa University. Hence it adheres to the rules and regulations stipulated by the university. The candidates are selected on the basis of merit at the qualifying examination, either Graduation or Post-Graduation, whichever percentage is higher. A content test in each subject pedagogy for which 25 marks are allotted and interviews based on communication skills are conducted by each subject faculty. The interview comprises of reading comprehension and an extempore speech on a given topic for 10 marks. The details of the number of seats available in each category are published in the prospectus and followed strictly. Being a Minority Institution, the Institute reserves 50% of its seats for the Christian Minority in the regular B.Ed. course as per the norms of the Goa University. However, the Institute maintains its pluralistic nature by admitting students from various religious denominations as also SC/ST candidates who apply in the general category, although it has the Minority status.

The admission list prepared according to merit, reservation and availability of seats, in each subject pedagogy, is displayed on the notice board on the previously informed date. A waiting list is also displayed with five students in each subject combination. This is to replace any student who may leave the course after admission, within a period of one month from the date of re-opening of the college, according to the Goa University norms. The admissions are finalized by the admission sub-committee comprising of the Principal, one faculty member and two administrative staff. An admission help desk is in place on admission days to help the applicants.

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The dates for availability of the prospectus are published in the local newspapers, in advance and procedures with dates and time are put up on the notice board, in the Institute. The Institute publishes its prospectus for information about the admission process and general fee structure. It also includes the Vision Statement, the Mission Goals, educational support facilities, the programmes offered and the infrastructural facilities available such as the IT Centre, and the Instructional Materials room.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The monitoring of the admission process is done as follows:

- The Institute follows the stipulated rules laid down by the Goa University.
- Admission forms are thoroughly scrutinized by the admission committee.
- The Merit list before public display, is also inspected by the admission committee.
- The cut off percentage for admission at the entry level is 50% for B.Ed. as per the Goa University norms and 45% for B.Ed. Special and Post Graduate Diploma in Counselling.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged.

Scholarships are given to economically backward trainees and some concessions are made. Freeships are given with respect to hostel facilities. Metal railings have been installed on two of the staircases to facilitate easy movement of physically challenged trainees. There is a ladies' and gents' common room for privacy and separate washrooms for ladies and gents. An English language communication skills course was conducted for the trainees before the commencement of the academic year. Public speaking and drama sessions are also conducted. An interactive session for building rapport between the trainees is conducted. An atmosphere of pluralism,

where every religion is respected, prevails in the Institute. A conscious effort is made to sustain this atmosphere.

2.1.5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

The Content Test serves as a means for assessing trainees' knowledge, for teaching school subjects, before the commencement of the teaching programme. Interviews were conducted in two subject pedagogies to test their knowledge and communication skills. The faculty gives individual care, to students who cannot cope with English.

2.2 Catering to Diverse Needs

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The first day of college begins with an Inter-faith Prayer Service followed by the introduction of faculty members and the administrative staff. Ice-Breakers are conducted to help trainees to get to know and accept each other. The trainees selected for the course belong to various communities and geographical locations in Goa.

In the first two weeks of the re-opening of the Institute, several sessions are conducted to cater to the diverse needs of the students. They are as follows:

- orientation to campus requirements
- orientation to campus discipline
- orientation to course requirements, time-table and year's schedule
- orientation to co-curricular activities
- orientation to Mentoring followed by the distribution of a questionnaire, entitled, "About Me" to determine a student's personal profile
- orientation to Public Speaking, followed by individual practice in groups of ten under one mentor
- introduction to Gavel Club (the trainees who are interested become members)
- workshop on Calligraphy and Poster Making
- drama Session

- workshop on ‘Thinking Skills’
- session on ‘Use of AV instructional material’
- session on ‘Articulating one’s Philosophy of Life’
- session on ‘Using Digital Images For Teaching’
- orientation to Electives
- orientation on ‘How To write Assignments and Projects’
- session on ‘Choice Theory and Reality Therapy’ for developing responsible behavior
- orientation to preparing and conducting a School Assembly Programme
- orientation to peer teaching, practice teaching, collaborative teaching, and computer aided lessons

2.2.2. How does the institution cater to the diverse learning needs of the students?

In the first week a talent search is held, where trainees display their varied talents. It gives the trainees a sense of pride in their own talents and respect for others. The talent search is used to group trainees for ‘Project Goa’, where each trainee contributes in his or her own way to the programme.

Some of the other activities conducted in the Institute to meet the diverse needs of the trainees are:

- celebration of festivals of the major religions
- celebration of National Days
- celebration of Goa Day- (Project Goa)
- participation in Inter-collegiate Competitions in various languages such as Hindi, Konkani, Marathi, English
- work with the Community
- AIDS Awareness
- workshop on Learning Disabilities
- training in the use of Multiple Intelligences
- collaborating with each other and giving lessons
- inclusive education and Physical Education
- workshop on Brain Gym
- workshop on Group Art/Collaborative Art

- workshop on Environmental Education
- collaborative Teaching
- mentoring
- field trips
- visits to museums
- talks on different environmental topics/issues
- cooperative learning
- workshop on IT skills

2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Self-assessment and self-reflective activities are encouraged at various stages of practice teaching, and simulated lessons help the trainees to realize their potential and adapt to the needs of their students. They are as mentioned below:

- Co-curricular activities are organized as per the trainees' abilities.
- Cooperative learning and collaborative teaching are encouraged.
- Trainees with specific talents and skills are identified through a talent search and are assigned activities accordingly for 'Project Goa'.
- Care is taken in providing equal opportunities to all.
- Vernacular teacher trainees are given equal opportunities in the teaching learning process and collectively taken ahead with academic support.
- Most of the theory papers, give an insight to the trainees, regarding the need for catering to diversity.
- The pedagogy teachers advise trainees, on how to adapt their lessons with respect to language, background knowledge and types of students in different schools.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- The faculty keep the trainees' needs and the institutional goals in mind.
- Regular interactive sessions are held to sense the diverse learning needs of the trainees through tutorial groups in subject pedagogies.

- Interactions during the subject pedagogy lectures, classroom teaching, co-curricular activity meetings, mentoring sessions, help the faculty to get an insight into the needs of the trainees.
- Faculty are encouraged to update themselves through reading, attending workshops, seminars, and conferences to know the diverse needs of the trainees.
- Staff enrichment activities, such as Faculty Improvement Programmes and guest lectures, reinforce the need for the faculty to be receptive to diverse trainee needs.
- Problems regarding trainees and their performance are discussed with the Principal during faculty meetings and solutions are arrived at.

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The Institute has used a variety of measures to sensitize trainees to diverse student needs. They are as follows:

- A workshop is conducted on Inclusive education and Learning disabilities.
- New and innovative teaching methodologies such as using multiple intelligences and cooperative learning are introduced to meet the diversity.
- Community service activities that sensitize the trainees towards the need for equal learning opportunities for the disadvantaged sections of the society are conducted.
- Workshops on preparing instructional materials help the trainees to create easy and affordable teaching aids which can be used in their teaching.
- Theory papers, such as 'Psychology of Learner and the Learning' and 'Teacher in the Emerging Indian Society' gives trainees the knowledge and skills related to diversity and inclusion.
- Action Research projects help to develop the requisite knowledge and skills in these areas.

2.3 Teaching-Learning Process

2.3.1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The Institute emphasises that the faculty members use an interactive and participatory approach in the transaction of the curriculum. The trainees make maximum use of the resources in the library and the Internet facilities in the IT Centre while planning lessons and engaging in individual or group projects in various subjects. The trainees engage in active learning especially when they participate in Micro-teaching, Collaborative teaching and Peer teaching.

Creative assignments and projects given to trainees are as follows:

No.	Assignment/ Project	Names of Faculty
1.	Creating a video clip explaining a concept	Dr. Russel D' Souza Mrs. Ximena Fonseca
2.	Making mind maps for a particular class of students	Dr. Denzil Martins Mrs. Ximena Fonseca
3.	Using a display board to explain concepts and topics	Mrs. Ximena Fonseca Ms. Vida Sequeira
4.	Using Creative set inductions and evaluations for teaching	Mrs. Ximena Fonseca, Mrs. Suvarna Gauns
5.	Developing criteria for evaluation of a lesson	Dr. Denzil Martins Mrs. Ximena Fonseca
6.	Composing songs for teaching	Mrs. Ximena Fonseca Ms. Eutemia Fernandes
7.	Preparing and conducting a Quiz	Mrs. Ximena Fonseca
8.	Preparing a tool kit for teaching	Mrs. Ximena Fonseca Mrs. Suvarna Gauns
9.	Creating riddles, crossword puzzles, and other language activities, to be used for evaluation at the end of a lesson	Mrs. Suvarna Gauns
10.	Collection of groups of pictures, for story writing.	Mrs. Suvarna Gauns Mrs. Bernadette D'Souza
11.	Conducting value based games and activities for school children and writing a report with evidence.	Mrs. Suvarna Gauns
12.	Choosing any four different values and reporting how each of them could be taught using at least five different strategies.	Mrs. Suvarna Gauns
13.	Preparation of charts and posters on different values	Mrs. Suvarna Gauns
14.	Golden Triangle- A case study	Ms. Eutemia Fernandes
15.	Tourism in Goa – An Analysis	Ms. Eutemia Fernandes

16.	Impact of Mining and Quarrying in Goa	Ms. Eutemia Fernandes
17.	Important features about the various villages and towns of Goa.	Ms. Eutemia Fernandes
18.	Important features of the various States of India. (Physical Features, Climate, Vegetation, Culture and Traditions, Economy)	Ms. Eutemia Fernandes
19.	Spices of Goa	Ms. Eutemia Fernandes
20.	Analysis of Water Samples from Rivona	Ms. Eutemia Fernandes
21.	Vanishing Race- the Dhangar tribe of Goa	Ms. Eutemia Fernandes
22.	Developing Aquariums	Ms. Eutemia Fernandes
23.	Composting with 'Khambas'(earthern pots)	Ms. Eutemia Fernandes
24.	Cultivating Oyster Mushrooms	Ms. Eutemia Fernandes
25.	Environmental Issues (group studies on the various villages/ towns of Goa)	Ms. Eutemia Fernandes
26.	Effect of Fertilizers and Type of Soil on the growth of Moong Plants.	Ms. Eutemia Fernandes Ms. Delia Antao
27.	Kitchen Gardens	Ms. Eutemia Fernandes Ms. Delia Antao
28.	Application of statistical indices to classroom assessment data obtained from achievement tests in two subjects using MS-Excel	Dr. Russel D'Souza
29.	Experimental Science projects and exhibition	Dr. Denzil Martins
30.	Developing strong communication skills through the incorporation of dramatic activities such as role plays, skits, one-act plays, monologues and full scale stage performances	Mrs. Bernadette D'Souza
31.	Action Research projects	Dr. Denzil Martins
32.	Power Point presentations on topics in the course syllabus	All faculty
33.	Study of socio-cultural-religious ritual, ceremonies, special customs, festivals, traditions practised in Goa by any religion	Ms. Vida Sequeira
34.	Study of Government programmes for the Rural Development of Education in Goa	Ms. Sangeeta Kadam
35.	Study of Educational Problems of the Girl Child and Educational Policies implemented by the Government of Goa to solve them	Ms. Sangeeta Kadam
36.	Description of historical background, important landmarks, important personalities, important educational institutions of any Goan taluka	Ms. Vida Sequeira
37.	Study of Goan personalities who have contributed to the State of Goa or elsewhere in any field of work or endeavour	Ms. Vida Sequeira
38.	Study of Important Monuments in Goa	Ms. Vida Sequeira

2.3.2. How is 'learning' made student-centred? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The various participatory learning activities adopted by the Institute are:

- Assignments: Application based assignments are given in all the papers.
- Projects: interesting individual and group projects are given in some of the papers so that students engage in self-study and use their creative abilities.
- Field visits and excursions: gave opportunities to trainees to sharpen their observation skills and note down items of relevance.
- Participatory discussion: used in combination with the lecture method, stimulated thought processes and encouraged the trainees to ask questions, which led to a healthy discussion in the class.
- Seminars and paper presentations: helped the trainees to become confident and independent learners.
- Publications: trainees were encouraged to write articles for the College Souvenir.

2.3.3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The Institute encourages the faculty members to use an interactive and participatory approach in the transaction of curriculum e.g.

- Each day begins with a prayerful reflection.
- Lectures begin with a few review questions based on the portion completed at the previous lectures.
- Trainees are given the opportunity for clarification, re-explanation, or sharing their views.
- Current events are introduced into the lectures.
- Self-awareness exercises are used.
- During the lecture, questions are asked to enable trainees to participate with examples or share their views.
- Small or large group discussions, Role-Play, Drama, Jigsaw method, Self-study in the form of assignments and projects are used.

- Relevant video-clips are used.
- Audio-visual aids are used. (OHP/Digital Projector, Models, Charts, Pictures, Maps, Visualizer).
- Co-operative learning, group seminars and individual seminars are sometimes conducted.
- Visits to the State Museum and the Science Centre are organised.
- Games are organised in some subjects.
- Instructional materials are prepared and submitted.
- Students were given access to INFLIBNET.
- Out of class learning activities were conducted.
- Trainees were exposed to online learning resources.

2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The Institute provides additional training in models of teaching. The major focus is on the following models of teaching namely:

- Concept Attainment Model- trainees give at least one lesson in History using this model of teaching and also write lesson plans in Math and Science.
- Jurisprudential Inquiry Model- trainees give at least one lesson in History using this model of teaching.
- Inquiry Training Model- trainees write lesson plans in Science.
- Direct presentation Model
- Advance Organiser Model
- Synectics Model
- Multicultural and Multidisciplinary 21st Century Model
- Inductive Thinking Model- trainees write lesson plans in Science.

The above models of teaching are demonstrated by the faculty. Trainees are encouraged to use them in their lessons. It is compulsory in some subject pedagogies, to give at least one such lesson during internship.

2.3.5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practised and number of lessons given by each student per skill.

An orientation to Micro-Teaching helps to introduce the trainees to various micro-teaching skills. Each Micro-teaching skill is first explained in detail. This is followed by demonstration lessons, in each subject pedagogy, by the faculty concerned, followed by group discussion on various components of the micro-teaching skill. Thereafter the trainees plan their micro lessons in the presence of a mentor in the ratio of 1:10. Corrections of these lesson plans are done and the lessons are presented on the following day, in a cycle of plan, teach, feedback, replan and reteach. The following micro-teaching skills are covered.

Skill 1 –Set-Induction

Skill 2—Questioning

Skill 3—Stimulus Variation

Skill 4—Explaining

Skill 5—Chalk-Board Writing

Skill 6—Increasing Pupil-Participation

Four micro-teaching lessons are given by each trainee, one each in the first three skills and one integrating the skills of Explaining and Chalk-board work. These lessons are not counted in the mandatory 40 lessons to be given. Trainees give macro lessons integrating all the above skills during Peer Teaching, two in each subject pedagogy. Lectures on Bloom's Taxonomy of Objectives and Use of Audio-Visual Instructional Materials are given before the Lesson Planning Workshop in each Subject Pedagogy. Lesson plans are corrected in the ratio of 1:20 followed by lesson execution, observation and feedback by the faculty. As far as possible subject pedagogy teachers attempt to supervise all their trainees' lessons. The distinguishing feature of our college is that each faculty member corrects, fully supervises, evaluates and gives feedback on each lesson, only in their subject pedagogy.

An orientation to the criteria for observation of lessons is given to the trainees before observation of demonstration lessons and practice teaching lessons. Two

demonstration lessons each are given by a faculty member, in their subject pedagogy. Students from two different classes of any High School are brought to the college for this purpose. The class discusses the faculty demonstration lesson using the criteria and gives feedback to the faculty. This helps the faculty to gauge whether the criteria have been understood clearly by the trainees. This also helps in the process of observation, in giving feedback and lesson planning. The criteria for evaluation of lessons are different for different subject pedagogies.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Five phases of Practice Teaching are held in schools, wherein each trainee gives five lessons in each subject pedagogy, fully supervised by the faculty, each for a period of 35 minutes. Each faculty member observes five lessons per day on an average for four days in one week thereby completing the whole process of observing, evaluating, and giving feedback for the 20 lessons in a week.

The remaining 20 practice lessons are either faculty/school teacher/peer supervised. The trainees are given individual attention at the pre-planning and post planning stages of lesson preparation. Pre-planning includes discussion of topic and how best it can be taught. Post-planning includes taking note of suggestions for improvement of the lesson plan. Detailed correction of lesson plans, grammatical errors, and content is done. Feedback is repeated until the student corrects himself or herself. Trainees are requested to modify their lesson plans if they are not up to the standard, with the suggestions given.

Individual attention is given to particular trainees who have difficulties in the execution of the lessons. Trainees who have difficulties in lesson presentation, (such as conceptual clarity, teaching skills, facing an audience, use of language and communication skills) are given extra practice, prior to the actual lesson.

Peer teaching is done in a simulated environment at the college, to build the confidence of the trainees for practice teaching in schools. Lesson correction is done well in advance, so that the trainees have sufficient time to prepare themselves, for lesson execution. Faculty members suggest the references to be used for a given lesson. Special time slots are scheduled in the time-table for mentoring. Besides,

trainees are free to approach their mentors whenever they need help. Feedback is given by the faculty supervisors on a one-to-one basis as well as during their pedagogy lectures. Peers who observed the lessons also provide feedback.

2.3.7. Describe the process of Block teaching / Internship of students in vogue.

Internship is the bedrock of school based experiences which are comprehensive and include those that help in performing various functions. It is held for a period of three weeks. It gives the trainee an opportunity to grow. Internship activities include:

- giving twenty lessons in two subject pedagogies
- Achievement Tests - preparing a blueprint, constructing the test, administering it and assessing the answer scripts in two subject pedagogies
- conducting activities during substitution periods in the absence of teachers
- conducting Morning Assembly
- organising inter-class or individual competitions such as quizzes, poster-making and singing
- accompanying students to school excursions, picnics, visits to museums, exhibitions, field trips, and rallies such as AIDS awareness, and 'Prabhat Pheri'
- helping in the Annual Day, Sports Day, Interschool competitions, School Fete and other school functions
- preparing bulletin board displays
- preparing a timetable for 20 lessons and substitution activities
- writing of school certificates
- organising Library books and Laboratory apparatus
- presenting technology based lessons using a laptop, CD player and smart phone

During the Internship programme the faculty is present in the practice teaching schools to monitor the work done by the trainees. Individual reports have to be prepared by each trainee and submitted in the form of an Internship file. The coordinating teacher of each internship school gives feedback of each trainee's performance.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the practice teaching sessions/plans are developed by involving the school staff and faculty supervisors. The practice teaching time tables are prepared with the concurrence of the school Principal or Supervisor. The units are given by the school subject teachers. The lesson plans are submitted to the faculty supervisors. Guidance is given on a one- to- one basis. School supervisors/senior teachers also supervise the practice lessons during internship.

2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Before initiation to practice teaching, the trainees are oriented to and provided practice in micro-teaching skills. Besides, training is provided in different methods and techniques of teaching, Models of teaching, Power Point presentations, and preparation of different Multisensory instructional materials.

The trainees have the freedom to use the most suitable means for the effective transaction of their lessons, such as multiple intelligences and classroom management. Workshops on Learning Disabilities and Inclusive Education, also give extra information. Furthermore, theory papers like Sociology, Psychology and Subject Pedagogies give ample scope to orient trainees to the diverse learning needs in the class room. Rigorous guidance and practice at the initial stage brings the desired results from the trainees.

2.3.10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The major initiatives adopted by the Institute for encouraging trainees to use /adopt technology in practice teaching are as follows:

- Hands-on training is given in the use of computers.
- Encouragement is given to prepare more Power Point lessons, besides two compulsory lessons.
- The use of digital projector for paper presentations and for seminars is encouraged.

- General guidelines are provided for preparing effective Power Point presentations
- Students send their assignments via e-mail.
- Trainees are guided to use internet sources judiciously and research various. topics related to their subject pedagogies.

2.4 Teacher Quality

2.4.1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

When the Practice Teaching schools are chosen, the convenience of the trainees is considered. Schools are selected on the basis of geographical locations of the residences of the trainees and also the locality of the Institution. The supervisors travel to distant locations for the convenience of trainees. Letters are written to the selected schools seeking permission to use them for practice teaching. The school time tables are brought to the college by the trainees. Faculty members/office staff, then prepare the practice teaching time-tables for groups of 20 students on an average. Trainees go to practice teaching schools with the time- table. School teachers give the units to the trainees accordingly. The trainees consult different sources of information (such as library and internet), discuss the topic with the guide and then write and submit a detailed lesson plan for correction. The faculty attempt to make practice teaching a trainee centred experience. Within a school the faculty makes adjustments for the trainees according to their ability. For example, during initial lessons, trainees who lack in confidence are assigned lower classes. After supervising practice lessons in schools, the faculty also conducts lectures during the afternoons besides the regular lectures conducted on Wednesdays and Saturdays.

2.4.2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The schools do not accept too many trainees per day and of the same subject pedagogy. On an average five to ten trainees are assigned to each school per day in two different subject pedagogies for two days per week. The trainees are rotated on the basis of availability of schools and locality.

2.4.3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

After the execution of each lesson, feedback is given based on the performance, in the form of oral comments and written remarks on the lesson plan. Each faculty member begins the feedback session with positive remarks, followed by suggestions for improvement, based on the criteria used for assessment. She/he also motivates the students to engage in an exercise of self-reflection and observes the progress from lesson to lesson. The trainees observe the lessons of their peers and give them feedback. They assimilate best practices in their own lessons. Feedback given is based on the criteria for assessment of lessons, subject-wise and the type of lesson such as collaborative lesson, computer-assisted lesson, OHP lesson, and other individual lessons.

2.4.4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The Institute ensures that the trainees are updated on the policy directives and educational needs of the schools through extra lectures and workshops such as Environment Education, HIV/AIDS Awareness, Inclusive Education, Children's Rights, Right to Education Act, Continuous Comprehensive Evaluation and Cooperative Learning. Elective courses such as Value Education, Remedial Education, Development of the Educational System in India, Action Research and Environment Education are offered.

2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

A change in the school subjects or the curriculum gets reflected in the textbooks. The faculty and the trainees are conversant with these changes. Regular interactions by the faculty with the school personnel give an insight into the requirements and expectations of the school. The faculty then accordingly guides the trainees. Inviting school teachers for workshops conducted by the faculty provides an interactive platform to discuss various problems. The faculty members also attend workshops to keep pace with teaching methodologies.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The Institute supports the professional as well as personal development of the teacher educators through:

- encouragement to enroll for Higher Education
- participation in Orientation and Refresher Courses
- attending seminars, workshops and training programmes.
- paper presentations at the local, national and international level.
- conducting workshops
- writing articles
- in-house paper presentations
- faculty Improvement Programmes.

2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The Principal acknowledges the good work done by the faculty members at faculty meetings. This boosts the morale of the faculty.

On the occasion of the Silver Jubilee, the senior staff and faculty members were felicitated and presented with a memento. During the Golden Jubilee celebrations of the Institute, some of the administrative staff and the faculty were felicitated with a memento and a cash award for serving the Institute for more than 25 years.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Barriers to student learning are identified in various ways by the faculty:

- when questioning trainees during lectures, in informal out-of-class interactions with trainees and through the class representatives

- After observing lessons given by trainees, group conferences are conducted by faculty supervisors in various subject pedagogies to explain and/or clarify difficulties
- A pre-mentoring questionnaire is distributed among the trainees, titled "Who Am I?" The questionnaire provides mentors with some background information about the trainees who will be assigned to them for mentoring in the course of that year. This was first implemented in the academic year 2008-2009. Student problems at the personal level and professional level are also addressed.
- In the process of carrying out science experimental projects, regular meetings are held on a one–to-one basis with trainees in order to help them identify an experimental topic for investigation.

2.5.2 Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

Assessment is carried out in a variety of ways:

- Assessments are done based on presentations, written projects (science projects, action research, bulletin board displays, remedial teaching, ICT, project displays, (science and mathematics projects), lesson plan dossiers, internship reports, mind maps (mathematics) to summarise content in the chapters of the text books.
- In Science: Assessment sheets have been designed for observing science lessons and these have been periodically revised to anticipate the many science teaching strategies the trainee may plan to implement.
- In Science: a variety of evaluation sheets have also been designed for assessment of activities such as: Observational science projects, Experimental Science projects, Oral presentations, Internship Files, Test Paper Design and Action research Reports.
- Evaluation sheets in different methods have been designed.
- Prelim examinations are held prior to the final examination.
- External evaluation is conducted by Goa University.

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The assessment/evaluation outcomes are presented in the following ways:

- A post-prelims discussion of results is done.
- An end-of-year evaluation of ALL programmes conducted at the Institute is carried out. The results are compiled and decisions taken as to how best improve on past performances.
- An end-of-year evaluation of ALL members of the faculty is also carried out by the trainees. The assessments of the trainees are then distributed to each of the faculty.

2.5.4 How is ICT used in assessment and evaluation processes?

- In Science: trainees send their assignments, achievement test papers by e-mail. These are corrected/assessed and returned to them by e-mail.
- In Action Research: trainees send their assignments and project reports by e-mail. These are corrected/assessed and returned to them online.
- In Educational Technology: assignments of trainees are e-mailed for assessment by the faculty.

2.6. Best Practices in Teaching -Learning and Evaluation Process

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Collaborative Teaching: This technique arose out of a felt need. The increase in the number of lessons from twenty to forty exerted a pressure on schools teachers. In order to decrease the load of the number of teaching periods needed to give individual lessons in schools, it was decided to pair trainees to undertake collaborative lessons. In collaborative teaching two or more teachers take responsibility for planning, teaching and evaluating the lesson. The teachers who are partners in teaching the lesson have equal responsibility in planning and delivering the lesson. Together, the two teachers lower the student-teacher ratio and provide differentiated instruction in a manner that is not possible with one teacher. The advantages of collaborative teaching by far outnumber the disadvantages. There is a pooling of talents, ideas and resources required for the lesson. The planning, teaching and evaluation procedures adopted in the instructional process carried out

by a team of teachers, are generally superior to those carried out by a single teacher. The quality of teaching of an individual teacher improves by just observing her partner during one such lesson.

Subject-teacher Supervision of lessons: The subject pedagogy masters supervise only the lessons given by trainees in their subject pedagogies. The main reason for this is that feedback is not only with reference to teaching skills but also regarding the transaction and accuracy of specific content. The pedagogy master can observe the details that may be overlooked by other supervisors. This quality feedback helps to improve teaching.

Cooperative learning: It is an instructional strategy that simultaneously teaches both academic and social skills of the trainees. Cooperative Learning is one way of providing trainees with a well-defined framework within which they learn from each other through the use of strategies or 'structures'. It is a team approach wherein the success of the group depends upon each one making a positive contribution. While the academic task is of primary importance, trainees also learn the importance of maintaining rapport and respecting the views of each individual. Observing cooperative learning groups in action, allows faculty to effectively assess trainees' learning output. Cooperative learning groups also offer a unique opportunity for feedback from peers and for self-reflection. Some of the trainees also implement this during internship. Many ex-trainees have used cooperative learning in their teaching.

Jigsaw: It is a cooperative learning strategy wherein the trainees of a class are organized into groups of four members. The trainees are next reorganized into 'expert' groups containing one member from each jigsaw group. The members of the expert group work together to learn the material presented to them. They then return to their original groups, to share their learning. In this way, the work of the 'expert groups' is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the content with their team members. The teacher moves around the room, listens in to their sharing and monitors the progress of the groups.

Mind Mapping: It enables the faculty to organise ideas and concepts visually, and helps them present available information in a comprehensive and clear manner. Organizing information through mind mapping enables faculty to synthesise

knowledge and communicate ideas effectively. Trainees are also encouraged to draw their own mind maps in different content areas.

Evaluation in Practice-Teaching lessons: In Konkani language teaching, the trainee conducts an activity (such as crossword puzzles, riddles, word-search, word antakshari, role play or a monologue) related to the lesson during evaluation, in addition to the question-answer form of evaluation.

Autobiography lessons: In Konkani language teaching, each trainee first dramatizes related episodes 'In the life of . . .' (a person or object) and then develops the lesson based on the dramatized episodes using as many relevant idioms and proverbs as possible.

In Action Research (AR): In Action Research, fortnightly meetings are held with trainees who have opted for this elective, only until the research problem has been identified. The trainees answer four questions:

(a) What am I doing to identify a problem for my AR project?

(b) What problem-related/exploratory reading have I done with respect to my AR project so far?

(c) Have I met my guide to clarify my problem or any difficulties that I have encountered?

(d) What do I plan to do in the coming fortnight with respect to my AR project?

In Science Teaching: Trainees are encouraged to conduct one experimental science investigation based on some everyday question/problem. In the past trainees have investigated topics like: the brand of candles which burns the longest, the strength of a spider's web, milk brand which gives the best curd, the strongest glue, the fuel (oil) which lasts the longest in mud lamps. These experimental projects are recorded as a Project report.

The trainees then display their experimental projects in an exhibition which is open to schools and to their peers.

Criteria for evaluation of lessons: The criteria for evaluation of lessons differ in different subject pedagogies.

Criteria for evaluating Science Lessons: The criteria for evaluating science lessons have been regularly revised for a number of years. This has been done so as to enable the science pedagogy faculty to assess a variety of science teaching approaches besides the Herbatian method.

The Book of Standards: This monograph contains a set of assessment criteria for assessing a variety of projects, assignments and activities conducted at the Institute. This 'Book of Standards' came about because one of the faculty observed that many students coming from their graduate and post-graduate courses presented their projects, assignments and activities in an unplanned, careless and shoddy manner. It was realized that this occurred as the trainees lacked a set of guidelines to measure their performance against a predetermined set of standards.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Reflection on best practices in the delivery of instruction is carried out during faculty meetings after sharing by faculty members.

Criterion II-- Teaching-Learning and Evaluation

B.Ed. Special Education

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The Institute is affiliated to the Goa University. Hence it adheres to the rules and regulations stipulated by the university. The trainees are selected on the basis of merit at the qualifying examination, either Graduation or Post-Graduation, whichever percentage is higher. The trainees are then administered a written test in which various aspects of general knowledge related to special needs are tested. In addition, the candidates' ability for comprehension is also tested. This is followed by an interview in which the trainees are graded. There is also a group discussion for candidates based on general topics pertaining to education. Other aspects considered are experience and post-graduation subjects.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The Institute publishes its prospectus annually for information about the admission process and general fee structure. It also contains the Vision statement, the Mission Goals, Educational Support Facilities, the Courses offered and the Infrastructural facilities available such as the IT Centre, and the Instructional Materials room. The dates of availability of prospectus are published in the local newspapers in advance and the procedure for admission with dates and time is put up on the notice board in the college.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

- The Institute follows the stipulated rules laid down by the Goa University.
- Admission forms are thoroughly scrutinized by the admission committee.
- The merit list before display is also inspected by the admission committee.
-

- The cut off percentage for admission at the entry level is 45% for B.Ed. Special as per the Goa University norms.

The Admission list is prepared according to merit and is displayed on the notice board on the previously informed date. A waiting list is also displayed. This is to replace any student who leaves the course after admission, within a period of one month from the date of re-opening of the college according to the Goa University norms. The admission is done by the admission sub-committee comprising of the Principal, one Faculty Member and two Administrative Staff. An admission help desk is in place on admission days to facilitate the applicants.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

Scholarships are given to economically backward trainees and some concession is made or freeships given with respect to hostel facilities. The Institute welcomes students from different backgrounds. Group work is planned and executed keeping in mind the different linguistic abilities of the trainees. The number of male trainees admitted is far less than the girls since they form the majority of applications for the course.

There is an atmosphere of openness that permeates every activity. The trainees are encouraged to respect other religions. The focus of the entire B.Ed. Special course is inclusion. Hence this is put into practice through curricular and co-curricular activities.

2.1.5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

The written test (50 marks) serves as a means for assessing the candidates' comprehension, aptitude and language skills. It comprises of:

- an objective test in which the future trainees are quizzed on issues related to disabilities
- some open-ended questions

- five cases presented along with three response choices from which the applicant has to choose one and provide a convincing argument to justify the choice.
- a passage and questions based on the passage
- finally, a passage that is read out to the candidates after which they are required to write it down.

Besides, group discussions are also conducted. Each group consists of five applicants. This helps to test the ability of the applicants to speak in a group, to present a point of view and to function in a group setting.

2.2 Catering to Diverse Needs

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

- On the first day the trainees are given an orientation to the course. This includes ice breakers, getting to know the staff, sharing of experiences by ex-students. They are also introduced to the facilities available in the college like the library and the IT Centre.
- The orientation includes detailed explanation of the course content, the mode of evaluation and Ordinances of the University.
- Trainees are given a variety of experiences in terms of exposure to different models of special education including special schools, resource rooms and NGOs.
- Throughout the course the trainees are given individual guidance and feedback for practicum.
- The Department of Special Education constantly invites experts in the field to conduct workshops and give lectures to the trainees. (e.g. speech therapy, visual impairment, medical aspects of disabilities and learning disabilities)

2.2.2. How does the institution cater to the diverse learning needs of the students?

Some of the activities conducted in the Institute to meet the diverse needs of the students are:

- All teaching sessions include a variety of input methods like movies, power point presentations, demonstrations, discussions and activity based learning.

- Trainees' performance is not based only on written examinations. Equal weightage is given to internal assessments where the trainees are evaluated on a practical assignment and written assignment which involves extra reading.
- In practicum, trainees are evaluated through activity-based lessons and computer- assisted lessons.

- Where it is practical, trainees are allowed to give lessons in their mother tongue and also placed for case study with children who speak their mother tongue.
- Various skills of the trainees are evaluated through assignments like home programs, sensitization programs and community awareness programs, removing the focus from rote memory and reproduction at exams.

2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The nature of the B.Ed. Special Education programme is in essence based on the need to handle diversity in the teaching learning process. The Institute translated this into concrete action in the following ways:

- Trainees are made to give lessons in a variety of subjects like music, dance, cooking, art, craft, and yoga.
- Lessons are also given to school students with a variety of cognitive challenges ranging from mild intellectual disability to severe intellectual disability.
- Lessons are given to school students with different disabilities like cerebral palsy, intellectual disability, learning disability, scholastic backwardness, visual impairment, hearing impairment, ADHD and autism.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The Institute supports teacher educators by encouraging them to attend workshops in order to broaden their skills. Faculty is given freedom to attend workshops that will enhance their own professional growth. Adjustments are made to permit faculty to attend relevant programmes.

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The focus of the course is on inclusive education. Therefore, trainees are exposed to:

- schools where inclusive education is practiced by going there on visits
- community work to increase awareness about inclusion of children with disabilities
- inclusive settings for placement during internship
- programmes organized on Inclusion Day by an NGO, 'Towards Inclusion Everywhere in Society (TIES)', in Goa
- the various activities organized on 'World Disability Day'.

2.3 Teaching-Learning Process

2.3.1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

Trainees are encouraged to become independent learners in the following ways:

- Assignments for the trainees in each paper are of two kinds -theory and practical. For the theory assignments, they have to access the library and the Internet. For the practical assignments, they have to interview different people in the field of disability, conduct surveys of different kinds e.g. appliances and teaching aids available in the market.
- Trainees have to design their own teaching aids based on different aspects of the disability (e.g. 'Shoebox Tasks' for autism).
- They have to conduct sensitization programs for parents, teachers, students and non- teaching staff.
- They are expected to conduct two home programs for parents of children with disabilities.
- They are also required to assist the teacher educators to give an annual workshop to different stakeholders, such as the Department of Education, Headmasters, Teachers, regular students, parents, and Government officials in the field of education.
- Trainees have to visit various models of special education delivery and prepare reports of the same based on guidelines given by the staff.
- Trainees have to prepare computer- assisted lessons and evaluations.

2.3.2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The various participatory learning activities adopted by the Institute are:

- Home Programs – The trainees conduct two Home Programs for parents of their case study students (intellectual disability and autism) where they educate the parents about the nature of the disability and draw up a functional program to help the child be independent in society.
- Community Work: Trainees have to prepare a program to educate the public about various aspects of disability. This program is presented through PowerPoint presentations, a street play and dance. Trainees also have to prepare posters and leaflets for the benefit of the general public.
- Workshop: Every year trainees participate in a workshop conducted by the faculty. Their participation begins with the planning of the workshop from the administrative perspective (registration, catering, arrangement of the hall, providing learning materials).They also contribute to the workshop through presentation of role plays, designing teaching aids and PowerPoint presentations.

2.3.3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The Institute encourages the faculty members to use an interactive and participatory approach in the transaction of curriculum.

- Lectures begin with a few review questions based on the content completed at the previous lectures
- Trainees are given the opportunity for clarification, re-explanation, or sharing their views
- Current events are used to generate discussion
- During the lecture, questions are asked to enable trainees to participate with examples or their perspectives
- Discussion, Role-Play, Drama, Practical Demonstrations are also used
- Relevant video-clips are used

- Audio-visual aids are used (OHP, Digital Projector)
- Cooperative learning, group seminars and individual seminars are sometimes conducted.
- Fieldtrips to schools, NGOs involved in disability are organised.
- Games are organised in some subjects.
- Instructional materials are prepared and submitted.
- Trainees were given access to INFLIBNET.

2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Yes.

- Behavioural Model - This model is used in case studies of children with behaviour problems
- Structured Teaching - The Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) model is used in all twenty lessons for autism

The above models of teaching are demonstrated by the faculty during their lectures. Trainees are encouraged to use them in their lessons as and when possible.

2.3.5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practised and number of lessons given by each student per skill.

No, however in the practice of teaching children with disabilities, the focus is on the concept of task analysis. This involves the breakup of skills into smaller sub-skills which will be taught in a sequential manner. The faculty spends a lot of time helping the trainees to achieve proficiency in this.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The faculty ensures that individual attention is given in this important component of the programme in the following ways:

- Trainees prepare for their lessons in schools by giving two mock lessons in front of their peers and teacher educator. The feedback on these lessons enables them to prepare better lessons for the schools.
- Trainees give a total of 50 lessons (10 lessons are for children with learning disabilities, 20 lessons for children with intellectual disability and 20 lessons for children with autism). Each student gives two lessons a day, which is observed by the faculty.
- Trainees have to write a self-evaluation at the end of each lesson which is based on the following points:
    - Was the specific objective addressed?
    - What are the points for improvement?
    - What aspects in the lesson contributed to better learning?
    - Based on a pre-set format the faculty evaluates the trainees on certain points.

The trainees are then given feedback accordingly for each lesson.

2.3.7. Describe the process of Block teaching / Internship of students in vogue.

Internship is provides a rich resource for handling school based experiences which are comprehensive and include those that help in performing various functions. It is held for a period of fifteen days. It gives the trainee an opportunity to experience real life school situations from the administrative and teaching perspective. Based on the trainees' interests they are placed to work with the disability of their choice (learning disability and slow learners or intellectual disability and autism)

- Trainees have to conduct an assessment of two students with disabilities based on an assessment checklist.
- They have to prepare an educational program for these two students based on the results of the assessment. This includes preparation of relevant teaching learning materials and the time table. They then have to implement this program for a week .
- Trainees also have to conduct two sensitization programs for parents or teachers or regular students or non-teaching staff.
- Trainees conduct inclusion activities for children with intellectual disability and autism.

- They need to reorganize the classroom in terms of its physical structure. This includes dividing the classroom into clear functional areas like individual work areas, group work areas, play areas, and the 'quiet corner'.
- They also have to perform various administrative tasks, like updating the files of students attending the resource room, and arranging their cabinets.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes. The practice teaching sessions/plans are developed by involving the school staff and mentor teachers. The practice teaching time tables are prepared by the faculty with the concurrence of the school principal or supervisor. The lesson topics are given by the respective class teachers. School supervisors/senior teachers also supervise the practice lessons and give feedback for further improvement.

2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Trainees are made conscious of the need to handle diversity throughout the programme.

- Theoretical inputs regarding the learning characteristics of different disabilities is provided.
- Observation time of children with different disabilities is provided to the trainees.

  They have to go on visits to different special education settings, like special schools, vocational units, NGOs working for children with special needs (CWSN) and resource rooms. They have to prepare a report (based on a format) on their observations.
- They spend sixteen hours of observation for two case studies, one in intellectual disability and one in autism in the school, home and community settings, which are then presented according to a given format.
- Trainees are taught disability specific teaching strategies (e.g. 'modified text' and 'activity based learning' for children with learning disabilities and slow learners, 'task analysis' and 'activity based learning' for children with

- intellectual disability, and 'visually structured lessons' for children with autism).
- Prior to the lessons, trainees are taken to the respective schools to observe the children and determine their current level of performance, after which they further modify the lesson to cater to a student's specific level.

2.3.10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The major initiatives adopted by the institution for encouraging teacher trainees to use /adopt technology in practice teaching are as follows:

- Hands-on training given in the use of computers
- Theory assignments have to be presented through the digital projector
- The trainees have to give five PowerPoint lessons for children with learning disabilities. This includes preparing an interactive evaluation for the lesson taught.
- Trainees are encouraged to make mini-movies on the sub skills of various tasks like dressing, packing bags, cooking and exercise.
- They also prepare and present their sensitization programs through PowerPoint presentations
- Trainees also send their assignments via e-mail to their respective faculty
- Trainees are taught to type their lesson plans and transfer the same to the green sheets of the lesson dossier.
- Trainees are trained to use internet sources judiciously and this aids them in researching various topics related to their assignments

2.4 Teacher Quality

2.4.1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes. The practice teaching sessions/plans are developed by taking the lesson topics from the school staff and guided by the mentor teachers. The practice teaching time tables are prepared by the faculty with the concurrence of the school principal or

supervisor. The lessons are given by the respective class teachers. School supervisors/senior teachers also supervise the practice lessons and give feedback for further improvement.

2.4.2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

In general nine trainees are assigned to each school under one faculty. Approximately three schools are selected. The lessons are spread over a two week period. This allows the faculty to comfortably monitor two lessons per day, per student. The schools are selected on the basis of the number of students with the particular disability required for practice teaching.

2.4.3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Each lesson is assessed on the following points:

a) Was the specific objective addressed appropriately?
b) Was the set induction relevant?
c) Did the trainee use appropriate teaching strategies effectively?
d) Were the teaching learning materials functional and attractive?
e) Did the trainee reinforce effectively?

The performance of the trainees on the points mentioned above is conveyed to them in terms of written evaluation at the end of the lesson and during a one- to- one interaction between the trainee and the faculty.

2.4.4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The relevant Policies, Acts and Regulations specific to disability are addressed in the syllabus.

2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- In special education, the faculty constantly update their knowledge as to the relevant teaching strategies for the various disabilities and convey the same to

- the trainees. They also try and share this knowledge in the schools where they give practice teaching lessons.
- Once a year, workshops are conducted to share this knowledge with the teachers and principals of different schools.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The Institute supports professional as well as personal development of the faculty through:

- encouragement to enroll for higher education
- participation in seminars, workshops, conferences organised in the field of disabilities
- attending Seminars, Workshops and training programmes
- paper presentations at the local, national and international level
- Conducting workshops
- Writing articles.

2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

While there is no formal mechanism to reward the faculty, the single most motivating factor is the freedom given to the faculty by the Principal to plan the curriculum. This confidence expressed by the Principal, has enabled the faculty to develop creative strategies to make the program practical, relevant and enriching for the trainees. In addition, the Principal has personally appreciated their contributions within the Institute and outside. When the Chairman of the RCI visited the Institute, the Principal formally thanked the faculty for the excellent work they are doing.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Barriers to student learning are identified in various ways by the faculty:

Questioning trainees during lectures, during informal out-of-class interactions with trainees and through the class representative.

After conducting lessons, the trainees are required to conduct self-evaluation where they answer three questions.

a) Was the specific objective achieved?

b) What was good about the lesson?

c) Are there any areas for improvement?

Based on the response of the trainees and observation of the faculty supervisors, individual as well as group conferences are conducted to explain and/or clarify the difficulties of the students.

Trainees have access to the faculty whenever they need help, even outside the working hours of the faculty.

2.5.2 Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

Assessment is carried out in a variety of ways:

Assignments are given, one each in the practical and theoretical components for each paper. Internal assessment is conducted only in Paper V in Semester I and Paper IX in Semester II.

External evaluation is conducted at the end of each semester. Semester I consists of Papers I, II, III, and IV. In Semester II, Papers VI, VII and VII are assessed externally. This is conducted by Goa University

Practical work is also assessed. (Case studies of children with autism and intellectual disability, home programmes for children with autism and intellectual disability, lessons for children with learning disabilities, intellectual disabilities and autism, internship, workshop, visits, and computer presentations)

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

After every practical work, the students are given feedback on their performance orally and in writing. The students then incorporate it in their future practical work.

An end-of-year evaluation of all programmes conducted at the Institute is carried out. The results are compiled and decisions are taken as how best to improve the performance of the next batch of trainees.

Besides informal evaluations initiated by the faculty an end-of-year evaluation of the faculty is also carried out by the trainees. This is handled directly by the faculty. The faculty incorporates the feedback given in the next academic year.

2.5.4 How is ICT used in assessment and evaluation processes?

Trainees send some of their lesson plans by e-mail. These are corrected/ assessed and returned to them by email. The same are also discussed individually.

Trainees make multimedia presentations for their assignments and are assessed accordingly.

2.6 Best Practices in Teaching -Learning and Evaluation Process

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

The faculty has developed evaluation processes for each practical component. Criteria are set for students' performance.

Students are given experiences of working in resource rooms in inclusive settings. They are directed to conduct lessons during practice teaching and internship in such settings apart from special schools.

Practical exposure to regular school settings helps both the trainees as well as the regular teachers to understand and attend to the needs of children with special needs. This has also helped the Institute to build rapport with the regular schools.

Through their interaction with students in the regular school settings, the faculty understands the needs of children with special needs in the current education system and incorporates their knowledge and insights into the curriculum transaction for the next batch of trainees.

The program is specially tailored to meet the needs of children with special needs in the State of Goa. Unlike those in other States, the trainees are given exposure and experience in more than one disability. Paper IX in the syllabus deals with children with autism, and trainees are given experiences that will enable them to deal more efficiently with autistic children.

Project Goa (Goa Day)

During this occasion, the trainees:

- Performed a Pantomime to promote inclusion in the Goan society.
- Trainees also interviewed individuals with different disabilities and showcased their products in the form of multimedia presentations during the Goa Day Program. These interviews highlighted their abilities, their aspirations and needs. This helped to sensitize the audience to the needs of people with special needs.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

One of the members of the faculty is a member of the State Level Committee and founder member of a Parent group called TIES (Towards Inclusion Everywhere in Society). Her interaction with the personnel of special schools and inclusive settings and the parents of children with special needs, help to identify the best practices required to train the trainees to meet the needs of the society. The same is shared with the other faculty during meetings and changes are made accordingly in the theoretical inputs and in the practicals. The faculty use technology in the delivery of their lectures.

Criterion III - Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1. How does the institution motivate its teachers to take up research in education?

The infrastructure provided by the Institute is an effective stimulus and gives an impetus to the faculty to take on research work. The Library is well equipped with new books on research. The faculty members are free to make use of the IT Laboratory for their research work. The faculty is encouraged to attend workshops on research methodology in order to be equipped with proper skills in research methodology. The Institute encourages research. We have one faculty member of the regular B. Ed. who was awarded a Ph. D. in 2007and another in 2013. At present one faculty member and the librarian have submitted their Ph.D. thesis. One faculty member is pursuing the M.Phil. Two of the faculty members of the B. Ed. Special Education Programme have registered for their Ph. D. One of the faculty members of the B.Ed. Special Education has completed a research project on "All Can Learn" under the Sarva Shiksha Abhiyan. The trainees of the B.Ed. Special Education helped in data collection for a research project of SOPAN, with regard to the prevalence of autism in the State of Goa. The faculty is permitted to participate in enrichment programmes to gain exposure to the new and latest methodologies.

3.1.2 What are the thrust areas of Research prioritized by the institution?

The Institute plans to do research in new areas, like, issues related to the Right to Education (RTE) Act, Government Computer Scheme for students, Continuous Comprehensive Evaluation (CCE), Impact of Automatic Promotion in schools, Autism, etc.

3.1.3. Does the institution encourage Action Research? If yes, give details on some of the major outcomes and the impact.

Action Research is one of the Electives opted for by the regular B.Ed. trainees, each one of them conducts an Action Research Project during the academic year as a part of the curriculum. The Action Research projects focus on self-appraisal and self-improvement with regard to their own teaching, classroom management, lesson

planning skills, cooperative learning structures and multiple intelligences. They conduct these at the school and on a personal level. There was no institutional action research undertaken but Action Research is one of the Electives opted for by the B.Ed. trainees.

3.1.4 Give details of the Conference/Seminar /Workshop attended and / organized by the faculty members in the last five years.

See Appendix E

3.2 Research and Publication Output

3.2.1. Give details of instructional and other materials developed including teaching aids and/ or used by the institution for enhancing the quality of teaching during the last three years.

- Instructional Aids in the seven subject pedagogies and five Electives are prepared by the trainees and preserved in the instructional materials room. Trainees prepare PowerPoint presentations, informative charts, pictorial folders, models, flannel boards, magnetic boards, picture cut-outs, Computer Assisted Lessons and video clips.
- Criteria for assessing Projects and Assignments in the core papers, elective papers and methodology papers are regularly reviewed.

3.2.2. Give details on facilities available with the institution for developing instructional materials.

The Institute has a well-equipped IT centre with Internet facility, scanner, printer and visualizer. The Library has printed resources, internet facility, and a photocopier. Trainees can use these facilities. They are also equipped with skills in ICT through a programme designed especially for them.

3.2.3. Did the institution develop any ICT/ technology related instructional materials during the last five years? Give details.

Yes, in all core papers, subject pedagogies and elective papers ICT/technology related instructional materials have been prepared and used in the teaching learning process such as:

- PowerPoint presentations for the teaching of English, Hindi, Konkani, History, Geography, Mathematics, and Science
- PowerPoint presentations for micro teaching and orientation to different components of the various programmes
- Edited digital images to accentuate part(s) of a whole e.g. venation in leaves, root systems of various plants, different climatic zones in Geography and stories through still images in English using Gimp
- Edited videos clips keeping the essential elements using Movie maker
- Created audio lessons (activity sheets form an integral part of this activity using Audacity)
- Created videos using screen casting software such as Camstudio
- Use of online tutorial sites for Mathematics teaching
- Use of online simulations in teaching e.g. functioning of the heart, excretory system.
- Use of cloud storage devices by some of the trainees through their accounts on Google Drive and Drop Box
- Exposure to videoconferencing and Skype in which there is a single node to node interaction
- PowerPoint presentations and Flash cards using Devnagari script
- Video downloads from internet for lessons.
- Use of animated pictures specially for grammar lessons.
- Images downloaded for lessons.
- Use of folders and charts prepared from pictures downloaded from the internet.
- Use of recorded video clips using the digital camera for lessons.
- Songs on mathematical concepts downloaded from the internet for lessons in Mathematics.
- Videos on Mathematical concepts used in PowerPoint presentations from the internet.
- Video clips of mathematical concepts have been made by the trainees.

3.2.4. Give details on various training programs and/ or workshops on material development (both instructional and other materials).

- **A. Organized by the Institution**
- **B. Attended by the staff**

- **C. Training provided to the staff**

A-Organized by the institution: The faculty conducts workshops at the beginning of the academic year for the B.Ed. trainees on the following aspects:

- Poster-making and Calligraphy
- Developing instructional materials
- PowerPoint presentations
- Computer Aided Lessons
- Production of OHP Transparencies

B. Attended by the staff: Various training programs and/ or workshops on material development (both instructional and other materials) attended by the staff were:

- Creating and Manipulating Digital Images using GIMP organised by NIE-Department of Extension Services at Nirmala Institute of Education, Altinho – Panaji, on 7th and 8th October 2013.
- Creativity & Well Being, Music and Photography (Art Skill Training Mela) organised by Sunaparanta- Goa Centre for the Arts on 15th, 16th, & 17th February 2013.

C. Training provided to the staff: Training was provided to the faculty and B.Ed. trainees on using the Interactive Whiteboard by Promethean.

3.2.5 List the journals in which the faculty members have published papers in the last five years.

The faculty members have not published papers in journals. However, some faculty have had their papers published in the form of seminar proceedings.

- Gauns, Suvarna and Fonseca Ximena (May 2012). 'Methods and Strategies of Teacher Empowerment' ISBN: 978-93-81876-40-4
- Fernandes, Maria Eutemia. (May 2012). "Constructivism As a Strategy For Teaching and Learning" ISBN: 978-93-81876-40-4
- Fonseca, Ximena. (2013). 'Benefits of Spirituality towards Psychological well-being'
- Gauns, Suvarna. (2013). 'Influence of Media in Shaping Moral Values'

- Rodrigues, Maya. (2012) 'Marketing of Library Services', Empowering Librarians for Lifelong Learning Skills. (New Delhi): Current Publications bearing ISBN No. 978-81-8902-6591-2
- Rodrigues, Maya. (2012) Institutional repositories-The Primary Sources of Information, Libraries in Digital Era. (New Delhi): Arihant Prakashan, bearing ISBN No. 978-93-80872-67-4, in 2012.

3.2.6 Give details of the award, honors and patents received by the faculty members in the last five years.

Awards Received by Dr. Rita Paes (Principal of Nirmala Institute of Education)

- Dr. Sam Higginbottom Award for the Best Principals of India 2011 presented by the AIACHE (All India Association for Christian Higher Education) in recognition of her excellent and devoted academic leadership, dynamic visionary initiatives in administration, impacting student and stakeholders' progression and highlighting her commitment to a higher level of professional ethics.
- The Outstanding Goan Award from the True Values Foundation in 2012-13.

Awards Received By Mrs. Ximena Fonseca (Assistant Professor)

- Teacher Appreciation Award by St. Theresa's High School, Mangor Hill-Vasco, in December 2008.
- Teacher Appreciation Award by Rotary Club Panaji Riviera in 2009 – 2010.

3.2.7 Give details of the Minor/ Major research projects completed by staff members of the institution in the last five years.

- A Minor Research Project was undertaken by Dr. Denzil Martins under the UGC, entitled "Cooperative Learning in Schools Project" (CLISP) for the year 2012. A workshop was conducted on 11th and 12th April 2012 to prepare teachers to use Cooperative Learning in the academic year 2012-13.
- Mrs. Gargi Sinha (Assistant Professor, B.Ed. - Special Education-NIE) undertook the **"All Can Learn"** Project for Sarva Shiksha Abhiyan (SSA) from April 15, 2011 to March 31, 2012.

The Project, aimed at providing intervention to children with learning difficulties in the regular classroom on the basis of improved teaching strategies. The project was based on the Right to Education (RTE) Act, which mandates that all children have

the right to learn in an inclusive environment, based on their capabilities and interests. The B.Ed. (Special Education) Department was the Nodal centre. The project comprised of two main features –

- Identifying children with difficulties, and,
- Training teachers to provide intervention to those children, along with children in the regular classrooms.

The project employed two Resource Persons who were trained in specialized teaching methods, language and concept development strategies, to cater to students with learning difficulties.

Teachers from eight mainstream schools in Goa were given workshops in two sessions on methods of intervention, which they subsequently implemented in class V. Hands-on training was offered every week by the qualified teachers, to bring in school-wise modifications wherever required. Periodic evaluation was done to monitor the progress of the students. At the end of four months, students who were identified with learning difficulties by the teachers were sent for remedial sessions
The B.Ed. (Special Education) trainees during their Internship period also got exposure by playing the role of Resource Persons. The project gave special emphasis to activity-based learning, multisensory resource material and different methods of evaluation.

The following workshops were jointly co-ordinated with the B.Ed. Special Education Department of N.I.E. and the Goa Sarva Shiksha Abhiyan:

- Inclusive Education (I.E.) Programmes
- Performance Evaluation of Children with Diverse Learning Needs for schools in North and South Goa
- 'Curriculum Modification- Road to Inclusion', for Heads of Secondary Schools.

3.3 Consultancy

3.3.1. Did the institution provide consultancy services in the last five years? If yes, give details.

- Consultancy is being provided but in a very informal way by both B.Ed. and B.Ed. (Special Education) faculty. Consultancy was provided by B.Ed. (Special Education) to Naval Childrens' School and Atmavishwas Special School to set up a programme for Inclusive Education and to mentor the teachers in preparing individualised education programmes for the school students.
- Faculty members are on various committees (Local Management Committee, Archdiocesan Board of Education, Advisory Board for Extension Services Department, Rehabilitation Council of India, State Committee for Cchildren with Special Needs.
- Faculty members are invited as resource persons for Orientation and Refresher courses at the Academic Staff College, Goa University and to other schools.
- Faculty members are invited as resource persons for IGNOU-B.Ed. and IGNOU - M.A. Programmes. Navodaya Leadership Institute, Canacona, Goa.
- The NIE partnered with the SCERT to equip teachers with open source software skills. Approximately 151 school teachers underwent a three day programme.
- Consultant for Brazil- India UNESCO Project (2011-12) for taking teachers from India to run a parallel course to enhance the knowledge and skills of deprived sections of Brazilian school children in Pernambuco, Recife.
- The Post Graduate Diploma in Computers and Educational Technology (PGDCET): Mr. Jude Miranda was the consultant and designer of the Educational Technology component of the programme.

3.3.2 Are faculty/staff members of the Institute competent to undertake consultancy?

If yes, List the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

List of the competency of faculty:

Faculty	Areas of Expertise
Dr. Rita Paes (Principal)	Choice Theory and Reality Therapy- William Glasser
Dr. Rita Paes (Principal)	Value Education
Dr. Denzil Martins	Integrating Multiple Intelligences in Lesson Transaction Using Visual Content Networks (VCNs) to facilitate Lesson Planning Using Graphic Organisers in the teaching-learning process Increasing Pupil Participation in the class Lesson Planning Conducting Portfolio Assessment Teaching Science Process Skills Designing Achievement Tests Designing Educational Games Designing Activity Sheets Creating and sustaining cooperative learning environments Study Skills.
Mrs. Ximena Fonseca	Teaching of Mathematics in high school Remedial Teaching
Dr. Russell De Souza	ICT
Mrs. Giselle Lobo and Ms. Teresa Rani	Inclusive Education and other areas within the field of special Education

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

No financial remuneration was received from the PGDCET. Instead the Institute was given four laptops and one LCD projector.

3.3.4 How does the institution use the revenue generated through consultancy?

The consultancy is mostly honorary work.

3.4 Extension Activities

3.4.1 How has the local community benefitted from the Institution? (Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's

- The B.Ed. (Special Education) collaborates with the Disabilities Rights Association of Goa (DRAG) and Towards Inclusion Everywhere in Society (TIES) an organization of parents of special children.
- The B.Ed. (Special Education) trainees conducted a sensitization programme for bus conductors and drivers at Panjim bus stand. The programme aimed at
- helping drivers and conductors to respond sensitively to children with special needs and their parents as they use public transport.
- Another sensitization programme was conducted at the Pernem market place. The focus of this programme was to break down myths and misconceptions associated with disability and also to encourage the public to welcome children with special needs into the community.
- The Post Graduate Diploma in Computers and Educational Technology (PGDCET) was an initiative of the Government of Goa and the Goa University. It was a two year part-time Information Technology and Educational Technology course covering 500 computer teachers of Goa. Around twenty ex-students and five B.Ed. faculty were involved in the program. The Learner Management System (Moodle) was used to facilitate learning and interaction between the faculty and computer teachers. Ms. Vida Sequeira, Ms. Eutemia Fernandes, Dr. Russell De Souza, Mr. Jude Miranda and Ms. Delia Antao were the teaching faculty of the programme. After completing the two year programme which had many components of the regular B.Ed. programme, these 500 teachers were regularized in high schools and higher secondary schools.
- Prison Ministry Day: Prison Ministry day is commemorated in memory of St. Maximillan Kolbe, the Patron of the Prison Ministry who laid down his life to save the life of his fellow prisoner who had a family. This is done at the request of the Prison Ministry Team of the Archdiocese of Goa.
- Workshop on Personality Development for Secondary and Higher Secondary Students with Dr. Fr. Divya Paul, Diocesan Youth Director, Bangalore.
- Visits to the Home for the aged.
- Work with the Community: Over the years we have chosen different activities for community work.

Dates & Academic Year	Activities undertaken	Place	Objective	Benefits
11th & 12th March, 2013 (2012-13)	Garbage Segregation	Miramar -Panjim, Goa.	To educate people on the method of using four bins for dry waste segregation namely, paper, plastic, glass and metal and non-recyclable material.	The Nirmala Institute of Education in collaboration with the Corporation of the City of Panjim organised a "dry waste four-bin segregation campaign" in Miramar. The trainees went on a dry waste awareness drive in Miramar at the Krishi Bhavan and distributed leaflets among the people regarding dry waste segregation.
27th and 28th January, 2012 (2011-12)	Tackling problems of child labour and child abuse.	Coastal villages in North and South Goa.	To familiarise trainees and the community of the villagers of Agonda with Childline services.	The trainees visited schools, and communities of under-privileged people in areas frequented by tourists. Through skits, street plays, puppet shows at the assemblies in the schools they familiarised the school children about the role of Childline in helping children in distress. The trainees also interacted with members of Village Panchayats and police stations. School children and teachers were made aware about child abuse and problems that children face along the coastal belt because tourists frequent these areas and abuse children in various ways such as child labour and child sexual abuse.
8th and 9th October, 2010 (2010-11)	Attitude towards Tourism	Agonda village of Canacona - Goa	To gather information on the social, economic and tourism attitudes of the Agonda residents.	The trainees worked with the Council for Social Justice and Peace to conduct a survey on the socio- economic status and attitudes to tourism of the residents of Agonda village. This information was to be used to prepare a plan for sustainable economic development.

29th and 30th October, 2009 (2009-10)	350 .org	Panjim city.	To create awareness of the need to reduce carbon emissions.	The trainees explained to the public about the urgent need to reduce carbon emissions.
16th and 17th March, 2009 (2008-09)	Role of Local self-Government	Kundaim-Madcaim-Ponda-Goa	To create an awareness of the importance of Local Self-Government	The trainees prepared banners and pamphlets to disseminate information on Local Self-Government among the villagers of Kundaim- Madcaim in Ponda taluka.

Atmashodha Counselling Cell (2010-11)

In response to the urgent need for counselling services in the State of Goa, the Institute started the Atmashodha Counselling Cell, on 29th September 2010 to provide socio-emotional support in a stress-filled world, to provide testing and counselling facilities, to create an information base to enhance and address opportunity.

One hundred and twenty five students from standard VIII to XII have availed of the opportunity for aptitude testing and career counselling. In addition 58 college students, children from Primary and High schools, couples, families, parents and B.Ed. (regular and Special Education) and Pre-school trainees have also availed of the counselling services.

The cell also organised talks for schools and college students e.g. Developing Responsible Behavior in Students using – Choice Theory, Time Management, Coping with Failure, Thinking Positive, Friends, Developing Self – Esteem, Career Guidance for Arts Students, Skills for Effective Learning, Stress Management, Independent Learning, Self Confidence, and Self Assertiveness.

A course on Suicide Prevention was conducted from 23rd May to 3rd June, 2011 by the Institute. The course was offered by Connecting India, Pune through the resource person Adithy. There were seventeen participants in all. Some of the topics covered were, Principles of the Helpline, Helpline Policy, Mindfulness practices, Foundation of the listening process, Understanding suicide, its risk and warning signs, Practical training in responding to callers through role plays, Psychiatric and other conditions related to suicide, self-healing techniques.

Atmashodha Counselling Cell (2011-12)

The Counselling Cell, conducted a survey which was financed by the UGC. This was conducted in 35 schools where the B.Ed. Students went for their Internship. This was in the form of a Questionnaire to gauge the level of the students' approach to life, life situations with respect to confidence, self – esteem, careers etc. This questionnaire was prepared for the students of class IX.

Through the questionnaire it was evident that the students were experiencing a lot of fears, uncertainties of the future, personality problems, adult interference, lack of self-confidence to perform academically, under-achievers etc. The centre has also conducted Aptitude Testing for about 150 students from classes IX, X, XI & XII along-with counselling for the parents and the child.

Counselling for various categories, like young couples, children with difficulties in studying, behaviour problems, suicide cases, family problems was conducted, thereby totaling 225 students and parents.

The cell also conducted workshops on Self–Esteem and Confidence, Anger Management, the Power of Concentration, the Way to Think Positively, Time Management, You are What You Think, Motivation for Excellence, Emotional Intelligence, Coping with Failure, Stress Management, Time Management, Media and Youth, Emotional Quotient, Managing Stress, Motivation, Learning to Cope with Failure, How To Overcome Fear and On Being Unique.

Atmashodha Counselling Cell (2012 – 2013)

This year the centre conducted workshops for several schools on '***CHILD ABUSE.***' in collaboration with Stop Child Abuse Now (SCAN) centre. The programme was sponsored by the Nirmala Institute of Education, through a donation by an ex-student in Australia.

The total number of students that benefitted from the programme was 450 in all.

Aptitude Testing was conducted for students who availed of the services at the centre. Clients who needed personal counselling include couples, B.Ed. trainees, other school children, youth, adolescents, parents, single parents and the old.

The cell also conducted a one day workshop in collaboration with the Rotary Club of Panaji Riviera, for the Higher Secondary teachers on the Topic "The Art of Mentoring" on 23rd February 2013. The workshop was well attended and the

participants were happy to be given a lot of tips to handle the Adolescents in their respective institutions. The total number of teachers who benefitted from the programme was 78 in all.

3.4.2 How has the institution benefitted from the community? (Community participation in institutional development, institution- community networking, institution- School networking etc.)

Nirmala Institute of Education has always been held in high esteem by the local community.

- Nirmala Institute is a Nodal Centre for Childline.
- Master trainers have been selected from the community for training counsellors for HIV/ AIDS patients through Global Fund for AIDS, TB, Malaria (Round 7).
- Experts from the local community are invited to give sessions to our trainees on issues like environment, garbage disposal/management, family life education, inter-faith dialogue sessions, and theatre workshops. These have enhanced the Institute's relationship with the community. Through these sessions the trainees have been conscientised, about the social reality. They have also developed better communication skills through their interactions with experts.

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

Nirmala Institute of Education is constantly responding to urgent needs in the Educational arena as well as in society. Some of the future plans include:

- a Recreational Centre for special children
- a Centre for Excellence in Elementary Education
- seminars and workshops to be organised at State and National levels
- 'Raintree Kids', a student-teacher community initiative, that will work with the community to provide the children of Goa varied child-centric events to creatively engage them
- Master's Degree in Wellness Counselling
- Youth Camps
- Career Camps
- Inter collegiate Competitions
- Science Exhibitions for schools.

3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Yes.

- Nirmala Institute of Education has worked closely during the years 2011-2012, 2012-2013 with the Corporation of the City of Panjim (CCP), on garbage disposal and segregation to make Panjim a clean and green capital city.
- The Institute worked with the Council for Social Justice and Peace on the role of the Panchayat in Kundaim village in Ponda Taluka. The data collected was given to the organisers.
- The Institute in collaboration with the Council for Social Justice and Peace conducted a survey on the social economic problems of the villagers in the coastal and tourist areas of Agonda, Canacona Taluka in the year (2010-2011). The data collected was given to the organisers.
- Saksham (GFATM R7): is an on-going Project since April 2010 for the training of counsellors and supervisors for HIV/AIDS patients and their families. The Supportive Supervision Programme for counsellors in the area of HIV/AIDS has been found to be very useful.

3.4.5 How does the Institution develop social and citizenship values among its students?

Through the transaction of curricular activities such as:

- Project Goa
- Morning Assembly and prayer before lectures
- Inter-faith prayer session at the start of the academic year
- Celebration of Festivals
- Celebration of National Days
- Value Education classes
- Celebration of Environment Week
- Annual Inter-faith dialogue session
- Family Life Education session
- Annual Prison Ministry Day
- Community Work.

3.5 Collaborations

3.5.1. Name the national level organization if any, with which the Institution has established linkages in the last five years. Detail the benefits resulted out of such linkages

- NIE is one among 40 Institutions in the country selected to be part of SAKSHAM (GFATM R7). It trains counsellors for conducting HIV counsellor training programmes for counselors working with Goa State AIDS Control Society (GSACS), National AIDS Control Organization (NACO), Public Health units as well as other organisations working on HIV/AIDS.
- IGNOU: Our institution is a Study Centre for IGNOU B.Ed. and M.A (Education). Some of our faculty members are actively involved in various activities like conducting counselling sessions, observation of practice teaching lessons, evaluation of assignments, inputs on school based and workshop based activities and a twelve day workshop for students of the B.Ed. year I and II.
- Childline services are provided to children and women in distress. The organization is governed by the Ministry of Social Welfare, New Delhi. The B.Ed. trainees were involved in conducting awareness programmes about Childline and its services, in different villages of North and South Goa (2011-2012).
- The One Laptop Per Child (OLPC) project was undertaken in collaboration with Digital Bridge Foundation, Reliance (DBF). The project was conducted for over two years for primary school children of Merces High School, Merces, Goa. It is now incorporated for the senior Kindergarten students of Nirmala Kindergarten, Panjim, Goa.
- National Environment Awareness Campaign (NEAC) 2012-2013 was conducted in collaboration with BAIF Development Research Foundation- Pune with financial assistance from the Ministry of Environment and Forest (MoEF) Government of India.

3.5.2. Name the international organizations with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

University of Cambridge (Seven students have passed the Cambridge International Diploma for Teachers and Trainers).

Cambridge International Centre

Benefits:

The Cambridge International Diploma for Teachers and Trainers addresses a key area in professional teacher development. It allows teachers to gain accreditation of their skills and knowledge, for updating their skills or for preparing to start a new teaching or training role.

3.5.3. How did the linkages if any contribute to the following?

- **Curriculum Development**
- **Teaching**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Placement**

Teaching:

Prior to starting of the Cambridge course the faculty had to present the detailed structure about how the course would run. This was appreciated and approved by Cambridge. The Institute benefitted from the Cambridge approach to learning which consisted largely of self-study and ability to reflect on one's teaching skills. The idea of self- reflection as a means for professional growth was later incorporated into our Internship report.

Student Placement*:* No placement was required since they are already employed.

3.5.4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

- The Institute and the schools have a very healthy working relationship. This symbiotic relationship is of mutual benefit to both. The schools provide the Institute with their infrastructure, human resources and materials while the Institute provides them with workshops. During the internship, the trainees help the schools in conducting their programmes and activities.
- The B.Ed. Special Education faculty has been responsible for setting up resource rooms in different schools. They have been responsible for starting and supporting an alternative programme of education with a school run by an NGO 'Bethesda'.

- The Department of Extension Services is linked to all schools in Goa and conducts workshops for in- service school teachers.

3.5.5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, the faculty collaborates with school teachers and Heads of Institutions.

- Through informal interactions with the school teachers the faculty gets to know their expectations of the trainees.
- The trainees are encouraged to interact with the school teachers in order to understand the needs of the school students and design their lesson plans accordingly.
- The faculty members have conducted workshops to build rapport in our practice teaching schools.
- The faculty also offers their services to Super- School Complexes in the form of workshops for teachers and talks for PTAs.

3.5.6. How does the faculty collaborate with school and other college or university faculty?

The faculty collaborates with school and other college or university faculty as follows:

- The Principal conducted a three day programme for the Heads of seventy institutions of the Apostolic Carmel Congregation, in Karnataka.
- The Principal also co-ordinated Prof. Sudhir Kakkar's Course on, "Psychology and Humanities", for the Visiting Research Programme under the D.D. Kosambi Chair.
- The Principal went on two NAAC peer team visits.
- The Principal was also an inspector for Cambridge International Examinations in order to assess the suitability of the Institution seeking Cambridge recognition/affiliation.
- The faculty is Paper setters/ Convenors /Examiners at the University level in Goa and outside the State (Satara-Maharashtra) for the B.Ed., B.Ed. (Special

- Education), B.Sc. (Home Science) and Post Graduate Diploma in Guidance and Counselling (PGDGC).
- The faculty conduct various workshops for school teachers, and super-school complexes
- The faculty has been resource persons for the Orientation and Refresher Courses at the Academic Staff College- Goa University.
- The faculty has been resource persons for the Faculty Improvement Programme (FIP) in some colleges.
- The faculty has been resource persons for NET/SET coaching classes conducted at Goa University.
- The faculty of the IGNOU Centre collaborates with teacher educators from Maharashtra and Karnataka.
- IGNOU faculty of Nirmala Institute of Education collaborates with faculty of other teacher-training colleges in the State for guidance of M.A. (Education) dissertations.
- Two of the B.Ed. faculty also guided the dissertation of the students of the Post Graduate Diploma in Guidance and Counselling.
- Some of the B.Ed. faculty conducted lectures at Vrundavan Nursing Institute.
- The IT Centre conducted computer training programme for the trainees of the B.Ed. Special Education and Pre-school Teacher Education programmes. At the end of the course, the students were given a CD containing all the files done by them during the course, along with hundreds of files containing clip art, sound, video clips and Roman and Devnagari fonts.
- The I.T. Centre also conducted training sessions for the first year B.Sc. Nursing students of the Institute of Nursing Education, Bambolim, Goa. The course covered Introduction to Computers, the Windows Operating System, MS Office, Computer Assisted Instruction, Email and Internet, Statistical packages, Hospital Management Systems all of which were transacted with special application in nursing. The duration of the course was 45 hours.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1. What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

- An Advisory Committee is appointed to suggest the programmes to be conducted by the Department of Extension Services. This Committee comprises of the Heads of different educational bodies in the State and the Head Masters from the schools
- M.A. Education - (IGNOU) Dissertation. M.A. (Education) students are guided for their dissertation work by two research guides from the faculty.
- Faculty has attended workshops on Research Methodology.
- Faculty has been allowed to attend various workshops/seminars /conferences for professional growth.
- Faculty has been engaged in further studies like M.Phil., M.S.W., M.A. (English), and Ph.D. (Education).

3.6.2. What are the significant innovations/ good practices in research, consultancy and extension activities of the institution?

Extension activities of the Institute include workshops on:

- Science Process Skills workshops for school teachers, to help incorporate process skills in their teaching of Science.
- General Process Skills workshops for school teachers of different subjects.
- Creating learning materials using Free and Open Source Software (FOSS).
- Mind Mapping in Mathematics and Science.
- Designing educational games.
- Designing worksheets in History and Science.
- Addressing Multiple Intelligences in the classroom.
- Value- based games in the teaching of Konkani.
- Using Portfolio assessment for Continuous Comprehensive Evaluation (CCE).
- Minor Research Project on using Cooperative Learning in teaching different subjects with teachers of three schools.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes. The Institute houses the Principal's office, administrative block, accounts office, faculty block with individual cubicles, a multipurpose hall with a wide stage, library, classrooms, store room, Counselling room, Atmashodha office, IT Centre, science lab and psychology lab, washrooms and drinking water facilities, canteen and dining room, recreation room, reading room, separate common room for gents and lady trainees, visitors' room, Childline office, IGNOU Study Centre, conference room, instructional materials room, GFATM office and photocopying room. There are two separate hostel blocks.

It has ancillary items such as notice boards, bulletin boards, flag post, parking facility, generator and adequate furniture. The Institute is landscaped with indigenous plants and trees.

The consolidated amount invested during the last five years i.e. from 2008-2009 to 2012-2013 for the physical infrastructure is presented below. The Institute also invests huge sums on repairs and maintenance of the infrastructure. The master plan of the building is enclosed herewith.

Sr. No	Particulars	Amount
1	Computers and peripherals	2,82,265
2	Audio-visual equipment	20,70,833
3	Library books	1,16,308
4	Laboratories	-
5	Teaching aids	1,41,446
6	Furniture and fixtures	1,39,896
	TOTAL	27,50,748

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

To augment the existing infrastructure the construction of an extension block has been taken up. The new block has provision for eight classrooms, a Video-conferencing-cum-IT Centre, 'Spark', a structured recreation centre for the differently-abled students, conference room, a mini hall, a room for faculty, cafeteria, stationery store, guest room, washrooms and drinking water facilities. The total carpet area is 2000 sq.m.

The Institute plans to install a digital projector in all its classrooms in addition to the six existing ones that are available. The Institute has installed a Wi-Fi facility .The Institute will adopt the application of 'MOODLE' a learner management system (LMS) to facilitate academic communication between the faculty and trainees in cyber space. This will facilitate exchange of ideas, discussion of projects, assignments in the digital form vis-à-vis the conventional mode of printing/writing on paper which is a burden on the environment.

4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

The multipurpose hall can accommodate approximately 200 persons and has a wide stage which is used for celebration of different festivals, days of National/State importance and other cultural programmes. In addition, there is a lot of open space around the college which is utilized for practicing skits, theatrical performances, dance and physical training.

There is a facility for Indoor games such as Carrom, Table Tennis, games like Chess, as well as a television with cable connectivity in the recreation room which trainees utilize before class/after class or as and when they need to relax. An area has been designated for volley ball and badminton. Some games equipment and musical instruments are also available for the trainees' use.

4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The Institute shares resources such as classrooms, IT Centre, faculty room, common rooms, recreation room and dining room with the Post Graduate Diploma in Guidance and Counselling Course, SAKSHAM (GFATM R7), Childline Nodal Centre, Atmashodha (Counselling Centre), Pre-School Teachers Training Course, B.Ed. Special Education and IGNOU (B.Ed. and M.A. Education).

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

Separate rest rooms are made available to gents and lady trainees with a sufficient number of wash rooms for both, the male and female students. The Institute has separate washrooms for its faculty. The cleanliness of the Institute is monitored by the Management on an on-going basis. A First Aid kit is equipped to serve in times of emergency.

The Management operates a canteen on the Institute's premises, which serves meals and refreshments on working days. The Institute has recently purchased a coffee and tea dispensing machine. It has an electric kettle and refrigerator in the faculty room.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

There are two hostels with a capacity to accommodate eighty lady trainees. There are thirty four comfortable and well-ventilated rooms with electricity. On each floor, in both hostels, there are toilets and bathing rooms with hot and cold water supply throughout the day. There is a laundry and drying space in each hostel. There are water coolers for drinking water. The residents also have access to television, sewing machines, and electric points for ironing, small heaters and study space on each floor, in both hostels. In addition the hostels, have two guest rooms for visitors. The rooms are spacious and clean. The wardens supervise/monitor the general maintenance of the hostel premises daily. The hostel premises are fumigated at least once a year. The water sumps and tanks are cleaned regularly. Trainees are taken to the nearby Polyclinic in case of illness, till their parents or guardians take responsibility. The Institute can boast of a safe and hospitable place for trainees to live comfortably away from their homes.

4.2 Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- **Building**
- **Laboratories**
- **Furniture**
- **Equipment**
- **Computers**
- **Transport/Vehicle**

See Appendix - F

It is not possible to prepare a budget since the Institute depends on the availability of government grants. The areas needing immediate attention are attended to on a priority basis.

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

All courses and programmes function in the Institute in a synchronized manner. This is possible because a detailed schedule for each of the courses/programmes is planned. This enables optimum and judicious utilization of the available infrastructure.

The institute shares its infrastructure with the community on Sundays and during the vacation period for programmes conducted by:

1. The Goa Fire Force Department
2. The Meteorological Department
3. SETHU – an organization that works with children

4.2.3. How does the institution consider the environmental issues associated with the infrastructure?

The Principal and faculty constantly remind the trainees about conserving energy with regard to electricity and water, replenishing the environment and using the

resources carefully. Environmental consciousness is also reflected through the following:

- Faculty in-charge and trainees have made efforts to plant medicinal plants/trees.
- Garbage disposal bins have been placed at convenient places. Garbage is segregated into dry and wet waste and appropriately disposed.
- The Environment group carried out an Environmental project on Organic Farming. For a year, a designated area was used for a vegetable patch maintained by the environment group trainees.
- The Institute has a small garden.
- Old doors have been reused to make tables for the IT Centre.
- E-waste and paper waste is given to collectors.
- Wood from the campus is used as cooking fuel for the canteen.

4.3 Library as a Learning Resource

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The Library has a qualified full time Librarian and attendant .The library is open from 10.00 a.m. to 5.00 p.m. on all working days. The library has three computers and one photocopying machine, newspaper and magazine rack and a cupboard for new arrivals, besides several cupboards to stock books in a well categorized manner. There is a notice board outside the library for displaying articles, brochures, pamphlets and other material of interest or importance to trainees.

4.3.2. What are the library resources available to the staff and students?

(Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Number of books volumes and titles	13,294 + 380 + 387
Journals National	8
Journals International	3
Magazines	6
Audio visual aids	226
Encyclopedias (print form)	29
Internet access	YES (one computer)

- Two computers are set aside for use by the trainees with government internet facility
- One photo-copier has been recently installed for use by the trainees
- INFLIBNET and NLIST were used for three years

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes, the Institute has a Library Committee which meets when the need arises (e.g. when books have to be discarded). Catalogues of books and periodicals are made available to faculty so that they can make suggestions about any books or magazines they wish the library to acquire. Publishers are invited to the Institute to bring catalogues and new titles for the perusal of the Institute faculty. Since we are only twelve faculty, the books are acquired on request to the librarian, who gets the final approval from the Principal.

The Library Committee comprises of:

- Dr. Rita Paes……Principal
- Ms. Vida Sequeira……Assoc. Prof.
- Mrs. Maya C. Rodrigues...Librarian
- Mr. Leslie D'Souza……...Accountant

4.3.4. Is your library computerized? If yes, give details.

The library has a computer with internet access on which the Software for University Libraries (SOUL) is installed. This software is backed by Information and Library Network Centre which is an autonomous inter-university Centre of the UGC. Only the cataloguing module has been activated.

4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The library has a computer which has internet access and also reprographic facility. Since there is no internet facility for the two computers installed in the library, trainees and faculty have access to internet facilities in the IT Centre.

4.3.6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The Institute had INFLIBNET for three years which was made available to the trainees and faculty. The trainees and faculty were given the password which was generated by INFLIBNET and this could be used by them from anywhere.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The Institute library is open throughout the year except on Government of India Gazetted holidays/State holidays/restricted holidays/discretionary holidays. The library is open from Monday to Saturday, from 10a.m. to 5 p.m. (seven hours per day and 297 days per year).

4.3.8. How do the staff and students come to know of the new arrivals?

The Librarian informs the Faculty and trainees about the new arrivals as and when new books are purchased. The new books are placed in the 'NEW ARRIVALS' cupboard. Dust jackets of the new arrivals are put up on the notice board outside the library.

4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Although the Institute does not have a formal book bank, the library lends the extra copies to the trainees on a first-come-first-serve basis.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

Till date the Institute has not received applications from persons who are physically and visually challenged.

4.4 ICT as learning Resource

4.4.1. Give details of ICT facilities available in the institution (Computer lab, Hardware, software, internet connectivity, access, audio visual, other Media and materials) and how the institutions ensures the optimum use of the facility.

The Institute has a full-fledged IT Centre with all computers having internet connectivity (broadband). A videoconferencing facility is also available for the trainees, as well as the faculty. In addition to proprietary software, several open

source software programs such as GIMP, Audacity, CamStudio and many more, are installed on the computers and trainees are encouraged to create/produce content. Classrooms are provided with digital projectors and the main lecture hall also has the visualizer and interactive whiteboard.

Software: Windows Vista, Windows 7 (OS), MS-Office 2007 and 2010 Suite

Open Source Software: GIMP, Audacity, Hot Potatoes, Mozilla Firefox, CamStudio, Blender

Hardware			
Item	**Location**	**Number**	**Use**
Desktops	IT Centre, Administrative office, IGNOU office, Atmashodha Counselling cell, GFATM office, Library, Special B.Ed. classroom, Faculty room, Accounts department.	20 5 1 1 3 3 1 2 1	Lectures, workshops, trainees' presentations, projects, assignments and administrative work
Laptops	Principal's office, GFATM office, IT Centre.	1 1 4	Planning workshops, lectures and official work
Digital Projectors	Classrooms, Conference room	6 1	Lectures, screening movies
Visualiser/ Document reader	Multipurpose hall, IT Centre	1 1	Lectures
Digital Cameras	IT Centre	1	In-house photography and off campus events
Television sets	IT Centre, Recreation room	1 1	Videoconferencing, during meetings, entertainment through cable TV
Camcorders	IT Centre	1	Recording in-house and off-campus events
Video-conferencing	IT Centre	1	Video-conferencing

facility			
Printers and scanners	IT Centre (printer cum scanner), Office IT Centre (printer), Accounts department, Administrative office, GFATM office, Atmashodha office	1 1 1 1 2 2 1	Printing lecture notes, official and administrative records
Telephone lines	Childline, IGNOU, Principal's office , Administrative office, Atmashodha, SAKSHAM (GFTAM R7)	1 1 1 1 1 1	Administrative work
CD/DVD players	IT Centre	3	Cultural events, lectures and demonstration lessons
Interactive whiteboard	Conference room, Multipurpose hall	1 1	Lectures
Photocopying machines	Library, Photocopying Centre	1 1	Administrative work and photocopying hand-outs and reference material
Overhead projectors	Lecture room 1 Lecture room 2 Lecture room 3	1 1 1	Lectures, demonstration lessons and trainees' lessons
Built-in amplifier-cum sound mixer with four speakers	Multipurpose hall	1	Lectures, cultural events, co-curricular activities and screening movies
Internet connectivity	All computers		Reference, e-mail, teaching, downloading information, movies, videos, pictures, buying books and instructional materials

4.4.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

The Institute conducts a three-week course for all students of the regular B.Ed. during which the trainees:

- are exposed to the potentialities of PowerPoint and trained to effectively integrate the same in CAI lessons
- are taught to create three to five minute videos using Windows Movie Maker and CamStudio, edit videos, edit sound files using Audacity, capture images (still and dynamic) and integrate the same in their lessons and other academic presentations
- learn to convert audio, video and picture files from one file format to another using Format Factory
- download video and audio from the internet and also to upload videos (on YouTube)
- apply MS EXCEL in the learning process to determine statistical indices such as measures of central tendency, measures of variability, correlation, kurtosis, skewness of a given distribution, construction of histogram and frequency polygons.

Training in computer skills is also provided to the B.Ed. Special Education Trainees and Pre-school Teacher Trainees.

4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The Institute uses ICT in a variety of ways:

- Use of audio equipment and video, visualizer and the interactive whiteboard during lectures and workshops,
- Submission of assignments, projects, and achievement tests which are edited and assessed on-line.
- Simulated lessons.

4.4.4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Trainees use technology in Computer Assisted Lessons, preparation of lesson plans, activity work sheets, evaluation exercises (using statistics to analyse data from

achievement tests and presenting them in the form of histograms and line graphs), unit test question papers design, classroom presentations, and ICT based projects.

Trainees download audio-visuals, videos, and graphics and prepare instructional material such as charts, folders, and PowerPoint presentations

4.5 Other Facilities

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The instructional infrastructure is made available to other organizations.

- The Institute of Nursing Education, Government of Goa for a training programme
- In addition the Institute has also trained around 151 teachers to use open source software by collaborating with the Sarva Shiksha Abhiyan in 2010.
- The IT Centre was used by Xavier Institute of Communication, Mumbai for their on-line examination.
- The multipurpose hall is let out to different organizations (e.g. SETHU, Fire Force, Meteorological department).

4.5.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The trainees use several online resources for e.g. online encyclopedias, YouTube, websites of noted Universities/Educational organizations/Educational projects e.g. www.nrich.org i.e. NRICH which is a part of the Millenium Mathematics Project, based in Cambridge.

In addition trainees are encouraged to visit websites such as www.howjsay.com and www.dictionary.com to facilitate pronunciation and spelling skills in English language.

CDs related to History, Geography, Science, Hindi, Value Education, prepared by the trainees are available.

4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The Institute maintains a Psychology lab, Information Technology Centre and an Instructional Materials room.

It maintains contracts for the following:

- Annual Maintenance Contract for computers
- Annual Maintenance Contract for the back-up system
- Maintenance Contract for the Interactive White Boards

The Institute also purchased updated versions of psychological tests for the psychology laboratory, models, charts, posters for the science laboratory and for geography pedagogy.

4.5.4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

	Facilities	**Details**
1	Multipurpose Hall	Lectures, cultural programmes, workshops
2	Conference Room	Workshops, meetings
3	Music	Guitar, ghumat, synthesizer, harmonium and tabla
4	Sports & Recreation	Television set, CD player, TT tables, a carrom board, volley ball, football, cricket kit
5	Instructional Materials Room	Materials for different subject pedagogies
6	Two Interactive Whiteboards	Lectures

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Most of the classrooms are equipped with digital projectors for the use of faculty and trainees. In the near future the 'visualiser' will be installed in more classrooms. The multipurpose hall is equipped with an Interactive whiteboard. The Institute plans to equip some of the rooms in the new building with white-boards with an '*Eyeris*' attached to them.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1. How does the faculty seek to model and reflect on the best practices in the diversity of instruction, including the use of technology?

The faculty uses a variety of teaching-learning strategies to enhance learning.

- The faculty present demonstration lessons on microteaching skills, production and use of instructional materials, practice lessons, collaborative lessons and CAI lessons.
- The demonstration lessons given by the faculty are video-graphed.
- The trainees give collaborative lessons during internship.
- Cooperative learning as a method of instruction has been used in schools by the trainees.
- Experimental science projects and exhibition of the same to teach the scientific method.
- Celebration of History Day, wherein trainees organize a programme around a theme and exhibit the teaching-learning materials they have used during the academic year (e.g. picture-folders, charts, maps)
- The faculty use audio, video and PowerPoint based presentations to transact the syllabi.
- Faculty members have used the visualizer.
- The Interactive whiteboard has been used to transact content.
- Some Projects and Assignments are computer-based.
- Trainees are encouraged to use playback devices such as the radio, CD/DVD player in their lesson transactions.

- Using online resources in real time to illustrate a concept or an idea (e.g. online science games, an online tutorial, simulation of the functioning of the human heart, an avalanche).
- Conduct workshops/training programmes on the use of IT in teaching for in-service teachers and trainees.

4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Some of the innovative practices are as follows:

- Trainees have used PowerPoint for presenting some of their assignments.
- Trainees have created short three to five minute video clips in Math and Educational Technology. This helped to develop in trainees a skill to create teaching resources using software.

4.6.3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The best practices in vogue in the Institute are as follows:

- Internet connectivity points
- Use of the Interactive Whiteboard
- Use of the visualizer
- Use of Free and Open Software Sources (FOSS)
- Generator of 125 KV
- A common back-up system for all computers.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The Institute developed its own system for ensuring that good candidates are selected for the teaching profession.

- Content Tests are conducted in each subject pedagogy.
- The Institute conducts entrance interviews. The faculty gauge, reading & language comprehension, communication skills, personality and confidence of the teacher-trainees through reading texts and an extempore speech.
- The first week begins with a variety of Orientation and Hands-on Sessions. This is done in order to familiarize the trainees with the cultural ethos of the Nirmala Institute. As such, a variety of programmes and orientation sessions are conducted, like: 'Ice-Breakers', 'Campus Requirements', 'Course Requirements', 'Time-table and Year's Schedule', 'Personality Inventory Form', 'Drama', 'Public Speaking', 'Thinking Skills', Calligraphy and the like.
- The trainees are introduced to the Vision and Mission Goals of the Institute.
- The course diary contains details of the whole course and inspirational reflections to foster the personal and professional goals of trainees.

5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

- The physical environment is conducive to learning as the classrooms are large and airy. The campus is situated atop a hill with greenery all around. It commands a panoramic view of the city of Panjim and of the river Mandovi.
- The objective of each faculty member is to build an environment which is friendly, positive, progressive and stress-free for the trainees. The faculty makes it a point to engage trainees in informal chats. Some of them regularly join the

trainees during their lunch and tea breaks to further interact with them in order to build rapport and ease the stress of a busy and engaging programme.

- Further, after practice lessons, immediate feedback is provided. This is done by showing the trainees the marks obtained at each practice session immediately after each practice lesson. This is accompanied with appropriate encouragement and/or praise.

Special interactive sessions on practice lessons are also held. These are called 'Group Conferences'. Such sessions help to strengthen the good points in their lessons and to encourage them to overcome weaknesses.

5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Dropout Rate Among B.Ed. (Regular)					
Year	**Admitted**	**Number of Dropouts**	**Dropout Rate**		**Reason**
			Male	***Female***	
2012 – 2013	100	nil	--	--	*Reasons cited below*
2011 – 2012	100	2	1	1	
2010 – 2011	100	1	--	1	
2009 – 2010	100	1	--	1	
2008 – 2009	100	nil	--	--	

Dropout Rate Among B.Ed. (Special)					
Year	**Admitted**	**Number of Dropouts**	**Dropout Rate**		**Reason**
			Male	***Female***	
2012 – 2013	25	nil	--	--	*Reasons cited below*
2011 – 2012	25	5	--	5	
2010 – 2011	25	1	--	1	
2009 – 2010	25	1	--	--	
2008 – 2009	25	3	--	3	

Reasons for drop-outs: Most often it is because trainees apply in two colleges or for other courses. If they get selected for these courses, they drop-out. A couple of trainees have dropped out for personal reasons. A few have dropped out because of their personal inability to cope with the programme.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

- A ten-day crash course in English was organised to improve the English proficiency of our trainees prior to the commencement of the college in 2011.
- A forty-five hour course on ICT skills was conducted for all 100 trainees in three batches. They were taught MS-Word, MS-Excel, and MS-Power Point. Trainees were required to prepare Power Point presentations in their special methods, make posters and design invitations for school annual days. At the end of the course the trainees were given CDs with different fonts, clip-art; FOSS software like CamStudio, Format Factory and Movie Maker.
- Drama skills were developed in the English methodology classes
- 'Add-on Programs' like 'Media in Education' & 'Gavel's Club' are offered so as to build the confidence of the future teacher-trainees.
- Since the Institute does not have an M.Ed. programme no trainees have appeared/qualified in SLET, NET in Education.

5.1.5. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years

The percentage of students who pursue further studies for the last three years was obtained by checking the Transference Certificate or Migration Certificate issued. Accordingly, the percentage of trainees who are pursuing higher studies according to our records are as follows:

2010 – 2011 …….. 4%

2011 – 2012 …….. 5%

2012 – 2013 …….. 4%

The rest have continued teaching in different schools.

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same

- Yes. If any ex-trainee wishes to use the library, the Principal sends a note to the librarian to permit that person to use the facilities. However, the person is not issued books for home reading.
- Ex-trainees are also permitted to borrow instructional materials for their Interview Lessons.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

No. However, requests are made every year by school Principals or Heads telephonically, either directly to the faculty or to the office staff, asking them to either send or suggest teacher-trainees/teachers names and/or phone numbers to the concerned authorities.

Campus interviews are held for the B.Ed. Special Education Programme. The Principals of different special schools come to the Institute on a specified day and interview our trainees.

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

There is no Placement Cell.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

No. However, heads of practicing schools and other schools in Goa regularly ask for teachers who have passed through the Nirmala Institute of Education. They depend much on the recommendations of the faculty or Principal.

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Not Applicable.

5.2 Student Support

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- Faculty meets together to design, compile the events for the coming academic year two months ahead of reopening. This is put together in the Course Diary provided to each trainee and faculty member
- Questionnaires soliciting feedback are distributed to all teacher-trainees enumerating every component of the B.Ed. programme pertaining to that academic year

Feedback forms related to the faculty's lectures is also distributed and the responses provided to the teacher-trainees are handed over to each of the concerned faculty. The faculty reflect on the feedback provided and consciously plan lectures and activities to enhance or modify their curriculum transaction.

5.2.2. How is the curricular planning done differently for physically challenged students?

Not Applicable.

5.2.3.Does the institution have mentoring arrangements? If yes, how is it organised?

- Two Mentoring sessions per term are deliberately provided in the year's schedule.
- Besides, the trainees are free to meet their respective mentors, when they are free or by making an appointment

The Atmashodha Counselling Cell is also available to the trainees who may require its services.

5.2.4.What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

- Faculty: are provided with well-aired and well-lit cubicles. A refrigerator and a kettle are provided for their convenience. There is a computer with an internet connection in the faculty room for faculty to use as and when they wish.

- Mentoring: Each faculty is provided with a cubicle where s/he may mentor the student in sufficient privacy. They are free to use any of the free lecture rooms if they desire further privacy. The faculty was provided training in mentoring by Ms. Farida Dias, a trained counsellor.

5.2.5 Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

Yes.

Information Posted:

Main Tab: Academics, Courses, Co-Curricula, RTI and Newsletter

Side Menu: About Us, Future projects, Faculty, Photo Gallery, News & Events, Alumni Association, Contact us, Childline, IGNOU.

The website is updated whenever new information is made available

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

There is no formal remedial programme in place. However, trainees who are identified as weak are coached by their assigned faculty. Coaching is provided either before or after their practice lessons.

5.2.7. What specific teaching strategies are adopted for teaching
(a) Advanced learners and (b) Slow Learners?

The main problem encountered is the lack of proficiency in English, which hampers the performance of some trainees. Some of them lack knowledge of concepts in their particular methods. All faculty give additional attention to such trainees on a one-to-one basis and provide help to enable them to improve their subject competence, comprehension and delivery skills.

5.2.8. What are the various guidance and counselling services available to the students? Give details

'Atmashodha' is a counselling cell setup by the Institute on 29th September, 2010 to cater to the needs of trainees and the community at large. The office is open from 09:30 a.m. to 05:00 p.m. or by previous appointment. It has a full-fledged counsellor

and draws on the support of other trained counsellors for specific personality problems.

5.2.9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

- Trainees are free to report their problems either to the Principal, the concerned mentor or to their Class Representatives.
- One major grievance was not having a regular canteen service. This was remedied by installing a Tea-Coffee dispenser and by making snacks regularly available in another room in the Institute.

5.2.10. How is the progress of the candidates at different stages of programs monitored and advised?

Each faculty keeps in regular touch with their 20 teacher-trainees in the course of the entire academic year. Marks are immediately shown to the trainees so that they may correct themselves or work on any weak areas in their teaching.
The faculty willingly extends their help and support, should the trainee require it at any time. The trainees feel free to call the faculty whenever they need and also communicate with them online.

5.2.11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The following measures are adopted prior to practice teaching:

- The faculty team allotted with the task of organising practice teaching, gives an orientation to the entire group of trainees on Practice Teaching
- Lesson Planning Workshops are conducted in each of the subject pedagogies by the concerned faculty
- Two Demonstration Lessons are given in each subject by the subject pedagogy faculty to school students. Students from the neighbouring schools are picked

- up and brought to the Institute for the demonstration lessons. On completion of the demonstrations, they are dropped back to their respective schools.
- The trainees then give two peer lessons, one in each method and immediate feedback is provided by showing them their marks and discussing the positive and negative elements of the lessons.
- After collecting their Lesson Topics, the trainees meet their mentors and discuss their lesson plans
- Lesson plans are corrected in great detail and suggestions are made to improve the plan

The entire 35/40 minute practice teaching lessons are supervised by their pedagogy teachers and relevant feedback provided

5.3 Student Activities

5.3.1. Does the institution have an Alumni Association? If yes,

(i) Yes. The current office bearers are:

President	: Mr. Jayesh Raut
Vice President	: Ms. Riva de Abreu
Secretary	: Ms. Kripa Narayan
Treasurer	: Ms. Deepti Naik
Co-opted Members	: Ms. Amita Bamaikar and Mr. Kiran Shenvikerkar
Faculty Representatives	: Ms Ximena Fonseca and Dr. Denzil Martins

(ii) Give the year of the last election

The year of the last election was 2012

(iii) List of Alumni Association activities of last two years

The alumni helped in organising and planning of the Golden Jubilee programme (2012 – 2013). Some of them joined the choir for the inaugural ceremony.

(iv) Give details of the top ten alumni occupying prominent position.

There have been a large number of Alumni who have occupied prominent positions in the State of Goa, some of the top ten are given in the table below.

	Top Ten Alumni	B.Ed. Year	Positions of Responsibility
1	Mr. Francisco Sardinha	1970 – 1971	• Chief Minister of Goa (1999 – 2000) • Member of Parliament (3 times) • Elected to the Goa Legislative Assembly (5 terms) • Speaker of Goa Assembly (2005 – 2007)
2	Mr. Motilal Keny Sanvlo	1972 - 1973	• Judge, Mumbai High Court • Chief Information Commissioner (RTI), Goa
3	Mr. Jovito Lopes	1974 – 1975	• Secretary, Indian Red Cross (Goa) • Member, National Managing Board of the Indian Red Cross (New Delhi) • Sports Editor, 'Navhind Times' • Asst. Sports Editor, 'Herald' • Secretary, St. John's Ambulance (Goa) • President, Sports Journalists Assoc. (Goa)
4	Mr. Tomazinho Cardoso	1975 - 1976	• Speaker of the Goa Legislative Assembly • 1st President of the World Konkani Organisation • Chairman of Goa Tiatr Akademi
5	Mr. Raghuvir L. Vernekar	1975 - 1976	• Chairman of Goa Board of Secondary & Higher Secondary Education
6	Mr. Pandurang Nadkarni R.	1975 - 1976	• Chairman of Goa Board of Secondary & Higher Secondary Education
7	Dr. Celsa Pinto	1976 - 1977	• Director of State Institute of Education (SIE) • Director of Education, Government of Goa • 3 books on Economic History of Portuguese-India
8	Mr. Laxmikant Parsekar	1980 - 1981	• Minister of Health (2014)
9	Dr. Allan Abreu	1984 – 1985 M.Ed Ph.D	• Principal, GVM's College of Education, Goa (2014)
10	Dr. Sabina Martins	1990 - 1991	• Founder member of Bailancho Sadd & Spokesperson (women's empowerment)

(v) Give details on the contribution of alumni to the growth and development of the Institution

Many of our Alumni have helped as resource persons, motivators, as initiators of new projects (e.g. Rain Tree) and as faculty. Some of these persons have been listed in the Table below:

	Name of Alumni	Year	Role	Alumni's Contribution to N.I.E.
1	Ms Gayatri Konkar	2011 – 2012	Resource Person	Established 'Rain Tree' an organisation for catering to the needs of children and parents
2	Mr. Jayesh Raut (Asst. Prof), Fr. Agnel College of Arts & Commerce	2007 – 2008	Resource Person	Trained the trainees in Konkani Drama and in Street Plays (2012 – 2013)
3	Mr. Dnyaneshwar Moghe, Theatre Director	1988 – 1989	Resource Person	Conducts Drama Sessions for Trainees
4	Mr. Jude Miranda Ex-student and former Asst. Prof., NIE	1986 – 1987	Resource Person	Shared how ICT is used in transacting curriculum in his school in Canada (July, 2012). Department of Extension Service for In-service teachers (July, 2012).
5	Fr. Alban D'Souza	1985 – 1986	Faculty	'Guidance & Counselling programme'
6	Mr. Ramesh Gauns Asst. Tr., Govind P.S. High School	1981 – 1983	Resource Person	Environmental Issues, related to Mining in Goa
7	Mr. Tomazinho Cardoso	1975 - 1976	Resource Person	One-day workshop on 'The Art & Appreciation of Tiatr' (a local art-form) to our trainees in the year 2012-2013
8	Ms. Lucette Virgincar, Ex-Principal, People's High School	1974 – 1975	Faculty	'Guidance & Counselling programme'
9	Sr. Pushpica Ex-Principal, Holy Cross H.S., Bastora, Goa	2009 - 2010	In-charge of 'Atmashodha'	Coordinates the activities of 'Atmashodha', the Guidance and Counselling Cell of NIE, and the Pre-School Teacher Education Course
10	Ms. Rhoda Ferrao Almeida, ex-student and ex-faculty, NIE	1969 – 1970	Part-time Faculty	Lectures in Sociology for the B.Ed. (Special) & IGNOU courses.
11	Mr. Jovito Lopes, Secretary, Indian Red Cross (Goa)	1974 – 1975	Resource Person	Provides a two-day workshop on 'First Aid' for B.Ed.(Regular) and Pre-school trainees every year

ALL the members of the present faculty of the B.Ed. (Regular) of the Nirmala Institute of Education, including the present Principal, have been former trainees at N.I.E.

5.3.2. How does the institution encourage students to participate in extra-curricular activities including sports and games?

a) Give details on the achievements of students during the last two years.

- Posters of the relevant Competitions or programmes are displayed prominently on the large notice boards placed outside the main lecture hall.

- Achievements of the last two years: The Institute motivates trainees to participate in order to develop themselves and not with the aim of winning. It is commendable that trainees participate in these competitions despite a heavy B.Ed. schedule.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

- Teacher-trainees have contributed their nature- photographs to the Course Diary
- They have maintained Display Boards on 'Learning Styles' and Mathematics-related displays from time-to-time
- An exhibition of Experimental Science Projects was held (this is an annual event)
- Articles in the Golden Jubilee Souvenir
- During the Internship programme, the trainees make and maintain School Notice Boards

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

No.

However, we have two class representatives and one University representative

The trainees organise and conduct all the major Celebration of Days (Nirmala Day, Teacher's Day, Picnic). Major announcements are made by them. They are the link between the Principal, faculty and the whole student body.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Class Representatives are elected by the student body of the Institute and they in turn elect members for the University Student Council. Generally the trainee who is below the age stipulated by the Goa University is automatically the University Representative.

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

- A feedback form related to all the year's activities are distributed to the teacher-trainees
- A feedback form related to lectures given by the faculty is also distributed to elicit opinions of the classroom transactions.
- Feedback on activities conducted is incorporated in the Course Diary to be prepared in the next academic year.

Trainee feedback on the lectures is given to the designated faculty to plan more effective lectures and transaction strategies in the coming year.

5.4. Best Practices in Student Support and Progression

5.4.1. Give details of institutional best practices in Student Support and Progression?

Students are given various awards at the end of the year for their performance at the Institute and on receiving their University results. The following are some of the awards and scholarships provided by the Institute:

- Goa Liberation Scholarship for the trainee who has the highest percentage at the University Examinations.
- Best Personality Award, sponsored by an ex-faculty and selected by the trainees
- Dr. Teresa Kalathiveetil Accomplishment Award for an outstanding trainee in academics and overall performance, selected by the faculty
- Prizes for the 'Most Industrious Trainees' in each of the seven subject pedagogies, selected by the Subject Pedagogy faculty. This prize is sponsored by an ex-faculty member, Mr. Nicholas D'Souza.
- Eight students are also given scholarships of Rs. 5,000 each (i.e. Rs. 40,000), donated by Mr. Thomas Pereira, a benefactor.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Vision Statement: "The Nirmala Institute of Education endeavours to create a cadre of professionals committed to excellence, imbued with universal values, and responsive to the emergent needs and challenges in the local, national and global context."

Our Mission Goals

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

The vision statement and the mission goals have been published in the prospectus and in the college diary which is given to every faculty member and student. The Principal addresses the trainees at different functions/events in the Institute and reiterates the vision and mission goals in her address.

The Institute has an anthem composed by a faculty member which reinforces the values that the Institute stands for.

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission is focused on addressing the training needs of the students, the value orientation of the Institute and the needs of Society. It focuses on:

- Personal and professional development

- Commitment to excellence
- Social transformation
- The educational demands in a changing society
- The emergent challenges in the local, national and global context.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.).

The Management plays a very supportive role in the running of the Institution.

- The Management sees to the maintenance and repairs of the Institute.
- The Management has provided the computers, software and furnished the IT Centre.
- The Management has also stepped in to provide salaries when they were delayed by the Government.
- During the Golden Jubilee year it donated a synthesizer to the Institute.
- Token cash awards and mementoes were presented in appreciation of the services of the faculty and non-teaching staff who completed 25 years or more in the Institute at the closing function of the Golden Jubilee year.
- It has a Governing Body which deals with issues related to the Institute e.g. starting new courses, financial issues, new appointments, career advancement...
- Every year a report in the form of an annual newsletter and the accounts are presented at the General Body Meeting. The Management is thus aware of the financial status of the Institute and the general progress of the Institute.

The Management entrusts the responsibility of running the Institute to the Principal and respects the decisions made on a day-to-day basis for the growth and quality enhancement of the Institute.

The Principal has an open door policy and trainees are free to meet the Principal and mentors whenever they need to. The Principal makes a conscious effort to meet the trainees as they leave the Institute at the end of the day. Through these informal interactions, an atmosphere of trust and openness is created. Thus the trainees feel free to approach the Principal for any grievances or problems they have at the personal and Institutional level.

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The Management does not interfere in the day-to-day running of the Institute. The faculty is constantly made aware of their responsibilities by the Principal at faculty meetings and through training programmes, organized for their personal and professional development.

- Planning for each academic year is a collaborative effort of the Principal, faculty and the administrative staff. Based on these joint deliberations a calendar of activities and events is prepared.
- The major tasks are identified and the faculty is free to opt for one or more of these tasks, singly or in teams. There is a lot of flexibility and freedom provided to the faculty.
- All the curricular and co-curricular events like practice- teaching, internship, 'Project Goa' and Work with the Community are jointly planned and executed by the entire faculty and the Principal.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Since the Vice-President and the Principal reside in the same premises there is a regular contact between them. The Principal informs the Vice-President of issues of concern and the events being held.

An annual report i.e. the 'Nirmalite', which is in the form of a newsletter, is submitted to the Management at the Annual General Body Meeting.
It includes the following:

- Description of major events e. g. celebration of important days, work with the community that is undertaken, workshops attended/conducted by the faculty members and any new developments.
- All new initiatives are discussed at the Governing Body meetings and approved by the members e.g. Atmashodha Cell and new courses that the Institute intends to start.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Difficulties/barriers if any are discussed at the faculty meetings. Meetings are held for evaluation of the institutional goals at the end of significant phases of the academic programme.

The feedback generated at these meetings is used to improve the quality and functioning of the Institute. Feedback obtained from Heads /teachers of the practice-teaching and internship schools is brought to faculty meetings and steps are taken to ensure that the trainees perform better in the schools during the ensuing academic year.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The faculty is given ample opportunities to attend workshops and refresher courses within the State and outside. Arrangements are made to share the workload in their absence to ensure the smooth functioning of the Institute.

The faculty is encouraged to present papers and/or book reviews in-house to enhance their knowledge and skills. The faculty is encouraged and granted permission willingly by the Management to pursue their higher studies e.g. M. Phil and Ph.D.

The President of the Institute meets the faculty, the administrative and non-teaching staff to obtain their feedback regarding the functioning of the Institute and to thank them personally for their services to the Institute.

The faculty is also encouraged to take on new initiatives e.g. Post graduate Diploma in Computers and Educational Technology, the Cambridge International Diploma for teachers and trainers, and so on, which enhances their professional growth, thus contributing to the overall efficiency of the Institute. The faculty is free to make suggestions for improvement in their own specific subjects with regard to contributions in the field of education.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal motivates the members of the faculty to grow in their respective subjects by updating the library with new books each year. Motivational speakers and educational experts are invited by the Principal to address the faculty and conduct workshops. Some of these programmes are offered to the administrative and non-teaching staff.

The Principal delegates responsibilities and decentralizes the decision making process. The faculty is free to approach the Principal if they need guidance in the execution of their various responsibilities.

The Principal allots subjects to be taught, prior to the commencement of each academic year. The faculty is assigned the responsibility to liaison with various organisations/ schools for practice teaching, internship and work with the community.

The administrative staff has duties allocated to them. The accountant sees to the financial matters. The head clerk handles the correspondence with the Department of Higher Education and the Goa University. The others are involved in handling the correspondence such as the RTI (Right to Information), besides being available to the trainees and faculty, for meeting the day-to-day demands of the running of the programmes.

There are faculty meetings held prior to the commencement of the academic year, where the previous year is reviewed with respect to curriculum, practice teaching, internship, co-curricular activities and community work. This is followed by planning for the next academic year.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The following committees ensure the smooth functioning of the Institute:

- **Academic Management**: The yearly evaluation and planning is done by the entire faculty at its meetings.

- **Library Committee:** This committee meets to discuss the updating of the library. Suggestions for the purchase of new books are solicited from the faculty. For this, various catalogues received by the Institute are made available to the faculty.

- **Equipment Committee** was formed in 2011 to approve the UGC scheme of providing financial Assistance to Colleges already covered under section 12B of UGC during the 11^{th} plan.

  The Principal along with the accountant and a senior member of the faculty meet to plan proposals for grants for the purchase of equipment.

- **Discipline and Anti-Ragging Committee:** Two members of the faculty are on the State-level Anti-ragging forum. These two members, who represent the Institute at the State level Anti-ragging Forum along with the other members of the faculty, periodically review the discipline in the Institute. Difficulties if any are discussed during faculty meetings as every faculty member is responsible for maintaining discipline in the premises.

- **IQAC**: The Committee met once and decided on how to improve the performance of our Institute by comparing its best practices with those of some of the best teacher education institutions in India and abroad.

- **Local Management Committee (LMC)** meets twice a year to pass the accounts. It is informed about problems that the Institute is facing and any other changes that need to be introduced.

- **Building Committee for Library Expansion/ Construction** was formed in May 2010, to approve the plans under the UGC scheme of Development and Assistance to Colleges during the Eleventh Plan (2007-2012).

- **Student Council**: This consists of the University representative and two other class representatives who are selected by the trainees. They are a link between the Principal, faculty and trainees. Since this is a small college, issues and grievances are dealt with as and when they arise.

- **Co-curricular Activities Committee**: This consists of three faculty members. At the beginning of the academic year an orientation is given to the trainees about the co-curricular activities to be held during the entire programme and a talent search is conducted to identify trainees' talents so as to enable the formation of appropriate groups required to celebrate the annual 'Goa Day' and for the celebration of other festivals and days of national and international importance.

Each faculty member is kept in charge of a group of ten trainees who are assigned with the celebration of one of the major religious festivals/ national and international days and events such as work with the community. Faculty members are also kept in charge of other activities e.g. mentoring, organizing events e.g. Teachers' Day, Prison Ministry Day, Nirmala Day, and Picnic.

Coordinators are appointed for various programmes such as

- Department of Extension Services
- Preschool Teacher Education Certificate Course.
- Post Graduate Diploma in Guidance and Counselling
- Global Fund for AIDS, T.B., Malaria (GFATM)

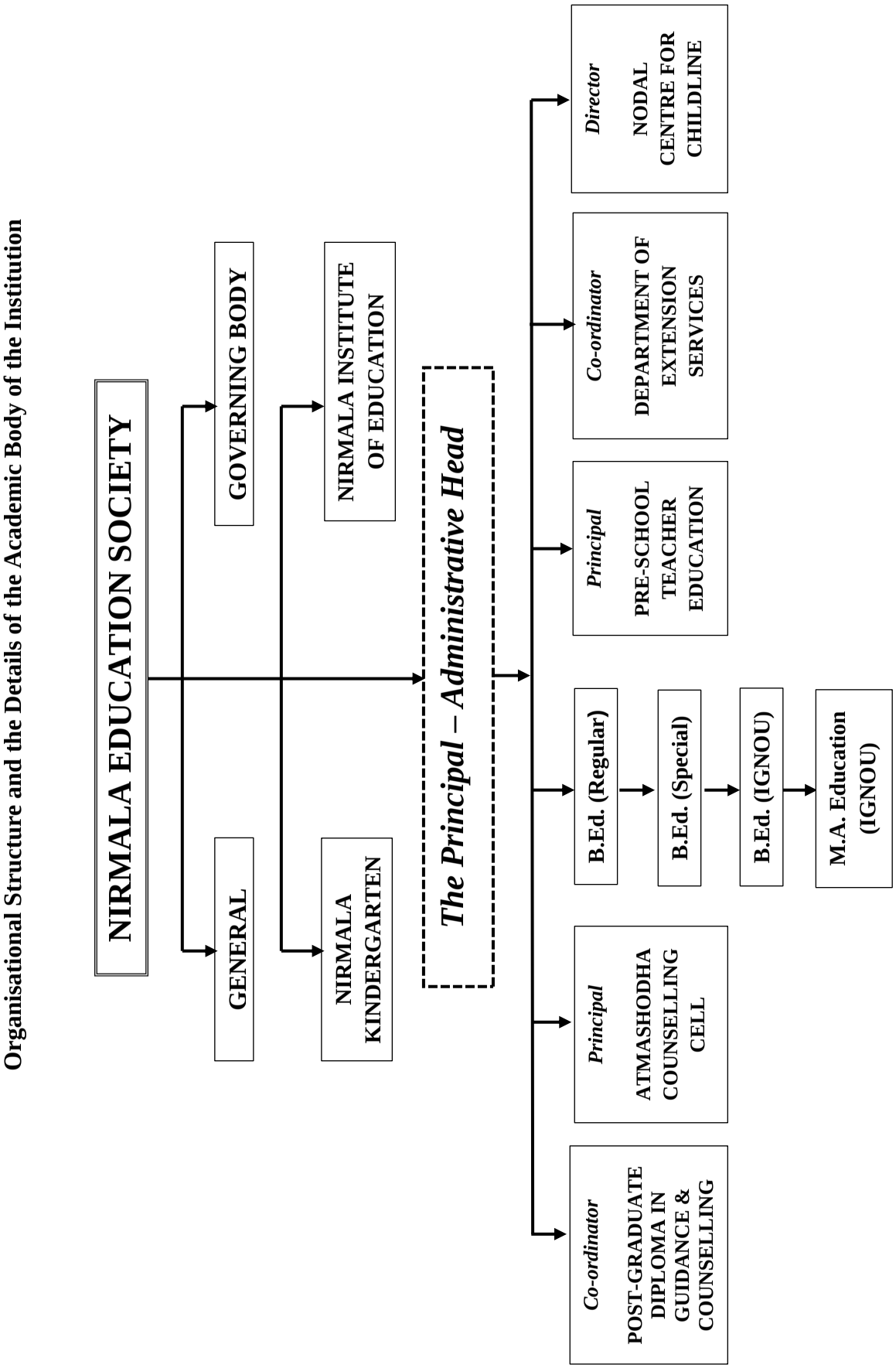
These coordinators liaison with the Principal for the academic components, and with the administrative staff for the administrative details.

Financial Management:

The Institute receives grant-in-aid, so the financial management proceeds as per the rules and regulations of the Government.

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Organisational Structure and the Details of the Academic Body of the Institution



The Nirmala Education Society is the parent body and is a Registered Trust. It oversees the entire functioning of the Nirmala Institute of Education and its units which include the regular B.Ed., the B.Ed. Special Education, the Pre-school Teacher Education programme, the Post Graduate Diploma in Guidance and Counselling, the Atmashodha Counselling Cell, the Department of Extension Services and Saksham. The Principal is the administrative head of all these units. The Principal is also the Director of the Nodal Childline Centre and the Faculty-in-charge for Saksham. The Coordinators appointed for the Department of Extension Services, the Childline Nodal Centre, the Post Graduate Diploma in Guidance and Counselling and the Atmashodha Cell, handle the day-to-day administration of the units and are accountable directly to the Principal.

The annual newsletter presented at the Annual General Body Meeting of the Nirmala Education Society gives the Management an insight into the progress of the Institute. The audited statement of accounts of the college and the other units are also presented at the Annual General Body Meeting which is held every year. The members of the General Body give their suggestions to the Principal and faculty who are members of the General Body.

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The coordinators handle the various departments assigned to them and work in consultation with the Principal. The members of the faculty take on responsibilities for conducting various activities along with the trainees who are divided into groups of ten and report to the Principal.

The faculty is given the freedom to try out new strategies, innovations and creative ideas in academic and co-curricular activities.

The faculty is given all the encouragement to attend seminars, courses and workshops that will enhance their career and personal development.

6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The Institution is in constant touch with the schools in the area of practice teaching and internship. Through the Department of Extension Services, the Institution gets a feedback with respect to the needs of the schools and accordingly organizes

workshops to meet these needs. The Institute collaborates with the Goa Board of Secondary and Higher Secondary Education, the State Council of Educational Research and Training (SCERT), the Navodaya Leadership Institute, the Archdiocesan Board of Education (ABE), Diocesan Society of Education (DSE) and the District Institute of Education and Training (DIET).

The Principal and some of the faculty have been in various committees of the Goa Board of Secondary and Higher Secondary Education e.g. for the preparation of instructional materials. It has played an important role in the preparation of the syllabus for a two-year training programme for 500 computer teachers in the State of Goa. This was organized in collaboration with the Directorate of Higher Education and the Goa University. Five of the faculty members along with some of the post-graduate ex-students were involved in preparing and delivering the lectures, and supervising lessons given by the computer teacher trainees at different centres in Goa. These teachers have now been regularized by the Government and receive salaries on par with the regular teachers.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes. The trainees are given faculty evaluation forms at the end of the academic year. The feedback from the evaluation done by the trainees of each faculty member is used by the faculty to improve the teaching-learning process. The experience gained from observing the trainees' practice teaching lessons has been used to modify the criteria for evaluation of lessons over the years.

The portfolios prepared by the trainees also gave an insight into various aspects of the programme that were beneficial to them.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The following are the ways in which the faculty is empowered to enhance their knowledge and skills:

- Book reviews and Paper reading sessions are conducted among the faculty to share knowledge and ideas.

- Opportunities are given to attend conferences, seminars and workshops which have been used to enhance their knowledge and skills in the transaction of curriculum e.g. Creativity and Wellbeing, Co-operative learning and Multiple Intelligences.
- Faculty members from the Counselling unit have given sessions on Neuro Linguistic Programming (NLP) and Rational Emotive Therapy (RET).
- Experts from other fields have been invited to deliver sessions such as 'Creating Positivity Within, Mentoring, and Uses of the 'One Laptop Per Child' (OLPC).

6.3 Strategy Development and Deployment

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The Institute made provisions for allocation of resources – human and financial in the following ways:

- Keeping pace with the technological revolution the Institute made provisions for up-to-date equipment and setting up of the IT Centre. It has constantly updated its software to ensure that faculty and trainees use technology in the transaction of the curriculum and co-curricular activities.
- Programmes like the Post Graduate Diploma in Guidance and Counselling were started to cater to the need for counsellors in Goa.
- The Atmashodha Counseling Cell provides testing and counselling services to children, parents and other adults in need of help.
- The B.Ed. in Special Education programme was started to meet the growing demand for teachers of Children With Special Needs (CWSN).
- Different members of the faculty are assigned tasks based on their talents and skills.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Financial aid is received from the Government for the running of both the B.Ed. programmes whereas the Guidance and Counselling Programme and the Preschool Teacher Education Programme are both self-financed courses.

The Institute was given financial assistance by the Management to start the Cambridge International Diploma for teachers and trainers. This programme was started to offer the Goan teachers the possibility of enrolling for a programme of international standard that would help them to get employment abroad. Five of the members of the faculty were appointed as Master Trainers after having completed an initial training programme.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process*?*

A year's plan is prepared before starting the next academic year. At the beginning of every academic year a copy of the practice teaching programme is sent to every practice teaching school. Those schools which express their willingness to accept our trainees for practice teaching provide a copy of their time-tables along with their school calendar. This enables the faculty to plan the schedules for demonstration lessons as well as for practice teaching. Prior to the internship programme, letters are also sent to the Heads of Schools to grant us permission to visit their schools, and to coordinators from the respective schools to guide our groups of trainees who will be placed there.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The Vision Statement, the Mission Goals /objectives are formulated by the faculty along with the Principal.

The entire programme, academic and co-curricular is planned and executed keeping in mind the vision, mission goals/objectives of the Institute.

The faculty, the administrative and non-teaching staff are fully conversant with the vision, mission goal and the ethos of the Institute. All cooperate to ensure that the Institute maintains high standards.

6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Meetings for evaluating the year's activities and planning for the following year are held at the end of each academic year. The results of the evaluation of the year's programme, provides a basis for introducing new elements and reinforcing the practices that proved to be successful.

The faculty continuously interacts with the trainees and is able to assess their needs/ problems vis-à-vis the programme. This gives the Institute an insight into how the vision is realized through transaction of the curriculum and other activities. The vision and the mission goals have been reviewed and revised twice over the years.

6.3.7. How does the institution plan and deploy the new technology?

Funds for new technology were received from the UGC and used to purchase new equipment such as visualizers, interactive white boards, digital projectors, videoconferencing equipment and a 125 kilo watts generator to ensure a continuous supply of power so that our programme runs smoothly.

The Institute purchases new equipment to prepare trainees for an educational future that will be heavily technology driven.

6.4 Human Resource Management

6.4.1. How do you identify the faculty development needs and career progression of the staff?

Circular/notices are put up on the faculty notice-boards for workshops/seminars/ refresher courses. The faculty members are:

- encouraged to attend seminars/workshops not only related to their subject pedagogies but also to the general trends in education
- urged to write papers and publish them
- given the freedom to conduct workshops for school teachers, higher secondary institutions and school complexes

- allowed to attend orientation and refresher courses which are needed for career progression
- given opportunities to appear for the NET/SET until they clear it
- motivated to work on their Academic Performance Indicators (API) scores.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The Institute encourages the faculty to engage in self-reflection for their professional growth.

- The faculty members submit their self-appraisal reports at the end of each academic year.
- The trainees evaluate the faculty on their teaching performance, guidance for practice lessons, internship and interpersonal relationships.
- The trainees in general are very appreciative of the hard work put in by the faculty to help them attain excellence in curricular and co-curricular activities.
- The rapport established between the faculty and the trainees blossoms into long term relationships.
- Many ex-students maintain regular contact with the faculty.
- The annual newsletter which is submitted to the Management gives the members an insight into the performance of each faculty member. Based on this, the faculty is encouraged to take on personal responsibility for their professional growth.

6.4.3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation.)

The Management has always been interested in the welfare of the faculty and the non-teaching staff.

- It has built a spacious and airy faculty room which offers a stimulating working environment.
- The faculty room has individual cubicles, a water heater, a refrigerator, and separate wash rooms for male and female faculty members.

- The faculty has a canteen facility.
- Two computers with internet are placed in the faculty room for use by the faculty.
- The faculty is readily given leave to meet personal and family needs.
- Some members of the non-teaching staff have availed of loans.
- The entire staff i.e. teaching, administrative and support staff are given gifts at Christmas.
- The faculty is also given gifts on the occasion of 'Teachers' Day'.
- Staff members who have completed 25 years of service were given mementos and a token cash award for their dedicated service.
- Two of the non-teaching staff have availed of 'Child Care Leave'.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The Principal has demonstrated her concern for the professional growth of the staff by organizing different training sessions. These sessions were geared towards personal and professional development and they ultimately contributed towards efficiency and excellence.

Some examples of the training sessions held are:

- Mentoring through Choice Theory
- Rational Emotive Behaviour Therapy (REBT)
- Creating Positivity Within
- Two sessions in the use of the interactive white board
- Personality development was also conducted for the non-teaching staff.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The recruitment policy is according to the UGC, NCTE and the State University norms. The Institute has to obtain a No Objection Certificate to fill in vacant posts. These are then advertised in the University News and in the local newspapers. Applications are called for, interviews are held to select the appropriate candidates. A report is sent to the University for approval and to the Directorate of Higher Education for approval of the pay fixation.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty?(E.g. salary structure, workload, specialisations).

There is no part-time faculty except for the self-financing programmes. Since the B.Ed. programmes are government-aided programmes, the faculty is paid according to the Sixth Pay Commission. Those who do not have all the required qualifications are appointed on contract basis until such time as they complete the essential requirements.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?(E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The faculty is allowed to participate in seminars, conferences and workshops but no separate allocation is made for this purpose. Some members of the faculty have been on the Goa Board of Secondary and Higher Secondary Education, and the Board of Studies in Education. They have also participated in the Academic Staff College programmes i.e. Orientation and Refresher Courses.

6.4.8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

The Nirmala Institute of Education has always been appreciated for the cleanliness of the campus by all visitors. The physical structure and the ambience surrounding the building is most suited for intellectual/academic work.

- There is a very spacious faculty room with internet facility. Each member of the faculty has a separate cubicle furnished with two chairs and a big table with drawers. Cupboards are also provided for storage.
- The library is well furnished. The faculty and trainees had access to INFLIBNET and NLIST.
- There are internet facilities in the lecture hall and digital projectors in six classrooms. The faculty also uses videography to record lessons.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The staff is free to address problems to the Principal or Management. Trainees approach the Principal either directly or through the class representatives. Trainees also share their problems/difficulties with their mentors who solicit the help of the Principal or faculty in trying to resolve these problems which are specifically related to the academic programme of the Institute. This helps the faculty to arrive at solutions together. The trainees also address their needs to two of the clerical staff who handle the daily routine administrative tasks pertaining to the trainees. As previously stated, an end of the year evaluation is also carried out by the trainees.
The President of the Nirmala Education Society has an annual meeting with the faculty and administrative staff when she visits the Institute. The staff is free to address their problems/ difficulties directly to the President.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The Faculty is free to attend seminars and conduct workshops outside the Institute.

- They are involved in co-curricular activities, mentoring, planning schedules, reaching out to the community through the community work programme.

- The workload is equally distributed between the members of the faculty. A number of faculty members teach the core papers.
- All the faculty members have opportunities to interact with the trainees through the various curricular and co-curricular programmes.
- Various tasks are assigned to individuals at the time of planning meetings.
- An outstanding quality of the faculty is their willingness to step in for each other when there is a crisis situation or when faculty have been involved in their Ph.D. programmes.
- The faculty collaborates with each other in organizing programmes and provide support in their area of expertise.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Individuals and collective contributions of the Faculty are appreciated at a personal level and at faculty meetings. The Principal also makes an effort to appreciate the faculty on Teachers' Day with a gift and on their Birthdays, by putting an inspirational message on the board and flowers on their table

6.5 Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

Yes.

	GRANT	2010-11	2011-12	2012-13
	Salary Grant	12,762,137.00	11,608,954.00	11,961,470.00
a)	**Non-Salary Grant**	0.00	0.00	0.00
b)	**Fees**	214,329.00	242,254.00	253,484.00
c)	**Loan from Management**	347,810.00	366,560.00	940,525.00
d)	**Interest**	77,627.73	31,308.00	49,278.45
e	**Miscellaneous**	4,650.00	1,910.00	Miscellaneous

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

NIL (No resource was mobilized through donations)

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

As the Government had not disbursed the Non-Salary Grant for the last three years, the day-to-day operational expenses and the deficit was met through a loan received from the Management, fees from trainees, and other miscellaneous income such as Bank Interest, etc.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit).

The Institute has faced a severe financial crunch in the last few years. However the Management has stepped in and enabled it to run programmes efficiently by providing the Institute with timely loans.

The Institute has continued to conduct its programmes for the personal and professional growth of the trainees. It has also been involved in community work to create a concern for the local and national needs. Workshops on innovative ideas, inclusion, co-operative learning, ICT have been provided.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes

Details of internal audit

The internal audit is carried out by a Chartered Accountant. The purpose of the audit is to finalise the accounts of the Institute and its subsidiaries like the Department of Extension Services, Guidance & Counselling programme and the B. Ed Special Education unit operating under the name of Nirmala Institute of Education. The audit is restricted to (1) verification of vouchers and expenses incurred (2) payment

of salaries (3) verification of fees receipts, loans from Management, etc. (4) filing of quarterly returns i.e. 24Q and 26Q and correspondence rectifying errors in computation of tax deduction – short deduction, unmatched challans, and liaising with Income Tax authorities (NSDL). The auditors also advise the Institute about investments and tax matters. (5) Finalisation and submission of balance sheet, receipt and payment and, income and expenditure statements which are then submitted to the Directorate of Higher Education for the assessment of grants to be released or adjusted for each financial year.

Details of external audit

The objective of the external audit is to verify if the grants (Salary and Non-salary) are judiciously utilised by the Institute. The audit scrutinizes in detail the payment vouchers to verify if the expenditure is incurred within the ambit of the Pattern of Assistance order, issued from time to time. The Pattern of Assistance consists of guidelines issued to the colleges to incur expenditure under different heads of accounts. The ceiling for incurring expenditure is restricted to 10% of the admissible establishment expenditure of the college in the preceding years (i.e. 10% of the total salary paid to the teaching and non-teaching staff of the preceding year). Every year the Institute submits Forms 4 and 8 to assess the Non-salary grant and rent payable to the Institute. The Form 4 and 8 is the statement of expenditure (as envisaged in the Pattern of Assistance) incurred during the preceding year in order to assess the Non-Salary grants to be released or excess Non-Salary grants released in the preceding years to be adjusted against the Non-Salary grants to be released for the current financial year. Hundred per cent of the expenditure incurred on salary is paid to the Colleges by the State Govt.

Government Audit also verifies the Statement of Assessment carried out by the Directorate of Higher Education. However, if expenditure is held to be inadmissible, then the audit will carry out its own assessment and issue a Revised Statement of Assessment on completion of the Audit incorporating the expenditure held as inadmissible by the audit.

The Government Audit scrutinises in detail, the Pay Fixation statement and fixes the pay of the teaching and non-teaching staff on promotion, revision of pay, transfer, on obtaining of Ph. D. Degree, Counting of past service and Protection of Pay. It

verifies the same to see if it is in order and is in compliance with the Government Orders, Goa University statutes, UGC regulations and other Government orders issued from time to time. The Tuition fees and other fees for each year are deducted from the Salary and Non-Salary grants, respectively, while assessing the grants payable to the college.

Information on the outcome of last two audits:

The last audit was conducted by the audit party of the Directorate of Higher Education in the year 2011 for the period from 1999-2000 to 2010-2011.

Last audit period from 1992-1993 till 1998-1999 (Major audit para pending)

- Rs. 4,14,452.00 towards salary grant vide audit note 5/11/97/AC/DHE/247 dated 13/02/2001 was partly recovered and an amount of Rs. 1,65,452.00 was pending for recovery till the date of the above current period of audit.
- Rs. 89,671.00 towards Non-salary grant was partly recovered and an amount of Rs. 44,836.00 was pending for recovery till the date of the above current period of audit.

Appointment of part-time non-teaching staff: An amount of Rs.33,612.00 is pending for recovery towards over payment made against GPF final payment for part time sweepers till the date of the above current period of audit.

The above amount, pending for recovery in respect of the audit period from 1992-1993 till 1998-1999 has been adjusted against the non-salary grant payable/ recoverable for the current audit period i.e. the period from 1999-2000 till 2010-2011.

Current audit period from 1999-2000 till 2010-2011 (Major audit para pending)

The audit re-assessed the salary and non-salary grant for the period from 2005-2006 to 2009-2010 and proposed a recovery of an amount of Rs. 18,21,330/- towards the salary paid to the lecturers appointed on temporary basis as held in admissible by audit. Further an amount of Rs. 1,10,752/- was held inadmissible in respect of staff who were paid transport allowances though they were absent on duty for a full calendar month due to leave/vacation. This office has recovered the amount of Rs.1,10,752/- from the concerned staff from their respective salaries paid to them.

This office has refuted the allegations of irregularities in appointing the temporary staff who were held inadmissible for payment of salary of temporary appointments.

Each case has been presented before the Directorate of Higher Education in its compliance report submitted on March 24, 2012.

The main thrust of the audit inspection report for disallowing the salaries retrospectively the salary grant of two lecturers and college librarian is purportedly unsustainable for reasons cited below:

- The audit report adds the word "any employees" (to replace "such of these employees") to recite paragraph (2) of the State Grant-in-aid Order seeking to apply to the two lecturers and the college librarian of this Institute who are not retirees and to whom the said order applies. Such retirees to whom the order so applies requires prior approval (NOC) from the Government to either give extension in service, re-employ, reappoint or appoint on contract basis.
- This office has obtained NOC from DHE to fill in the posts of two lecturers and a librarian which fell vacant due to the retirement of the lecturers on superannuation and resignation of the librarian respectively.
- The contention of the audit report is that as the above lecturers and librarian did not clear the NET/SET they were to be appointed on contract basis on a consolidated salary and not on temporary basis in the full time scale. The above two lecturers and librarian who had not cleared NET/SET were appointed as per the clarification of the circular issued by Goa University in respect of lecturers/librarian who had fulfilled all required qualifications but without NET/SET. The said circular lays down the following conditions for appointment of teachers purely on temporary basis:
- Such teachers are not eligible for yearly increment. They are to be reappointed every year or extended further on a yearly basis by fixing the pay at the minimum of the scale each year.
- They are to be appointed in the minimum of the scale in the full time scale of lecturer and other benefits, allowances concomitant with the basic.
- Such lecturers are eligible for vacation salary.

- This Office had obtained yearly approval/academic eligibility of the appointment from Goa University appointing/extending the appointment of lecturer/librarian.

- The above said lecturers and librarian were appointed in full time scale moreover considering the appointment as per the above cited circular from Goa University for appointment of lecturers without NET/ SET. The DHE had approved the pay fixation statements fixing their pay in the Sixth Pay Commission Scales in the full time scale and not contract basis. The Institute had accordingly released the salary and arrears due to the above lecturers which had been disbursed by the DHE itself considering the appointment on fulltime basis as per approval of the pay fixation statement granted by DHE.

The DHE has not yet replied to the para wise comments in respect of the audit inspection report for the years 1999-2000 onwards till date.

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

Yes. The Institute has installed tally ERP9 and finalizes the annual accounts of the Nirmala Institute of Education and its subsidiaries by using the said accounting package.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The IQAC was established in the academic year 2013-14. An initial meeting was held to assess where we are as an Institution.

Composition:

Name	Designation	
Dr. Rita Paes	Principal, Head of the Institution	Chairperson
Ms. Vida Sequeira	Associate Professor	Member
Mrs. Suvarna Gauns	Assistant Professor	Member
Mrs. Ximena Fonseca	Assistant Professor	Member
Ms. Eutemia Fernandes	Assistant Professor	Member
Ms. Delia Antao	Assistant Professor	Member
Mrs. Anna Fernandes	U.D.C. Administrative Official	Member
Mr. Anil Kher	MD-Micro Interconnections Pvt. Ltd. External Expert	Member
Fr. Romuald D'Souza, S.J.	External Expert Founder of the Goa Institute of Management	Member
Dr. Denzil Martins	Assistant Professor, Director/Coordinator of IQAC	Member Secretary

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The Institute places high value on efficiency and effectiveness in its functioning.

- Meetings of faculty are held for sharing feed-back after every component of the programme.
- Several meetings are also held at the end of the academic year to evaluate the objectives of the year and to plan for the next year.
- Achievement of goals and objectives are evaluated through an examination and practice lessons.
- Trainees' feedback on the entire programme is also obtained.
- The Principal and faculty are in close touch with the trainees especially outside lecture time. The faculty also observes the trainees during various activities

such as lesson planning, co-curricular activities, during the mentoring process and when in schools for practice lessons, internship and work with the community. Hence there is a constant flow of communication and feedback which is then discussed either between the individual faculty members and the Principal at faculty meetings

- The trainees are always encouraged to strive towards excellence in whatever tasks they undertake.

7.1.3 How does the institution ensure the quality of its academic programmes?

The Institute ensures the quality of its academic programmes in the following ways:

- Personal guidance is provided to the trainees for assignments, projects, whenever required. Personalised guidance is also given during the lesson planning phase.
- Subject pedagogy teachers observe lessons in their own subject pedagogies.
- Three different timetables are scheduled for the different phases of the B.Ed. programme and are provided to the faculty and students in the course diary.
- Attendance is taken regularly at the beginning of every lecture.
- Trainees write reflective reports at the end of the internship programme.
- Trainees write their reflections in their personal portfolios.
- Evaluation of the activities is done by the trainees each year.
- Guest speakers are invited every year to expose the trainees to new developments in education.
- Creative and quality based activities are given for projects and assignments.
- Evaluation of academic programmes is done by faculty and trainees.
- The faculty is very meticulous in assessing the work of trainees. Hence the trainees are aware that shoddy or mediocre performance is not acceptable.
- The results of the University have been consistently good.
- The rigour with which the programme is run is recognized by all stakeholders i.e. Heads of Schools, Government and University. Therefore, the Heads of Institutions and the public in general have often expressed their preference for employing candidates who have graduated from Nirmala Institute of Education.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

Regarding the financial management processes, the expenditure report is submitted to the Management.

- It is ensured that the non-salary expenditure is within the purview of the order of the pattern of assistance issued from time to time by the Directorate of Higher Education (DHE) and the items of expenditure are within the a/c heads prescribed by the said order
- The salaries to staff are paid after obtaining due approval of the pay fixation statement by the Government i.e. DHE on promotion, placement in career advancement scales, etc. Besides, care has been taken to see that the appointments, promotions, placements are made as per the statutes of the Goa University, Government orders, minimum rules and regulations of the UGC and other such orders issued by the Government from time to time
- The office also ensures that the filing of Income Tax returns in respect of the salaries paid to staff and the non-salary expenditure information in the form of 24Q and 26Q are filled in time described by the income tax authorities.
- Regular internal and external financial audits are conducted to ensure its financial management processes.
- The Principal works closely with the administrative staff. Duties are allotted to each of the staff members. This ensures the smooth functioning of the administration**.**

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

The Institute always encourages exploration of new ways of teaching to facilitate effective learning and shares these with other constituents within the Institute.

- The 'One Laptop per Child' (OLPC) project which was initiated by the B.Ed. faculty and implemented in a school in Merces, a suburb of Panjim, Goa is now being used in the Kindergarten by a team that works with the Institute.
- The faculty share best practices between subject pedagogies e.g. the evaluation criteria developed for Computer Assisted Lessons in Science are also used by the Geography method master to assess Geography lessons

- Resource persons have been shared between the various departments by adjusting the schedules. For example, for the Pre-school Teacher Education programme, B. Ed. Special Education programme. The staff of the GFATM have given sessions to B.Ed trainees on HIV/AIDS. The faculty of the B.Ed. Special Education programme has given sessions on inclusion to the regular B.Ed. trainees and Pre-school trainees. The IT Centre provides training for all departments.
- The Faculty members share the best practices observed in other institutions and implement them when possible.
- The Principal also encourages in-house paper reading, reviews, workshops at the state, national and international levels. Publications are also encouraged.

7.2 Inclusive Practices

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The main thrust of our B.Ed. Special Education is to promote inclusion throughout the State of Goa.

- The B.Ed. faculty have had sensitization programmes for school teachers, Heads of schools, parents and Government Departments on inclusion.
- Videos, power point presentations, simulated activities, interactive sessions are conducted for the trainees of the Regular B.Ed. programme and the trainees of the Pre-school Teacher Education on Inclusive Education to create an awareness of the need for inclusion of special children in regular classroom situations. Resource persons are also engaged to provide input.
- The staff of GFATM has sensitized the trainees and faculty regarding HIV/AIDS patients and how they have to be included in Society.
- Trainees have participated in popularizing Child-Line in various schools all over Goa to create an awareness of the needs of street children and abused children.
- Interfaith dialogue sessions are an annual feature which makes students aware of the need to respect all religions and to recognize the good in every religion.
- Feasts in various religions are celebrated with equal importance.
- The Institute celebrates Women's Day, Girl Child's Day, Human Rights day, Prison Ministry Day.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- A session on Inclusion is included in the year's schedule. This is given to the regular B.Ed. trainees by the faculty of the B.Ed. Special Education Programme.
- The celebration of the Girl Child's Day, Women's Day and Human Rights Day is an attempt to get trainees to understand the problems associated with these groups and to motivate them to do something about these problems.
- A conscious effort has been made to focus on relevant themes like gender sensitization, marginalization of different groups in society, stratification and inequities in society in the teaching of Sociology of Education.
- Articles in the course diary have also helped focus on children's issues, marginalized children, children with special needs.
- The trainees of the B.Ed. Special Education programme have to promote inclusion as part of their curricular requirements.

7.2.3 Give detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The Institute aims at creating a cohesive group with every batch of trainees.

- Ice-breakers held on the very first day, create a feeling of fellowship and bonding that imply, 'We're all in it together'.
- The trainees are divided into groups of ten for the celebration of various festivals and national days. This contributes a great deal to social interaction.
- Collaborative lessons in which two trainees plan and execute their lessons together, help them to learn to respect each other's views and to optimize the skills of each one.
- The projects and assignments promote self-learning.
- Community work also helps trainees to come together.
- A session on Choice Theory helps trainees develop responsibility for their own behavior.

- Other programmes include drama sessions, group discussions, Public Speaking, First Aid, Talent Search, Physical Education, sessions on Interfaith Dialogue and Experiential Learning.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- The trainees of B.Ed. Special Education are trained to deal with children with special needs. These trainees also do case studies and home based activities for differently abled children.
- The lectures in 'Psychology of the Learner and Learning' are used to make the trainees aware of the differences that exist in classroom situations and to deal with them effectively.
- The faculty when guiding the trainees for practice teaching ensures that the lessons are prepared taking into consideration the cognitive level of students in different schools.
- The trainees are given an insight into children facing different problems by working with Childline.
- The Pre-school trainees go to different orphanages and schools like Hamara school which work with disadvantaged children to share their skills and train them in different crafts as part of their work with the community.
- Through the elective, 'Remedial Education', the trainees are introduced to disabilities among students and ways of dealing with them. They also have to undertake a project in schools for remediation.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Not Applicable as the Institute has not had any differently- abled students in the past.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Guest speakers have been invited to talk about women's issues and on gender sensitization in schools. The Institute has not had any problems or gender issues. Male and female students are taught how to respect each other and work together.

7.3 Stakeholder Relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

- The annual newsletter is prepared and shared with the Management.
- An annual report is sent to the Goa University which is included in the annual report/handbook of Goa University.
- Information is put up on the website.
- Brochures have been disseminated.
- Administrative/financial records are maintained and can be scrutinized by administrative authorities.
- Performance of trainees at the University examinations is displayed on the website of the Goa University.
- During the Golden Jubilee year a lot of information about the Institute was published in the local newspapers.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- The college has a website which publicizes the different programmes of the Institute.
- The faculty discusses the successes and failures of the Institute at staff meetings and incorporates the changes required to be made either during the next phase or in the next academic year.
- The faculty also pays keen attention to the performance of students in curricular and co-curricular activities and introduces measures that will bring about a qualitative improvement. E.g. The celebration of various festivals and days of national importance is evaluated.

- Trainees are expected to maintain decorum in their dealings with faculty and peers. Any aberrations are noted by the faculty. These are discussed and measures taken to ensure that they are not repeated.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

- Oral feedback is given to the faculty by staff and Headmasters/ Headmistresses of practice teaching schools.
- Written feedback about the trainees' performance is collected from internship schools.
- Guests and visitors provide feedback through a Visitors' Book which has been started recently.
- After internship, each trainee writes a reflective report on their experience about the internship programme.
- Group conferences held after practice teaching provides feedback about the quality of lessons.
- Trainees are free to give their feedback and suggestions verbally and in writing.

Mapping of the Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Admission & Orientation																				
Theory																				
Tutorials/Seminars/Workshops																				
Sessional work – Tests & Assignments																				
Practical work																				
Preparation of Internship: Demonstration/Observation of lessons/Micro-teaching/ Simulations																				
Practice teaching/Internship																				
Co-curricula Activities																				
Working with Community/Project work																				
Physical Education																				
First Aid																				
Project Goa																				
End-term Examination																				

Weeks	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Admission & Orientation																				
Theory																				
Tutorials/Seminars/Workshops																				
Sessional work – Tests & Assignments																				
Practical work																				
Preparation of Internship: Demonstration/Observation of lessons/Micro-teaching/ Simulations																				
Practice teaching/Internship																				
Co-curricula Activities																				
Working with Community/Project work																				
Physical Education																				
First Aid																				
Project Goa																				
End-term Examination																				

Appendix – A

STAFF PROFILE															
NIRMALA INSTITUTE OF EDUCATION															
Sr. No	**Name**	**Designation (present post)**	**Nature of Appmt.**	**Subject**	**Dt. of Birth & Age**	**Sex**	**Qualifica-tion**	**Rch Exp**	**Dt. of Apmt. in the present position**	**No. of years of service in this Institute**	**Total no. of yrs. of service**	**B.P.**	**G.P**	**Total Emolu-ments**	**NET/ SET Yr. of clearing**
1	Ms. Vida Sequeira	Assoc. Prof.	Perm.	History	10-01-1957 / 57 Yrs.	F	B.Ed, MA, M.Ed, NET		22nd July 1992	22	26	48110/-	9000/-	122971/-	16th Dec 1993
2	Dr. Denzil Martins	Asst. Prof.	Perm.	Science	01-04-1954 / 60 Yrs	M	B.Ed, M.Ed, SET, Ph.D.		27th Aug 1992	22	22	28530/-	7000/-	77653/-	Dec 2003
3	Ms. Suvarna Gauns	Asst. Prof.	Perm.	Konkani	17-10-1971 / 42 Yrs	F	B.Ed, MA, M.Ed, NET		12th July 1995	19	19	27780/-	7000/-	76078/-	23rd July 2004
4	Ms. Ximena Fonseca	Asst. Prof.	Perm.	Maths	27-01-1961 / 53 Yrs	F	B.Ed, M.Ed SET		1st July 2000	14	33	25870/-	8000/-	74167/-	Aug. 2004
5	Ms. Eutemia Fernandes	Asst. Prof.	Perm.	Geog.	20-04-1960 / 54 Yrs.	F	B.Ed, MA, M.Ed, NET		11th June 2001	29	29	27810/-	7000/-	76141/-	June, 1993
6	Ms. Delia Antao	Asst. Prof.	Perm.	Maths	15-01-1963 / 51 Yrs	F	B.Ed, M.Ed SET		6th June 2005	9	9	21390/-	6000/-	60559/-	Aug 2004
7	Ms. Sangeeta Kadam	Asst. Prof.	Perm.	Hindi	30-10-1972 / 41 Yrs.	F	B.Ed, M.Ed NET,M.A., M.Phil.		17th June 2012	1	14	15600/-	6000/-	48400/-	Dec 2000
8	Dr. Russell D'Souza	Asst. Prof.	Perm.	Math & Sc	03-10-1973 / 40 Yrs	M	B.Sc.,B.Ed., M.Ed., Ph.D., NET		1st Aug 2002	13	13	15600/-	6000/-	48400/-	Jun-04

Appendix – B

ACADEMIC NON-TEACHING STAFF													
No.	**Name**	**Designation (present post)**	**Nature of Appmt**	**Dt. of Birth & Age**	**Sex**	**Qualif.**	**Rch Exp**	**Dt. of Apmt. in the present position**	**No. of years of service in this Institution**	**Total no. of yrs. of service**	**B.P.**	**G.P**	**Total Emolu-ments**
1	Ms. Maya Carvalho e Rodrigues	Librarian	Perm.	24th Sep 1966 47 Yrs	F	M.LIB, M.Phil, pursuing Ph.D		3rd June 2003	11	24	19050/-	6000/-	55645/-

	ADMINISTRATIVE NON-TEACHING STAFF												
Sr. No	**Name**	**Designation (present post)**	**Nature of Appt**	**Dt. of Birth & Age**	**Sex**	**Qualification**	**Dt. of Apmt. in the presenrt position**	**No. of years of service in this Institution**	**Total no. of yrs. of service**	**Up-gradation /Promoted to**	**B.P.**	**G.P**	**Total Emolu-ments**
1	Lia D'Souza	Head Clerk	Permanent	03/07/1966 47 yrs	Female	S.S.C.	6/10/1985	29 yrs	29		15790	4200	43499
2	Ana Fernandes	UDC /	Permanent	14/12/1966 49 yrs	Female	S.S.C.	8/7/1987	27 yrs		MACPS II	14430	2800	37703
3	Leslie D'Souza	Accountant	Permanent	16/11/1960 53 yrs	Male	B.Com	1/21/1993	21 yrs			12430	4200	36443
4	Paul D'Souza	LDC -	Permanent	15/01/1964 50 yrs	Male	B.Com	6/21/1993	20 yrs	25	MACPS II	11330	2000	29513
5	Karla Maria D'Sa	LDC -	Permanent	29/04/1978 36 yrs	Female	Diploma in Engg.	9/1/2001	12 yrs	13	MACPS I	8780	2000	24158
6	Melissa Fernandes	LDC	Permanent	18/03/1982 32 yrs	Female	M.Com	7/1/2006	7.9 yrs	10		7640	1900	21554
7	Myra Ribeiro	LDC (Dept. of Ext Services)	Permanent	03/01/1973 41 yrs	Female	B.A.	6/11/2007	7 yrs	23		7360	1900	20206

APPENDIX – C

SUPPORT STAFF													
No.	**Name**	**Designation (present post)**	**Nature of Appt**	**Dt. of Birth & Age**	**Sex**	**Qual.**	**Dt. of Apmt. in the present position**	**No. of years of service in this Institution**	**Total no. of yrs. of service**	**Upgradation /Promoted to**	**B.P.**	**G.P**	**Total Emolu-ments**
1	Manohar K. More	Gardener	Perm.	01/05/1954 / 60 yrs	M	Std V	2/1/1975	39 yrs		MACPS III	10320	1900	27257
2	Mahableshwar Dhargalkar	Peon	Perm.	24/03/1959 / 55 yrs	M	IX	6/9/1980	33 yrs	Nil	MACPS III	10120	1900	26837
3	Urban Rodrigues	Peon	Perm.	29/07/1957 / 56 yrs	M	IX	7/21/1983	30 yrs	34	MACPS III	10040	1900	26669
4	Mr. Lucas Luis	Peon	Perm.	17/02/1964 / 50 yrs	M	IX	1/6/1993	21 yrs	31	MACPS II	8890	1800	24044
5	Shivaji Kundargi	Peon	Perm.	14-09-1977 / 36 yrs	M	VIII	10/3/2006	7.5 yrs			6840	1800	20621
6	Sudhir More	Peon	Perm.	05/03/1980 / 34 yrs	M	XI	6/11/2007	7 yrs			6580	1800	18433
7	Anthony D'souza	Peon (Dept. of Ext. Services)	Perm.	11/08/1970 / 43 yrs	M	XI	8/8/1997	16 yrs		MACPS - I	8270	1900	22952
8	Sher Bahadur Gohara	Watchman	Perm.	25/12/1956 / 57 yrs	M	1st Std	4/1/1987	27 yrs		MACPS II	9050	1900	24590
9	Pratapsingh Bohra	Watchman	Perm.	02-01-1962 / 52 yrs	M	2nd Std	12/29/1992	21 yrs		MACPS II	8890	1800	24044
10	Vikram Gurkha	Watchman	Perm.	16/06/1973 / 40 yrs	M	IX	10/3/2006	7.5 yrs			6840	1800	18979

Appendix – D

Schedule I

	9.30 - 10.15	10.15 - 11.00	INTERVAL	11.15 - 12.00	12.00 - 12.45	INTERVAL	1.30 - 2.15	2.15 - 3.00	INTERVAL	3.15 - 4.00	4.00 - 4.45
MON	Socio	Eng-Hin		Psy II	ET		Elec-tives	Hist		Geog	Kon
TUE	Psy II	Philo		Geog	Kon - Math		Sci	Psy I		Eval	Hist
WED	Socio	Geog-Math		Psy I	ET		Elec-tives	Psy II		Eng	Eval
THU	Philo	ET		Kon	Eng - Hin		Sci	Psy I		Eval	Math
FRI	Socio	Geog-Kon		Hist	Hin		Elec-tives	Philo		Eval	Sci
SAT	Eng - Hin	Hist - Sci		Math - Geog - Kon	Film / Talk, etc						

Schedule II

	MON	TUE	INTERVAL	THU	FRI
3.30 - 3.45	Socio	Psy II		Phil	Eng - Hin
3.45 - 4.30	Psy I	Math - Kon		ET	Hist - Sci

Schedule III

	9.30 - 10.05	10.00 - 10.40	INTERVAL	10.55 - 11.30	11.30 - 12.05	12.05 - 12.40	INTERVAL	1.25 - 2.00	2.00 - 2.35	2.35 - 3.10	3.10 - 4.45
MON	Socio	Eng-Hin		Psy II	ET	Elec-tives		Hist	Geog	Kon	PRACTICE TIME
TUE	Psy II	Philo		Geog	Kon - Math	Sci		Psy I	Eval	Hist	
WED	Socio	Geog-Math		Psy I	ET	Elec-tives		Psy II	Eng	Eval	
THU	Philo	ET		Kon	Eng - Hin	Sci		Psy I	Eval	Math	
FRI	Socio	Geog-Kon		Hist	Hin	Elec-tives		Philo	Eval	Sci	
SAT	Eng - Hin	Hist - Sci		Math-Geog-Kon	Film / Talk, etc						

APPENDIX – E

Workshops / Seminars/ Conferences

DR. RITA PAES (Principal) - ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
15th November 2008	Faculty Development Programme	Institute of Chartered Financial Analysts of India (ICFAI) University	Kesarval hotel, Verna, Goa.
26th February 2009	Intellectual Property Rights	CII: Confederation of Indian Industry	Hotel Mandovi, Panjim, Goa
18th -22nd May 2009	Basic Intensive Course on Choice theory and Reality Therapy	Nirmala Institute of Education- Altinho, Panjim,Goa.	Nirmala Institute of Education- Altinho, Panjim, Goa
21st-28th June 2009	4th European and International Reality Therapy Conference	William Glasser Institute, Edinburgh	Edinburgh, U.K.
13th June 2011	Mentoring through Choice Theory	Nirmala Institute of Education- Altinho, Panjim.	Nirmala Institute of Education- Altinho, Panjim, Goa.
20th October 2011	Choice Theory, Reality Therapy and Lead Management (Advanced Intensive week-27 hours training)	William Glasser Institute by William Glasser	Jeevan Counselling Centre, Panjim, Goa.
29th – 31th January 2012	National Level - AIACHE Triennial Conference of Christian Colleges	All India Association of Christian Higher Education (AIACHE)	Joe Beach Conference Centre, Mahabalipuram, Chennai
20th October 2012	Choice Theory, Reality Therapy Certification.	William Glasser Institute by William Glasser	Jeevan Counselling Centre, Panjim, Goa.

DR. RITA PAES (Principal) - ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
19th August 2008	Remedial Teaching- Concept, Objective and Importance	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti (An Autonomous Organisation under the Ministry of HRD, Dept. of School Education & Literacy, Government of India)	Navodaya Leadership Institute, Canacona, Goa.
22nd August 2008	Value Education	Academic Staff College	Goa University, Goa.

10th October 2008	Applying Positive Psychology in the workplace	Rotary Club of Panjim	Marriott Hotel, Panjim, Goa.
13th & 15th October 2008	Classroom Management Skills	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Panjim, Goa.
18th November 2008	Value Education at the Interdisciplinary Refresher Course in Social Science	UGC- Academic Staff College	Academic Staff College, Goa University, Goa.
27th January 2009	Team Work- Faculty Improvement Programme	Government College of Arts and Commerce, Sanquelim	Government College of Arts and Commerce, Sanquelim, Goa.
2nd February 2009	Classroom Management Skills	Don Bosco Technical Institutes, India	Don Bosco High School, Panjim, Goa.
29th February 2009	Team Work- 77th Orientation Programme	Academic Staff College, Goa University	Goa University, Goa.
18th and 19th March 2009	Developing a Positive Outlook: Basic Principles of Positive Psychology	S.V.'s Sridora Caculo College of Commerce and Management Studies	S.V.'s Sridora Caculo College of Commerce and Management Studies, Khorlim, Mapusa, Goa.
17th August 2009	Remedial Teaching- Concept, Objective and Importance	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute- Cancona, Goa
14th October 2009	Nuturing Human Strengths and Positive Psychology	Jesuit Education Association- West Zone	Pedro Arrupe Institute, Raia, Goa.
11th November 2009	Quality School Management	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Panjim, Goa.
19th March, 2010	Team Work-78th Orientation Programme	Academic Staff College, Goa University	Goa University, Goa.
19th April 2010	Team Work-80th Orientation Programme	Academic Staff College, Goa University	Goa University, Goa.
20th April 2010	Team Work-81st Orientation Programme	Academic Staff College, Goa University	Goa University, Goa.
3rd October 2010	Choice Theory Developing Responsible Behavior in Students	St. Britto's High School	St. Britto's High School, Mapusa, Goa.

MS. VIDA SEQUEIRA (Associate Professor) – ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho-Panjim, Goa.
15th March 2013	Creating Positivity Within.	Amey Hegde (Corporate Trainer)	Nirmala Institute of Education, Altinho-Panjim, Goa.

MS. VIDA SEQUEIRA (Associate Professor) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
3rd March 2008	Personal Growth Towards Personal Excellence	Academic Staff College, Goa University	Goa University, Goa.
22nd October 2009	Classroom Management in Pre-school	Nirmala Institute of Education, Pre-school Teacher Education	Nirmala Institute of Education, Altinho, Panjim, Goa
2nd, 4th & 6th November 2010	History Workshops	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
8th December 2009	Personal Growth and Professional Excellence	Academic staff College, Goa University	Goa University, Goa.
5th March 2010	Personal Growth and Professional Excellence	Academic staff College, Goa University	Goa University, Goa.
8th July 2010	The Use of Multiple Intelligences in a Pre-school	Nirmala Institute of Education, Pre-school Teacher Training Course	Nirmala Institute of Education, Altinho, Panjim, Goa..
26th July 2010	Teacher's role in Pre-school	Nirmala Institute of Education, Pre-school Teacher Training Course	Nirmala Institute of Education, Altinho, Panjim, Goa..
28th July 2010	Classroom Management in a Preschool	Nirmala Institute of Education, Pre-school Teacher Training Course	Nirmala Institute of Education, Altinho, Panjim, Goa.
4th, 11th, 18th February, 2013	Half day lecture session on Environmental History	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho-Panjim, Goa.

DR. DENZIL MARTINS (Asst. Prof.) – ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
6th August 2008	One Laptop per Child (OLPC)	Goa Chamber of Commerce & Industry, Panjim, The Digital Divide Foundation, Mumbai & Nirmala Institute of Education, Panjim.	Goa Chamber of Commerce & Industry, Panjim, Goa.

15th to 20th June 2010 (6 days)	Research Methodology & SPSS Applications	UGC Sponsored National Workshop, Conducted by Dr. D. N. Sansanwal	Xavier Institute of Education, Mumbai, Goa.
13th June 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho, Panjim, Goa.
13th July 2012	"Evaluating the Effective Use of Emerging Technologies in Education'', Dr. Shailey Minocha, Centre for Research in Comouting, The Open University, UK.	Dr. V.V. Kamath, Department of Computing, Goa Univ.	Goa University, Bambolim, Goa.
15th March 2013	Creating Positivity Within.	Amey Hegde (Corporate Trainer)	Nirmala Institute of Education , Altinho-Panjim, Goa.

DR. DENZIL MARTINS (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
5th July 2008	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti (An Autonomous Organisation under the Ministry of HRD, Dept. of School Education & Literacy, Government of India)	Navodaya Leadership Institute, Canacona, Goa.
6th July 2008	(a) Multiple Intelligences & (b) Graphic Organisers	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
8th July 2008	Using Multiple Intelligences to develop Activities in the Pre-Primary Class	Nirmala Education Society's Pre-School Teacher Education Course	Nirmala Institute of Education, Altinho, Panjim, Goa.
26th July 2008	Mind Maps – Covert to Overt Thinking	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
27th July 2008	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
27th July 2008	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
28th July 2008	Multiple Intelligences & Graphic Organisers	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.

9th August 2008	Using the Computer to teach School Subjects	Management of New Goa High School, Mapusa	New Goa High School, Mapusa, Goa.
19th August 2008	Underachievers -- Causes, Characteristics, Identification & Correction	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
20th August 2008	a) Diagnostic Testing in Science and b) Remedial Teaching – Strategies for Science	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
30th August 2008	Educational Board Games in Science Teaching	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
20th September 2008	Educational Board Games in Science Teaching	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
4th October 2008	Increasing Pupil Participation while Teaching Science	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
21st October 2008	a) Teacher Personality Development b) Thinking Skills	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
22nd October 2008	a) Transactional Analysis, Analysing Personality, Implication for Teachers b) Creativity	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
23rd October 2008	Test Paper Planning & Design	Purushottam Walawalkar Jr. College of Arts & Commerce, Khorlim, Mapusa & Dhempe College of Arts and Science, Panjim	Dhempe College of Arts & Science, Miramar, Panjim, Goa.
23rd January 2009	Action Research for Colleges Lecturers	UGC Academic Staff College, Goa University	Academic Staff College, Goa University, Goa.
19th February 2009	Action Research for Lecturers of Colleges	UGC,_Academic Staff College, Goa University	Academic Staff College, Goa University, Goa.
21st, 27th, 28th, February 2009	Teaching Strategies (Micro-Skills: Set, Explaining, Chalk Board) – Free Service Training Programme	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
2nd , 3rd, 5th March 2009	Preparation of Teaching Aids in Various Subjects	T.L.S.C., Taluka School Complex Committee	Dr. K.B. Hedgewar High School, Mala, Panjim, Goa.
6thMarch 2009	Effective Teaching of Science	State Council of Educational Research & training Government of Goa	SCERT, Alto-Porvorim, Goa.

13th March 2009	Effective Teaching & Learning	Sridora Caculo College of Commerce & Management Studies, Khorlim, Mapusa.	Sridora Caculo College of Commerce & Management Studies, Khorlim, Mapusa, Goa.
22nd , 23rd April 2009	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa
25th, 26th May 2009	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa
1st , 2nd June 2009	Cooperative Learning	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
14th June 2009	Réflective Report	Nirmala Institute of Education, Cambridge International Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
16th June 2009	Using Multiple Intelligences to develop Activities in the Pre-Primary Class	Goa Sarva Shiksha Abhiyan, SIE, Alto-Betim, Goa	Nirmala Institute of Education, Altinho, Panjim, Goa.
26th June 2009	Graphic Organisers & Mind Mapping	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
3rd & 4th March 2010	Cooperative Learning, Multiple Intelligences, Mind Mapping	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
11th March 2010	Increasing Pupil Participation in Science Lessons	Goa Sarva Shiksha Abhiyan, North-Goa	Goa Sarva Shiksha Abhiyan, SIE, Alto-Betim, Goa.
1st & 2nd June 2010	Cooperative Learning, Multiple Intelligences, Graphic Organisers	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
3rd July 2010	Using Kagan Structures	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
27th November 2010	Thinking Skills & Creativity	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti	Navodaya Leadership Institute, Canacona, Goa.
4th June 2011	Lesson Planning	School Principal (Ms. Mariazita Afonso Po)	Royale High School, Taleigao, Goa.
27th June 2011	Use of Kagan Structures in Special Education Classrooms	Nirmala Institute of Education, B.Ed. Special Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
11th & 12th August 2011	Techniques for Teaching Math & Science	Konkan Development. Society, Odxell	Don Bosco, Odxell, Goa.
29th August, & 20th December 2011	Maintaining a Portfolio for Assessing Co-Scholastic Areas & Activities (CCE)	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.

8th September & 21st November 2011	Using Cooperative Learning Structures to Facilitate the Assessment of Personal & Life Skills for CCE"	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
22nd September 2011	Designing Observation Schedules & Checklists for Assessing Co-Scholastic Areas & Activities for CCE	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
9th & 10th November 2011	Cooperative Learning Workshop	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
24th January 2012	Using Multiple Intelligences in the Primary Classrooms	Nirmala Institute of Education, Pre-school Teacher Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
27th, 28th March 2012	1) Cooperative Learning at the Pre-Primary Level 2) Planning & Scheduling	Naval KG School, Vasco	Navy KG School, Vasco, Goa.
29thMarch 2012	Cooperative Learning for College Lecturers	Rosary College, Navelim	Rosary College, Navelim, Goa.
11th, 12th April 2012	Cooperative Learning In Schools Project (CLISP)	UGC-Sponsored Innovative Educational Programme (minor research project)	Nirmala Institute of Education, Altinho, Panjim, Goa.
23rd & 24th April 2012	1) Cooperative Learning 2) Multiple Intelligences 3) Graphic Organisers	Navodaya Leadership Institute, Navodaya Vidyalaya Samiti.	Navodaya Leadership Institute, Canacona, Goa.
5th & 6th June 2012	Using Kagan Structures in Special Education Classrooms	Nirmala Institute of Education – B.Ed Special Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
11th August 2012	Introduction to Research Methodology	Nirmala Institute of Education, IGNOU	Nirmala Institute of Education, Altinho, Panjim, Goa.
18thAugust 2012	Using Graphic Organisers to Facilitate Retention and Understanding of Content	Fr. Agnel High School, Pilar	Fr. Agnel High School, Pilar, Goa.
10th, 17th & 29th September 2012	Teaching Science Process Skills	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
13thOctober 2012	Children have a Variety of Abilities that Need to be Respected	Naval K.G. Faculty	Naval Quarters, Vasco, Goa.

29th October - 3rd November 2012	Use of Portfolio in Continuous Comprehensive Evaluation (CCE)	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
30th November 2012	Using Multiple Intelligence in the Pre-Primary Classroom	Nirmala Institute of Education, - Pre-school teacher education	Nirmala Institute of Education, Altinho, Panjim, Goa.
11th November - 14th December 2012	Critique & Design of Assessment Criteria of Lecturers	National Technical Teachers' Training & Research (Bhopal), Porvorim, Goa	National Technical Teachers' Training & Research (Bhopal), Porvorim, Goa
16th February 2013	1st All-Goa Science Process Skills Competition for Schools	Nirmala Institute of Education & CIPLA	Nirmala Institute of Education, Altinho, Panjim, Goa.
8th March 2013	Teaching-Learning Processes	Mallikarjun College	Mallikarjun College, Canacona, Goa.
9th March 2013	Portfolio Assessment	PTA of Deepvihar School	Deepvihar High School, Vasco, Sada
13thMarch 2013	Teaching Science	SCERT & Science Centre	Science Centre, Miramar
14th March 2013	Cooperative Learning Workshop	Nirmala Institute of Education,	Nirmala Institute of Education, Altinho, Panjim.
24th April 2013	Lesson Planning and Student Engagement	Shri Vasant Vidhyalaya, Siolim	Shri Vasant Vidhyalaya, Siolim, Goa.

MRS. SUVARNA GAUNS (Asst. Prof.)- ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
11th October 2008	Reinventing Yourself	Nirmala Institute of Education with Rotary Club of Panaji, Riviera	Nirmala Institute of Education, Altinho, Panjim, Goa.
24th October 2008	Centralization of Goa University – Merits and Demerits	U.C.T.A.G. and Saraswat Vidyalaya's Sridora Caculo College of Commerce and Management Studies	Saraswat Vidyalaya's Sridora Caculo College of Commerce and Management Studies, Khorlim, Mapusa, Goa
2nd & 3rd February 2009	Printed dictionary and Generative Lexicon in Konkani with special reference to children's Lexicography	Western Regional Language Centre, Pune , Fr. Agnel College of Arts and Commerce, Pilar and Goa Konkani Academy	Pilar Retreat Centre, Pilar, Goa.
7th October 2009	Promoting Goa as an Educational Hub	NIO and U.C.T.A.G., Dona Paula	National Institute Of Oceanography, Dona-Paula- Goa.

10th December 2009	Human Rights and Environment – A Focus On Goa.	Department of Political Science, St. Xavier's College	St. Xavier's College, Mapusa, Goa.
27th November 2010	B.B. Borkar Literary Work	St. Xavier's College of Arts and Science, Mapusa in collaboration with Goa Konkani Academy, Panjim	St. Xavier's College, Mapusa, Goa.
13th June 2011	Mentoring Through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho-Panjim, Goa.
27th August 2011	Seminar on, 'The Freedom of Choice & Need to be Pro-life ~ A Focus on Abortion and Euthanasia'	Dept. of Philosophy, St. Xavier's College, Mapusa	St. Xavier's College, Mapusa, Goa.
5th & 6thMarch 2012	Role of Higher Education in Promoting Sustainable Development	Nirmala Institute of Education & Centre for Environmental Education (CEE)	Nirmala Institute of Education, Altinho-Panjim, Goa.
26th &27th March 2012	Teacher Education in India – Practices and Challenges	G.V.M's College of Education. Farmagudi - Ponda	G.V.M's College of Education. Farmagudi-Ponda, Goa
31st March 2012	Workshop on Teachers as Counsellors	Government College of Arts, Commerce & Science, Quepem	Government College of Arts, Commerce & Science, Quepem, Goa.
7th & 8th May 2012	Teacher Empowerment for Quality Education-Trends and Challenges	Kumadvathi College of Education, Shimoga	Kumadvathi College of Education, Shimoga, Karnataka
7th & 8th July 2012	Art of Compering	J.K. Gaonkar Foundation Trust. Betora- Ponda	Black Box, Ravindra Bhavan, Margao, Goa
July 2012	Workshop for Nodal Officers of Respective Colleges	All India Survey on Higher Education.	Goa University, Taleigao, Goa.
8th and 9th September 2012	Continuous Comprehensive Evaluation	Nirmala Institute of Education	Nirmala Institute of Education, Altinho-Panjim, Goa..
30th October 2012	Seminar on, Pedagogy in the Study of Literature and Languages in the Age of Multiculturalism	Parvatibai Chowgule College in association with Directorate of Art &Culture	Parvatibai Chowgule College of Arts, Science and Commerce, Margao. Goa.
18th & 19th January 2013	National Seminar cum Workshop on Education for Social Change	Nirmala Institute of Education and Xavier Centre of Historical Research (XCHR)	Xavier Centre of Historical Research Alto-Porvorim, Goa
23rd February 2013	The Art of Mentoring	PGDGC in collaboration with Rotary Club of Panjim	Nirmala Institute of Education, Altinho, Panjim, Goa.
15th February 2013	Art Skill Training Mela	Sunaparanta, Goa Centre	Sunaparanta, Altinho, Goa.

MRS. SUVARNA GAUNS (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised / Conducted by**	**Venue**
7th & 8th January 2009	Language Games and Other Activities in the Teaching of Konkani (V - VIII)	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
14th, 16th and 20th December 2010	Classroom Activities in Konkani Language Teaching	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho Panjim, Goa..
12th, 14th & 17th December 2012	"Teaching of Value-based Lessons in Konkani and teaching of Grammar" for Secondary School Teachers of Goa	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.

MR. JUDE MIRANDA (Asst. Prof) - ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
18th and 19th June 2009	Open Source Tools	Goa University	Computer Section- Goa University, Goa.

MR. JUDE MIRANDA (Asst. Prof.) – CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/Conducted by**	**Venue**
1st June , 2009	Assessment and Evaluation using ICT	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
2nd June, 2009	Preparation and Production of Teaching Learning materials	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
17th July, 2009	ICT in Education	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
18th July,2009	Activity- based learning	Navodaya leadership Institute	Navodaya leadership Institute, Canacona, Goa.
5th August, 2009	Use of ICT in teaching Biology	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.

17th – 21st August,2009	Workshop on Development of ICT manual	NCERT Bhopal	Regional Institute of Education- Bhopal
9th Sept, 2009	Teacher Personality and Leadership Development	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
16th Sept, 2009	Role of ICT in Education	All Goa H.S.S.C. Teachers Federation, Chowgule College, Margao	Chowgule College of Arts and Science, Margao, Goa.
5th – 9th Oct, 2009	Workshop on use of Web-2 Technology	NCERT Bhopal	Regional Institute of Education- Bhopal
27th Oct,2009	Teacher Personality and Leadership Development	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
17th and 18th Nov, 2009	ICT and Education-Sensitization Program	Sarva Shiksha Abhiyan (SSA) Goa	Nirmala Institute of Education, Altinho-Goa
23rd and 24th Nov, 2009	Teacher Personality and Leadership Development	Navodaya leadership Institute	Navodaya Leadership Institute, Canacona, Goa.
30th Nov, and 4th Dec, 2009	Workshop on use of Web-2 Technology	National Council Education Research and Training (NCERT) Bhopal	Regional Institute of Education- Bhopal
28th and 29th Dec. 2009	Teaching Strategies and ICT in Education	Academic Staff College Goa University	Goa University, Goa.
1st to 5th Feb. 2010	Preparation of CAL Materials	Sarva Shiksha Abhiyan	Nirmala Institute of Education, Panjim, Goa.
22nd and 23rd Feb. 2010	Role of ICT in Schools	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
22nd Feb- 27th April 2010	Preparation of CAL Material	Sarva Shiksha Abhiyan	Nirmala Institute of Education, Panjim, Goa.
12th March, 2010	Activity-based Learning in Science	State Council Education Research and Training	SCERT- Porvorim-Goa.
23rd March, 2010	Teaching Strategies and ICT in Education	Goa University	Academic Staff College Goa University, Goa.
5th April, 2010	Math Laboratory and ICT in Math	Navodaya leadership Institute	Navodaya leadership Institute, Canacona, Goa.

MS. XIMENA FONSECA (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
6th Aug, 2008	One Laptop Per Child	Digital Bridge Foundation in Collaboration with NIE and Goa Chamber of Commerce and Industry.	Goa Chamber of Commerce and Industry- Convention Hall, Panjim, Goa.
8th September 2008	The protection of women from Domestic Violence Act – 2005: Implications and Implementations.	Carmel College for Women, Nuvem.	Carmel College for Women, Nuvem, Goa.
11th October 2008	Reinventing Yourself	Nirmala Institute of Education with Rotary Club of Panaji, Riviera.	Nirmala Institute of Education, Altinho, Panjim, Goa. .
24th October, 2008	Centralization of Goa University: Merits and Demerits	University and College Teachers Association of Goa (UCTAG) and Saraswat Vidyalaya's Sridora Caculo College of Commerce and Management Studies	Saraswat Vidyalaya's Sridora Caculo College of Commerce and Management Studies Khorlim, Mapusa, Goa.
12th to 14th August 2008	Emerging Trends in higher Education – A global perspective : Concerns and Challenges in Environmental Sustainability, Entrepreneurship and Cinema (ICEEC)	Jyothi Niwas College Bangalore, India, Bangalore University and Deakin University, Australia.	Jyoti Nivas College, Bangalore.
7th October 2009	Promotion of Goa as an Educational Hub	UCTAG	Cardium, NIO, Dona Paula, Goa.
13th January 2010	How to write Effective Research Proposals in Social Science and Allied Discipline	Dnyanprassarak Mandal College of Arts, Science and Commerce	Dnyanprassarak Mandal College of Arts, Science and Commerce, Assagao, Goa.
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho-Panjim, Goa..
6th August 2011	The Internet and Researchers : An Introduction	Xavier Centre of Historical Research, St. Xavier's College, Mapusa	Xavier's Centre of Historical Research (XCHR) , B.B. Borkar Rd., Alto- Porvorim, Goa.
23rd and 24th September, 2011	Adolescence – A journey from conflict to integration.	Abbe Faria, PG Department of Psychology, St. Xavier's College of Arts, Science and Commerce, Mapusa	St. Xavier's College of Arts, Science and Commerce, Mapusa, Goa.

28th – 30th December 2011	45th IATE National Conference on Experiences and Challenges in Teacher Education	University of Pune, IATE	University of Pune, Pune.
5th and 6th March 2012	Role of Higher Education in Promoting Sustainable Development	Nirmala Institute of Education and Centre for Environmental Education (CEE)	Nirmala Institute of Education, Altinho Panjim, Goa.
31st March 2012	Teachers as Counsellors	Government. of Goa, College of Arts, Science and Commerce, Quepem	Govt. of Goa, College of Arts, Science and Commerce, Quepem, Goa.
15 April 2012	Master Choakok Sui Basic Pranic Healing Course	World Pranic Healing Foundation Inc. Manila Philippines	Porvorim, Goa.
17th April – 20th April, 2012	Class act – W.S. for primary school teachers to promote learning & behaviour	Sethu and Dhempe College of Arts & Science	Goa Institute of Management, Ribandar, Goa.
7th July 2012	One day State level workshop on "Relevance & Execution of Study Tour"	Government College of Arts, Science & Commerce, Khandola, Marcela	Government College of Arts, Science & Commerce, Khandola, Marcela, Goa.

MS. XIMENA FONSECA (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
24th & 30th Oct, 2008; 19th & 27th Nov, 2008	Mathematics textbook (Std. VII) Review Committee Meetings	Goa Board of Secondary and higher Secondary Education	Goa Board of Secondary and Higher Secondary Education, Porvorim, Goa.
24th, 30th Sept. 2008& 14th Oct, 2008.	Workshop for Teachers of Mathematics (Std. V)	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
10th Oct, 2008; 10th& 11th Nov, 2008	Workshop for Teachers of Mathematics (Std. VIII)	Nirmala Institute of Education, Department of Extension services.	Nirmala Institute of Education, Altinho, Panjim, Goa.
1st, Sept, 2009; 9th, Sept, 2009; 16th Sept, 2009	Best practices for Teaching Mathematics	Nirmala Institute of Education, Department of Extension services.	Nirmala Institute of Education, Altinho, Panjim, Goa.
21st Feb, 2010; 23rd Feb, 2010; 24th Feb, 2010	Recipe for great Teaching	Nirmala Institute of Education, Department of Extension services.	Nirmala Institute of Education, Altinho, Panjim, Goa.

20th Feb, 2011	Bloom's Taxonomy in Mathematics for Higher Secondary Teachers	District Institute of Education and Training	District Institute of Education and Training, Porvorim, Goa
9th May, 2011	Remedial Teaching	Pre-regency Programme for seminarians, Jesuit House	Loyola Hall- Panjim, Goa.
7th Sept, 2011; 9th Sept, 2011; 27th Sept, 2011	Mind mapping for Class VIII Teachers in Mathematics	Nirmala Institute of Education, Department of Extension Services.	Nirmala Institute of Education, Altinho, Panjim, Goa.
14th Sept, 2011	Lectures on Methods of Teaching for Orientation Course	Academic Staff College- Goa University	Goa University, Goa.
27th Feb, 2013	Mathematics for in-service teachers of Standard V-VIII	District Institute of Education and Training (DIET)	District Institute of Education and Training, Porvorim, Goa

MS. EUTEMIA FERNANDES (Asst. Prof.) – ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
19th August 2008	7th National Green Corps (NGC) Eco – Teachers Workshop	Goa State Council for Science and Technology	Don Bosco High School, Panjim, Goa.
24th August 2008	"Centralization of Goa University – Merits and Demerits".	University and College Teachers Association And Saraswat Vidyalaya's Sridora College of Commerce and Management Studies, Mapusa	Saraswat Vidyalaya's Sridora College of Commerce and Management Studies, Mapusa, Goa.
30th and 31stAugust 2008	Workshop on Moodle	Department of Computer Science and Technology, Goa University	Conference Hall, Goa University.
15th November 2008	Faculty Development Programme	Institute of Chartered Financial Analysts of India (ICFAI) University	Kesarval Hotel, Verna, Goa
12th to 14th August, 2008	International conference on Emerging Trends in Higher Education	Jyoti Nivas College Bangalore	Jyoti Nivas College, Bangalore, Goa.
7th October 2009	Promotion of Goa as an educational hub	UCTAG	Cardium, National Institute of Oceanography, Dona Paula, Goa.
8th January, 2010	Environment: Issues, Concerns and Alternatives	The Research Cell of 'College of Arts, Science and Economics' Khandola	'College of Arts, Science and Economics' Khandola, Marcela, Goa.

13th January 2010	How to write effective research proposals in Social Science and Allied Disciplines	Dyanprassarak Mandal's College of Arts, Science and Commerce, Assagao	Dyanprassarak Mandal's College of Arts, Science and Commerce, Assagao
27th and 28th January 2010	Climate Change, Biodiversity with special reference to Goa.	CEE, Biodiversity Research Cell Carmel College, Forestry University - Dharwad	Directorate of Technical Education, Porvorim, Goa.
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho-Panjim, Goa.
30th September 2011	Workshop on capacity Building	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
3rd and 4th October 2011	National Conference on Enhancement of Quality of Research in Social Science	Dyanprassarak Mandal's College of Arts, Science and Commerce, Assagao	Dyanprassarak Mandal's College of Arts, Science and Commerce, Assagao, Goa
4th February 2012	Seminar on Environmental Concerns in Post Liberation Goa: Problems, Initiatives and Alternatives	Rosary College of Commerce and Arts, Navelim	Rosary College of Commerce and Arts, Navelim, Goa.
5th and 6th March, 2012	State level Environmental Workshop " Role of Higher Education in Promoting Sustainable Development"	Nirmala Institute of Education in collaboration with Centre for Environmental Education (CEE)	Nirmala Institute of Education, Altinho, Panjim, Goa.
31st March, 2012	Workshop on Teacher as Counsellor	Government College of Arts, Science and Commerce, Quepem	Government College of Arts, Science and Commerce, Quepem, Goa.
9th to 13th April 2012	Course on Research Methodology	Department of Management Studies, Goa University	Goa University, Goa.
7th July 2012	State level workshop on 'Relevance & Execution of Study Tour'	Government. College of Arts, Science & Commerce	Khandola, Marcela, Goa.
18th August 2012	Use of Technology in Education	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
6th October 2012	State Level Seminar on "Duties, Rights and Privileges of Teachers in Higher Education under the Sixth Pay Commission"	University College Teacher's Association of Goa	Fr. Agnel's College, Pilar, Goa
30th January 2013	Workshop on NAAC	Internal Quality Assurance Cell (IQAC), Goa University	Goa University, Goa.

15th& 17th February 2013	Arts Skills Training Mela	Sunapranta, Goa Centre for the Arts	Sunapranta, Goa Centre for the Arts, Altinho-Panjim, Goa.
23rd February 2013	Symposium on "Upholding the Dignity of Women"	Council for Social Justice and Peace	Lar Des Estudantes, Panjim, Goa.

MS. EUTEMIA FERNANDES (Asst. Prof.) – CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
11th August, 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. V	Nirmala Institute of Education Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
22nd August 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. V	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
10th September 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. VIII	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
11th September 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. VIII	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
12th September 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. VIII	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
17th September 2008	Workshop on Computer Aided Lessons for Geography teachers of Std. V	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
10th, 11th, 12th, 13th, 14th, 19th August 2009	Workshop on Computer Aided Lessons for Geography teachers of Std. VI	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
19th, 24th,29th August 2011	Workshop on Computer Assisted Learning for teachers of std. V	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute Of Education Altinho, Panjim, Goa.
28th, 30th September and 1st October 2011	CAL (Computer Assisted Lessons) for Std IX-Geography	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education- Altinho, Panjim, Goa.
22nd, 25th& 28th August 2012	Workshop on CAL for teachers of Standard X Geography.	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.

MS. DELIA ANTAO (Asst. Prof.)- ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
6th August, 2008	One Laptop Per Child	Digital Bridge Foundation in Collaboration with Nirmala Institute of Education.	Goa Chamber for Commerce and Industry, Panjim, Goa.
26th and 27th August 2009	Trends in Research in Education	St. Anne's College of Education, Mangalore	St. Anne's College of Education, Mangalore.
7th, October, 2009	Promotion of Goa as an Educational Hub	UCTAG	Cardium, NIO- Dona Paula, Goa.
8th January, 2010	Environment : Issues, Concerns and alternatives	The Research Cell of College of Arts, Science and Commerce, Khandola- Marcel.	College of Arts, Science and Commerce, Khandola- Marcel, Goa.
27th and 28th January 2010	Climate Change, biodiversity, with special reference to Goa	Centre for Environmental Education (CEE), Biodiversity Research Cell, Carmel College and Forestry University- Dharwad	Directorate of Technical Education- Porvorim, Goa.
10th and 11th February 2011	National Seminar on 'Frontiers in Technologies for Conservation of Environment'	Dept. of Zoology, Dhempe College of Arts and Science	Science Centre- Miramar, Goa.
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho, Panjim, Goa.
5th and 6th March 2012	Workshop on 'Role of Higher Education in Promoting Sustainable Development'	Nirmala Institute of Education and Centre for Environmental Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
31st March 2012	Workshop on 'Teachers as Counsellors'	Government College of Arts, Science and Commerce, Quepem, Goa	Government College of Arts, Science and Commerce, Quepem, Goa.
6th October 2012	Seminar on 'Duties, Rights and Privileges of Teachers in Higher Education under Sixth Pay Commission	UCTAG Unit of Fr. Agnel College, Pilar	Fr. Agnel College, Pilar, Goa.
23rd February 2013	Workshop on 'Art of Mentoring'	P.G. Diploma in Guidance & Counselling, Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
15th Mar, 2013	Creating Positivity Within.	Amey Hegde, (Corporate Trainer)	Nirmala Institute of Education, Altinho, Panjim, Goa.

MRS. NIKHITA GUDEKAR (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
8th Sept, 2007	The Protection of Women from Domestic Violence Act-2005: Implications and Implementations	Carmel College for Women, Nuvem	Carmel College for Women, Nuvem, Goa.
8th and 9th October, 2007	Hindi and Konkani Folk songs	Goa University and Rajasthan Sahitya Academy	Goa University, Goa
11th Oct, 2008	Reinventing Yourself	Nirmala Institute of Education in collaboration with Rotary Club of Panaji Riviera	Nirmala Institute of Education Altinho, Panjim, Goa.
13th Jan, 2010	How to write effective research proposals in Social Science and Allied Discipline	Dyanprassarak Mandal College of Arts, Science and Commerce	Dyanprassarak Mandal College of Arts, Science and Commerce, Assagao, Goa.
7th, Oct., 2009	Promoting Goa as Education Hub	NIO- UCTAAC	Dona Paula, Goa.

MRS. NIKHITA GUDEKAR (Asst. Prof.) - CONDUCTED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
17th, 18th Oct, 2008 & 13th November, 2008	Hindi Grammar for Teachers of Std. V to VII	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
11th Oct, 2008 & 19th& 21st November 2008	Workshop on Audio-Visuals in teaching of Hindi	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
15th 17th and 20th December	Language games in Hindi	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education Altinho, Panjim, Goa.

MS. BERNADETTE D'SOUZA (Asst. Prof.) - ATTENDED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
7th Oct, 2009	Promoting Goa as an education Hub	National Instite of Oceanography (NIO) - UCTAAC	NIO - UCTAAC- Dona Paula, Goa.
8th March, 2010	International Women's Day	National Federation for Indian Women in collaboration with the UNO	T.B. Cunha Hall, Panjim, Goa.

MS. BERNADETTE D'SOUZA (Asst. Prof.) - CONDUCTED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
10th, 11th & 12th Dec, 2009	Teaching of English Prose	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
9th, 10th and 11th December	Enlivening the English Language Classroom	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
2nd April	Classroom Management and Teaching of Primary School Children	PTA, Deepvihar School	Deepvihar School, Vasco-da-Gama, Goa.
2nd April 2	Concept on Finian's Stress Inventory, Class-room Management Skills for Primary School Teachers	Deepvihar High School	Deepvihar High School, Vasco-da-Gama, Goa.
7th December 2012.	Workshop on The Teaching of English Prose & Poetry for Higher Secondary School Teachers of the State of Goa	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.

MS. SANGEETA KADAM– Asst. Prof. CONDUCTED			
Date	**Topic**	**Conducted / Organised by**	**Venue**
15th & 16th Dec, 2011	Paper Setting and Techniques of Evaluation (for Higher Secondary Teachers)	Board of Studies (Secretarial Practice/ Business Studies and Co-operation) in collaboration with SCERT	Goa Board of Secondary and Higher Secondary Education, Alto-Porvorim.

MS. SANGEETA KADAM (Asst. Prof.) ATTENDED			
Date of Programme	**Title of the Workshop**	**Organised/ Conducted by**	**Venue**
8th & 9th September, 2012	Continuous Comprehensive Evaluation	Nirmala Institution of Education , Altinho- Panaji	Nirmala Institution of Education, Altinho, Panjim, Goa.
6th October, 2012	(*State Level Seminar)* Duties, Rights and Privileges of Teachers in Higher Education under Sixth Pay Commission	UCTAG Unit of Fr. Agnel College of Arts and Commerce, Pilar- Goa, In Association with Central UCTAG	Fr. Agnel College of Arts and Commerce, Pilar- Goa.
30th Oct, 2012	Pedagogy in the Study of Literature And Languages in the Age of Multiculturalism	Parvatibai Chowgule College in Association with Directorate of Art and Culture, Govt. of Goa	Parvatibai Chowgule College, of Arts and Science Margao, Goa.
18th &19th Jan, 2013	(National Seminar cum Workshop) Education for Social Change	Xavier Centre of Historical Research and Nirmala Institute of Education	Xavier Centre of Historical Research, Alto –Porvorim, Goa.
15th, 16th, & 17th Feb, 2013	Creativity & Well Being, Music and Photography (Art Skill Training Mela)	Sunaparanta- Goa Centre for the Arts	Sunaparanta- Goa Centre for the Arts, Altinho, Panjim, Goa.
15th Mar, 2013	Creating Positivity Within.	Amey Hegde,(Corporate Trainer)	Nirmala Institute of Education, Altinho, Panjim, Goa.
1st to 5th February, 2010	Training Programme on SRG-CAL of SSA for preparation of CAL Material	Sarva Shiksha Abhiyan	Nirmala Institute of Education Altinho, Panjim, Goa.
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho, Panjim, Goa.
13th July 2012	"Evaluating the Effective Use of Emerging Technologies in Education'', Dr. Shailey Minocha, Centre for Research in Computing, The Open University, UK.	Dr. V.V. Kamat, Department of Computing, Goa University	Goa University, Bambolim, Goa
15th March, 2013	Creating Positivity Within.	Amey Hegde	Nirmala Institute of Education, Altinho, Panjim, Goa.

DR. RUSSELL DE SOUZA (Asst. Prof.) - ATTENDED			
Date of Programme	**Title**	**Organiser**	**Venue**
6th August, 2008	One Laptop Per Child	Digital Bridge Foundation in Collaboration with Nirmala Institute of Education.	Goa Chamber for Commerce and Industry, Panjim, Goa.
18th June to 20th 2009	Multimedia using Open Source	DEST, Goa University	Goa University, Goa.
22nd June to 3rdJuly 2009	TOT Workshop on HIV/AIDS Counselling	Nirmala Niketan, SR SAKSHAM GFATM	Nirmala Niketan, Extension Centre, Mumbai
17th and 18th Nov, 2009	Training Programme on SRG-CAL of SSA for preparation of CAL Materials	Goa Sarva Shiksha Abhiyan	Nirmala Institute of Education, Altinho, Panjim, Goa.
1st to 5th February, 2010	Training Programme on SRG-CAL of SSA for preparation of CAL Material	Sarva Shiksha Abhiyan	Nirmala Institute of Education Altinho, Panjim, Goa.
13th June, 2011	Mentoring through Choice Theory	Farida Dias	Nirmala Institute of Education, Altinho, Panjim, Goa.
13th July 2012	"Evaluating the Effective Use of Emerging Technologies in Education'', Dr. Shailey Minocha, Centre for Research in Computing, The Open University, UK.	Dr. V.V. Kamat, Department of Computing, Goa University	Goa University, Bambolim, Goa
15th March, 2013	Creating Positivity Within.	Amey Hegde	Nirmala Institute of Education, Altinho, Panjim, Goa.

DR. RUSSELL DE SOUZA (Asst. Prof.) – CONDUCTED			
Date of Programme	**Title**	**Organiser**	**Venue**
20th August 2008	Creating favourable School Climate	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
1st Dec 2008 4th Dec 2008 5th Dec 2008	Motivating Students for Academic Excellence	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
26th February 2009	Motivating Students	Assagao Super School Complex, Assagao	D.M.'s PVS Madhusudhan Higher Secondary School, Mapusa, Goa.
24th Sept, 2009 25th Sept, 2009 26th Sept, 2009	Creative Science Projects	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education Altinho, Panjim, Goa.
22nd February to 4th April 2010 (5 Groups)	CAL for High School Teachers	Sarva Shiksha Abhiyan. Govt. Of Goa	Nirmala Institute of Education Altinho, Panjim, Goa.
16th, August 2012 17t August 2012 18th August 2012	Use of Technology in Education	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Panjim, Goa.
09thOctober2012 12th October 2012	Strategies for Teaching Science	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
30th December, 2012	Question Paper Setting and Computers in Education	Majorda Super School Complex	Our Lady of Lourdes High School, Utorda, Majorda, Goa.
15th& 16th Jan 2013, 22nd& 23rd Jan. 2013 29th& 30th Jan, 2013	Phase I: Creating Teaching Learning Materials using FOSS	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education, Altinho, Panjim, Goa.
05th& 6th Feb 2013 12th& 13th Feb 2013 19th& 20th Feb, 2013	Phase II: Creating teaching learning materials using FOSS	Nirmala Institute of Education, Department of Extension Services	Nirmala Institute of Education Altinho, Panjim, Goa.

B.ED. SPECIAL EDUCATION

MRS. GARGI SINHA (Asst. Prof.) - ATTENDED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
23rd to 27th Feb, 2010	Capacity Building of Women Managers in Higher Education. Sensitivity/ Awareness/ Motivation workshop	M.E.S's College of Arts and Commerce, Zuari Nagar- Vasco	M.E.S's College of Arts and Commerce, Zuari Nagar- Vasco, Goa.
31st Oct, 2011 to 4th Nov, 2011	Continuing Rehabilitation Education/Faculty Development Programme	National Institute for Mentally Handicapped, Regional Centre Navi Mumbai.	Regional Centre Navi Mumbai.

MRS. GISELLE LOBO (Asst. Prof.) - ATTENDED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
February2012	North / South Dialogue	Able, Disable All People Together (ADAPT)	Hotel Marriot, Goa

MRS. GISELLE LOBO - CONDUCTED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
July 2011	Inclusive Education – The Resource Room	Goa Sarva Shiksha Abhiyan	Block Resource Centre (BRC0 Quepem, Goa
August 2011	Inclusive Education – The Resource Room	Goa Sarva Shiksha Abhiyan	Block Resource Centre (BRC) Valpoi-Goa
March 2011	Performance Evaluation	Goa Sarva Shiksha Abhiyan	Mustifund High School, Panjim, Goa.
4th April 2012	Inclusive Education	Nirmala Institute of Education	DIET, Porvorim, Goa
16th April 2012	Bringing Inclusive Education to your school	Saraswat Vidyalaya HS, Mapusa	Saraswat Vidyalaya HS, Mapusa, Goa
September 15, 2012	Children Who Fight- What can we do	Loyola High School	Loyola High School, Margao, Goa
December	Including Child Welfare Department in a Pre-school	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.

January 19, 2013	Inclusive Education	Nirmala Institute of Education	Nirmala Institute of Education, Altinho, Panjim, Goa.
April 4, 2013	Meeting Educational Challenges Through Text Book Modification	Nirmala Institute of Education, Deparment of Special Education	Nirmala Institute of Education, Altinho, Panjim, Goa.

MS. TERESA RANI V.S. - ATTENDED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
19th & 20th Jan, 2012	Alternative Communication for Children with Special Need	Nirmala Institute of Education in collaboration with Directorate of Art and Culture.	Nirmala Institute of Education, Altinho, Panjim, Goa.
27th & 28th Jan 2012	Inclusive Education and Vocational Options	Sankalp – the Open School and the Learning Centre.	The Taj Connemara, Chennai
17th Feb, 2012	The Active Classroom	Promethean	Orion Hotel, Porvorim, Goa

MS. TERESA RANI V.S. - CONDUCTED			
Date of the Programme	**Topic**	**Conducted / Organised by**	**Venue**
6th Jan, 2012	Inclusive Education	Goa Sarva Shiksha Abhiyan -Quepem	SSA-Quepem Block Resource Centre. Quepem, Goa.
20th, 21st and 22nd August 2012	Inclusive Education and Children with Learning Disability	District Institute of education and training (DIET)	DIET, Porvorim
February 2013	Learning Disability	Goa Sarva Shiksha Abhiyan, Block Resource Centre, Bardez	Saraswat Vidyalaya, Khorlim, Goa.
4th April, 2013	Meeting Educational Challenges Through Text Book Modification	Nirmala Institute of Education- Dept. of Special Education	Nirmala Institute of Education, Altinho, Panjim, Goa.

Appendix - F

	2008-09		2009-10		2010-11		2011-12		2012-13		TOTAL	
Building	**College**	**UGC**	**College**	**UGC**	**College**	**UGC**	**College**	**UGC**	**College**	**UGC**	**College**	**UGC**
Laboratories												
Furniture & Fixtures	48,400.00		87,186.00		4,950.00			12,656.00			140,536.00	12,656.00
Equipment/ Audio Visual	3,870.95	324,950.00	2,625.00		6,150.00	771,013.00	12,500.00	1,137,385.00	200.00		25,345.95	2,233,348.00
Teaching Aids	2,385.00		250.00				200.00	141,446.00			2,835.00	141,446.00
Library Books	77,260.25	13,759.00	27,173.50	870.00	9,106.00	44,744.00	2,769.00	13,198.00	3,838.00	48,724.00	120,146.75	121,295.00
Computers &Peripherals			101,765.00			369,465.00		147,000.00		13,300.00	101,765.00	529,765.00
Management												
Maintenance & Repairs	17,356		52,209		12,574		10,89,470		98,537			

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. – 411007

Phones: (020) 25696897
25691178
Fax: (020) 25691477
Web site: www.ugc.ac.in

No. F.76-0188/14(WRO) XII Plan. Dated:

07 MAR 2014

The DDO
University Grants Commission (WRO)
Pune-411 007.

Subject: Release of Grant under the Scheme of Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Colleges during XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs.300000/- **(Rupees Three Lakhs only)** as seed money for the year 2013-2014 to **NIRMALA INSTITUTE OF EDUCATION,ALTINHO, PANAJI- 403001** as an 100% grant for Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Colleges during the XII plan period.

NAME OF THE SCHME	HEAD OF ACCOUNT	UGC ALLOCATION	GRANT NOW BEING SANCTIONED	GRANT ALREADY RELEASED	TOTAL GRANT	BALANCE GRANT
IQAC	4(xvi)	300000	300000	NIL	300000	NIL

The sanction amount is debatable to head of account as detailed below.

XII Plan UGC Allocation	Amount sanction (Rs.)	For SC 15% (Rs.)	For ST 7.5% (Rs.)	For GENERAL (77.5%) (Rs.)
Grant-in-aid /Recurring (31)	240000	36000	18000	186000
Capital Assets (35)	60000	9000	4500	46500

- The allocation and sanctioned grant made now is 100%.
- The grant shall not be used for self-financing/ non-grant/unaided courses & teachers.
- If it come to our notice that the college is Self-finance. The entire amount has to be refunded to UGC (WRO), Pune with penal interest @ 10% per annum.
- The XII Plan guidelines available in the UGC website www.ugc.ac.in may be refered by the college for the composition of the committee, function and follow-up action of IQAC. **The College shall incur expenditure on items as given in the guidelines.**

1. The sanctioned amount is debitable to the major Sector 4 (XVI) for General, 2D(i) for SC, 2D(ii) for ST respectively and is valid for the financial year 2013-14
2. The amount of the grants shall be drawn by the Account Officer/ Drawing and Disbursing Officer (DDO), UGC (WRO), Pune on the Grants-in-aid bill and shall be disbursed to and credited to the Principal of the college through Electronic mode as per the following details:

a	Details (Name & Address) of Accounts Holder:	THE PRINCIPAL, NIRMALA INSTITUTE OF EDUCATION, PANAJI- 403001
b	Account No.:	04820100006676
c	Name & Address of Bank Branch:	BANK OF BARODA, PANAJI
d	MICR Code:	
e	IFSC Code:	BARB0PANAJI
	Type of Account	Saving Bank Account

3. The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the College.
4. The College shall maintain proper accounts of the expenditure out of the grants, which shall be utilized, only on approved items of expenditure.

File No C(9)UGCXII(5)UT-50
Entry No 295
Date : 21-3-2014

5. The College may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provision of GFRs, 2005 and instruction/ guideline there under from time to time.
6. The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned shall be furnished to UGC as early as possible after the close of current financial year.
7. The assets acquired wholly or substantially out of UGC's grant, shall not be disposed of or encumbered or utilized for purposes other than those for which the grant was given, without proper sanction of the UGC, and should at any time the College cease to function, such assets shall revert to the University Grants Commission.
8. A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the College in the prescribed proforma.
9. The grantee institution shall ensure the utilization of grants-in-aid for which it is being sanctioned/ paid. In case non-utilization / part utilization thereof, the **simple interest @ 10% per annum** as amended from time to time on unutilized amount from the date of drawl to the date of refund as per provision contained in General Financial Rules of Govt. of India will be charged.
10. The College shall follow strictly the Government of India/ UGC's guidelines regarding implementation of the reservation policy [both vertical (for SC, ST & OBC) and horizontal [for persons with disability etc.)] in teaching and non-teaching posts.
11. The College shall fully implement to Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for Official Purposes of the Union) Rules, 1976 etc.
12. The sanction issues in exercise of the delegation of powers vide Commission office order No. 130/2013 [F. No. 10-11/12 (Admn. IA & B)] dated 28/5/2013.
13. The College shall strictly follow the UGC Regulations on curbing the menace of Ragging in Higher Education Institutions, 2009.
14. The College shall take immediate action for its accreditation by National Assessment & Accreditation Council (NAAC).
15. The accounts of the College will be open for audit by the Comptroller & Auditor General of India in accordance with the provisions of General Financial Rules, 2005.
16. The annual accounts i.e. balance sheet, income and expenditure statement and statement of receipts and payments are to be prepared strictly in accordance with the Uniform Format of Accounting prescribed by Government.
17. Funds to the extent are available under the Scheme.
18. This issues with the concurrence of IFD vide Diary No. 27959 and No. 7309 (IFD) dated 25.02.14 and 19.02.14
19. This issues with the approval of Head Office, Delhi vide Sanction File No F.5-10/2014(IQAC/RO) dated 28.02.2014.
20. An amount of Rs.____out of the grant of Rs.____ sanctioned vide letter No. _____ dated _____ has been utilized by the College for the purpose for which it was sanctioned and noted in Grant-in-aid Register at page No. _____
21. The grant is sanctioned on the basis of the information/ documents provided by the College. In case of any discrepancy in the above information and the College is found ineligible for the above grant at the time of expert committee meeting, the college is liable to refund the grant along with interest.
22. **The College shall ensure involvement of Technical advice on and Supervision of specifications and construction standards.**

Yours faithfully

(Naresh Pal Meena)
Education Officer

Copies forwarded for information and necessary action to:

i) **The Principal,**
NIRMALA INSTITUTE OF EDUCATION,
ALTINHO, PANAJI-403001
ii) **The Director, B.C.U.D./ C.D.C. , Goa**
iii) **The Director/Commissioner, Higher Education, Govt. of Goa, 5th Floor, Junta House, Panaji, Goa-403005**
iv) **Accountant General, Govt. of Goa State, Alto Porvorim, Goa - 403525**
v) **Guard File.**

Sr. No _____
Prog. Total. _____

(Naresh Pal Meena)
Education Officer

विश्वविद्यालय अनुदान आयोग
पश्चिम विभागीय कार्यालय
गणेशखिंड, पुणे - ४११००७
University Grants Commission
Western Regional Office
Ganeshkhind, Pune – 411007.

ज्ञान-विज्ञान विमुक्तये

दूरभाष Phone: कार्यालय OFF:- 020 – 25696897
020 – 25691178

फॅक्स Tele Fax.: 020 – 25691477
Website – www.ugc.ac.in

F. No 19-13/13(WRO)

Date: 27.03.2014

The Principal,
Nirmala Institute Of Education,
Altinho,
Altinho,
Panaji - 403001.

Subject: XII Plan allocation under General Development Assistance to Colleges.

Sir/Madam,

I am directed to convey the approval of the UGC to **Nirmala Institute Of Education,Altinho, Panaji- 403001** the XII plan allocation of Rs.**1939650/-** under the "General Development Assistance" for the development of undergraduate and postgraduate education. The UGC in the XII Plan has decided to provide grants under General Development Assistance as 'Block Grant'. The college will have the flexibility to incur expenditure under the following heads as per the needs of the college. Accordingly, grant allocated under GDA to the college is under two object heads viz. Grant-in-aid General (31) and Capital Assets (35).

Capital Assets (35) 80% of total allocation	Grant-in-aid General (31) 20% of total allocation	Total
Rs.1551720/-	**Rs.387930/-**	**Rs.1939650/-**

- The above mentioned allocation is meant for the development of undergraduate and postgraduate education.
- The college has to constitute a Planning Board with Principal as Chairman and Heads of departments, IQAC Coordinator, Librarian & Bursor/Senior person from the Accounts department as members
- The Planning Board will finalize allocation to Undergraduate and Postgraduate departments after identifying the heads and deciding on priorities of departments.
- The eligibility criteria for Undergraduate and Postgraduate departments to get assistance under the scheme is given in the XII plan guidelines for Development grant to colleges.
- The Planning Board may refer to the guidelines before finalizing allocation to Undergraduate and Postgraduate departments
- After finalizing the budget allocation for Undergraduate and Postgraduate education, the Planning Board should submit the details as per Annexure – I and Annexure – II in the XII plan guidelines to the UGC (WRO), Pune latest by 30th June 2014.
- Expenditure on construction, extension, and renovation of building should not exceed 50% of the total grant under GDA. The college must inform the requirement of funds or otherwise for construction, extension, and renovation of building before 30th June, 2014 to enable further release of grant under the scheme.
- **UGC has already released adhoc on account grant to the college against this XII Plan allocation.**

File No C(9)UGC XII(5)
Entry No 323

- The concept of Merged Schemes introduced during the XI Plan has been done away with and no separate grant under the Merged Schemes will be provided during the XII Plan.
- It is also mentioned here that the following schemes which were earlier part of Merged Scheme now will be implemented independently by a dedicated cell of UGC at Head Quarter, New Delhi and separate grant will be provided by UGC under these schemes.
  (i) Equal Opportunity Cell.
  (ii) Remedial Coaching for SC/ST/OBC (non-creamy layer) and minority community students.
  (iii) Coaching for NET for SC/ST/OBC (non-creamy layer) and minority community students.
  (iv) Coaching Classes for Entry into services for SC/ST/OBC (non-creamy layer) and minority community students.
  (v) Scheme for persons with disabilities.

Yours sincerely,

R. Batra
[Dr. (Mrs.) Renu Batra]
Joint Secretary.

Copy to:

1. The Director BCUD/CDC University of Goa
2. The Director, Higher Education, Govt of Goa, 5th Floor, Junta House, Panaji, Goa-403001
3. Account General, Govt of Goa State,Audit Bhavan, Green Valley, Alto Porvorim, Goa - 403521
4. Guard file.

R. Batra
[Dr. (Mrs.) Renu Batra]
Joint Secretary.

NIRMALA INSTITUTE OF EDUCATION

Altinho, Panjim, Goa - 403 001 - India
Ph.: 2225633 Fax: 0832 - 2420186
E-mail: niegoa@gmail.com Website: www.nirmala-institute.com

Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the Institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Place: Altinho, Panjim
Date: 29/04/2014

Dr. (Miss) RITA PAES
Principal
Nirmala Institute of Education
Altinho, Panaji, Goa