YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	Nirmala Institute of Education
• Name of the Head of the institution	DELIA ANTAO
• Designation	Officiating Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08322225633
• Mobile No:	9011545383
• Registered e-mail ID (Principal)	info@nirmalainstitute.org
• Alternate Email ID	niegoa@gmail.com
• Address	PANAJI
• City/Town	GOA
• State/UT	Goa
• Pin Code	403001

2.Institutional status

• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

- Financial Status   **Grants-in aid**

- Name of the Affiliating University **Goa University**

- Name of the IQAC Co-ordinator/Director **SUVARNA GAUNS**

- Phone No.   **08322225633**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9404493151**

- IQAC e-mail address   **nieiqac@gmail.com**

- Alternate e-mail address (IQAC) **niegoa@gmail.com**

3.Website address   https://www.nirmalainstitute.org/iqac

- Web-link of the AQAR: (Previous Academic Year) https://www.nirmalainstitute.org/aqar-2020-21-0

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://www.nirmalainstitute.org/academic-calendar

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.84**	**2015**	**24/09/2015**	**23/09/2019**

6.Date of Establishment of IQAC **20/06/2014**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC View File

9.No. of IQAC meetings held during the year   4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

• Skill based short term development courses were conducted for the school teachers, B.Ed. students and alumni. • Activities for Azadi Ka Amrit Mahotsav and Goa @60 were conducted and also various Competitions were organised for students of other educational institutions. • An increased number of online workshops, seminars were conducted by the faculty in association with the Students' Council of NIE. • The theme selected for the academic year was 'Women Empowerment' and various cocurricular activities, projects in some subject pedagogies and Subject days' celebrations centred around the same theme. • Publication of a booklet of Microteaching Skills lesson plans in seven subject pedagogies was done and circulated among the students. • As a part of MGNCRE, various activities were taken up by the Swachhata Abhiyan Cell of the college.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Short term skill based / enrichment courses to be organised for the alumni and other community members	**Two skill based courses conducted**
Azadi ka Amrit Mahotsav activities on Atmanirbhar Bharat and Swayampurna Goa to be planned and organized throughout the year	**Activities conducted throughout the year**
Various Competitions on different themes, aspects to be organised for Students of other Educational Institutions	**workshops and activities conducted**
MGNCRE activities to be continued through the Swachhata Abhiyan Cell of the College	**Activities done**
Compilation of the Microteaching skills lesson plans in seven subject pedagogies and publication of it as a booklet	**booklets published**

13.Whether the AQAR was placed before statutory body?   **No**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	**Nil**

14.Whether institutional data submitted to AISHE

Part A

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• Location	Urban
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• Name of the Affiliating University	Goa University

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• Phone No.	**08322225633**	
• Alternate phone No.(IQAC)		
• Mobile (IQAC)	**9404493151**	
• IQAC e-mail address	**nieiqac@gmail.com**	
• Alternate e-mail address (IQAC)	**niegoa@gmail.com**	
3.Website address	https://www.nirmalainstitute.org/iqac	
• Web-link of the AQAR: (Previous Academic Year)	https://www.nirmalainstitute.org/aqar-2020-21-0	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.nirmalainstitute.org/academic-calendar	

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13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	11/01/2022

15.Multidisciplinary / interdisciplinary

The college will transform into a multidisciplinary institution no sooner it adopts the ITEP. As of now, the college runs the

B.Ed 2-year programme, anMA in Wellness Counselling, PG Diploma in Guidance and the D.El.Ed. The college will be a part of a cluster of colleges thereby sharing academic disciplines and other resources. This would enable students to select from a diverse set of disciplines thereby acquiring different skill-sets.

The college presently has STEAM resources that will be integrated into multidisciplinary learning. In addition, the college is involved in community related work, environmental education and other social activities to enable students to experience and comprehend society's need through a lens of objectivity and reason.

The college will be venturing into a semester system no sooner the Faculty of Education puts the modality in place. This will enable effective introduction of the CBCS and NEP 2020.

16.Academic bank of credits (ABC):

The college has registered for the ABC. It is in the process of registering students on the ABC portal.

The college through its presence in the cluster of colleges will be able to partner with institutions of repute in higher learning in India and overseas thus bringing the world or rich experiences and education before a leaner

17.Skill development:

The college envisions formation of character, knowledge creation and dissemination thereby leading to holistic education. Besides transaction of the regular curriculum, the college organises various short-term courses to expose students to potential areas beyond the regular curriculum. These courses help to develop knowledge of facts, processes, general concepts and a range of cognitive, affective and performance-based skills needed to generate solutions to specific problems.

The Internship programme allows students to come in contact with persons in the community engaged in diverse trades/occupations/traditional works. Daily assemblies, community work, celebration of days of national importance and

commemoration of othersignificant days facilitates development of human values, positive attitudes, a spirit of national integration and scientific and technological literacy.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The B.Ed programme enfolds the domains of performing and visual art thereby opening a view into the cultural forms and elements of India be it folk culture or art forms. The co-curricular programmes conducted on campus are always bilingual or multilingual with Konkani placed centre stage.

This year the college placed its novice teachers in government run schools for internship. The trainees had to cut across languages to strengthen teaching-learning.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Once the semester system is adopted by the college in the next academic year i.e. 224-20025, it will be able to rally around OBE as the heart of the curriculum.

20.Distance education/online education:

Courses will be offered through distance education as and when courses for students in the cluster are created. The college will also enter into an MoU with institutions across India and beyond and offer completely online or blended courses.

As of now, students submit assignments/projects as course-work via Google Classroom, e-mail and other platforms.

Extended Profile

1.Student

2.1	**200**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**200**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**100**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**94**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**100**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**43.33**

4.2 Total number of computers on campus for academic purposes	**26**

3.Teacher

5.1	**14**

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**16**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

There is no scope for changing the curriculum as it is decided by the faculty of all three colleges of education in the state, passed by the Board of Studies in Education and approved by the Academic Council of the Goa University. So, there is no regular practice of revising the curriculum. However, there is scope for the faculty members of each college to enrich the curriculum by designing such assignments and projects that include the local, traditional & cultural heritage.

The M.A. Wellness Counselling -Suggestions made by students as well as observations made by the teaching faculty are considered. Efforts are made to align the curriculum with the needs of the field of counselling and to keep the course content up-to-date with current research findings. Suggestions for any revision in curriculum are tabled by the Board of Studies for M.A. Wellness Counselling of the Goa University.

Post Graduate Diploma in Guidance and Counselling -The curriculum is designed to familiarize students with the basic concepts and process of counselling. Changes may be made according to the feedback given by the students during the course of the year for the next academic year

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	**No File Uploaded**
URL to the page on website where the PLOs and CLOs are listed	https://www.nirmalainstitute.org/courses/bachelor-education-bed
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

7

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	**No File Uploaded**
Any other relevant information	https://www.nirmalainstitute.org/courses/bachelor-education-bed

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

257

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

257

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**Two of the above**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

3

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

3

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Foundations of Education gives an understanding of how education derives its relevance from social, cultural, economic, and political context. Teaching Approaches and strategies include instructional approaches and strategies which develop emotional intelligence, negotiation and communication skills and collaboration among the teacher trainees. Subject Pedagogies give explicit instruction in the use of methods and strategies to teach their areas of specialization. Learning Resources includes technologies to facilitate learning and how to manage the school learning resources and different types of multi-sensory learning media for classroom teaching. Assessment and Evaluation includes classification of assessment, Assessment of learning and assessment for learning, trends in assessment and evaluation such as online examination and computer-based examination along with standard based assessment as an international practice. Action Research: The teacher trainee understands the importance of action research, learns to prepare an action research plan, collects, analyses, and interprets data and writes a research report Post Graduate Diploma in Guidance and Counselling - Five weekend workshops are conducted based on the four therapies in the curriculum which are in the form of intense growth group discussions, and activities, role plays and practice sessions in small groups.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

boards of education. They are as follows: Curriculum design in history as it practised in India, controversies in curriculum design, role of state government in curriculum design. Analysis and Comparison of History curriculum of Goa with that of Karnataka

and Maharashtra, any private board like ICSE. The activities also include comparing question papers of different boards. In the course of Foundations of Education some topics such as: Universalisation of Secondary Education: issues and concerns, the Salient Features of UNESCO's Education Commission Report: Education in the 21st Century (Jacques Delors), Population Education, Education of the marginalized, the importance of promoting "secularism" in education and Pluralism in Education. There is also an entire unit on the Education System in Indian Society. In assessment and evaluation course there are topics like Standards based assessment – international practices. There are also units on assessment of learning, assessment for learning and Issues, Concerns and Trends in Assessment and Evaluation.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

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Practice Teaching -The Institute conducted Peer Teaching in the Institute. The subject pedagogy teachers supervise lessons only in their respective pedagogies. The teacher educators give written feedback on their lesson plans and discuss the merits and demerits. The Institute has an internship programme for F.Y.B.Ed. and S.Y. B.Ed. in a secondary school, during which the trainees complete school-based activities. The library has good books on different types of activities in different subjects.

Post Graduate Diploma in Guidance and Counselling - There is

supervised monitoring of cases encountered during internship, by the personal counsellor. Five weekend workshops are conducted based on the four therapies in the curriculum which are in the form of intense group discussions, activities, role plays and practice sessions in small groups. Each student is assigned a personal counsellor from the faculty members.

Since counsellors are duty bound to report abuse, an awareness webinar on POCSO act 2012 was organised for trainee counsellors. Training workshops were conducted by trainee counsellors under the guidance of their mentors at various NGOs and schools.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Four of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected and analysed**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

119

2.1.1.1 - Number of students enrolled during the year

119

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

0

2.1.2.1 - Number of students enrolled from the reserved categories during the year

0

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The admissions to various courses are done strictly in adherence to the policies of the government and the affiliating University. The college ensures transparency as well as fairness throughout the process. The teaching-learning evaluation processes are

systematically done according to the academic calendar and the examination schedule is prepared well in advance. Due care is taken to conduct the curricular and co-curricular activities of the college without compromising the quality of teaching-learning. The counselling and mentoring systems of the institute assist in analysing the strengths and weaknesses of the students on a regular basis and ensure proper guidance, timely assistance and intervention. Special support to slow learners is ensured through remedial classes and one -to- one tutoring. Talent nurturing and personality development orientation programmes and enrichment sessions act as scaffold to bridge the gap between learners who possess greater proficiency level and those who are academically weak. Teachers facilitate student centered learning such as interactive, cooperative/collaborative as well as independent learning. Support systems for teachers to implement the above are provided by the institution. The Wi-Fi enabled campus and the library with N-LIST facility ensure access to e-resources thereby facilitating a pro- research and independent learning ambience.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Two/One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

198:12

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The curriculum and scheme of evaluation proposed by the Institute is highly student-centric and it completes all these processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning.

The following methods are employed to develop varied skills and competencies.

1. Interactive learning:

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

2. Experiential learning:

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

- Demonstration of Experiments/Instruments
- Discussions and debates on contemporary issues
- Brain storming sessions
- Newsletters / E-magazines

- Wellness Wednesdays
- Institutional Visits and study tours

3. Collaborative learning:

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

- Observation of Days of National/ International Importance.

4. Independent Learning:

- The college has a fully furnished digitalised library with internet facility. NLIST facility is provided in the library to facilitate accessing e-resources by students
- Journal Reflections
- MOOCs

Seminars/ Workshops/ Paper presentations using digital resources

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://meet.google.com/qkr-fyjd-azb
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

192

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institute has a well-structured system for student mentoring and support involving faculty, counsellors, parents and peers with an objective to reach out to students both at the academic as well as at the personal level. Mentors maintain a personal record of the mentees entrusted to their care. A professional counsellor's services are made available to each and every student. Interaction with the mentor and the counsellor periodically helps in reducing stress. These periodic meetings are held to gauge academic as well as personal strengths and weaknesses of the students. According to the needs of the students various orientation programmes and personality development programmes are offered for the holistic growth of a diverse learner population. Learners who are struggling academically are given special attention academic mentoring and personal tutoring in their respective subject-area. The Institute assesses learners on a regular basis and provides them with appropriate opportunities and training to enhance their skills through a variety of sessions, workshops and seminars on personality development, self-confidence, soft skills, social skills, stress management, anger management, coping mechanisms, public speaking, resilience, emotional health and well-being, personal hygiene, emotional hygiene, SWOT Analysis and so on

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The teaching-learning process of the institute is designed to ensure that the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are aligned with the educational goals of the institute. Here are some ways in which the institute ensures alignment between the teaching-learning process and the stated PLOs and CLOs:

Curriculum Design: The institute has designed the curriculum in a way that aligns with the stated PLOs and CLOs. This includes developing course materials, lesson plans, and assignments that are directly related to the learning outcomes.

Learning Objectives: The institute has defined clear learning objectives for each course that are aligned with the stated PLOs and CLOs. This ultimately helps the teachers to design lessons that are focused on achieving the desired learning outcomes.

Assessment and Evaluation: The institute uses assessment and evaluation methods/ techniques that align with the stated PLOs and CLOs. This includes developing assessment rubrics and evaluation criteria that are directly linked to the learning outcomes.

Teaching Methods: The institute uses teaching methods that are aligned with the stated PLOs and CLOs. This includes using active learning strategies, group work, and project-based learning to help students achieve the desired learning outcomes.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**All of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning	**Ten/All of the above**

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback | All of the above |

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group | All of the above |

activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement

All of the above

in preparatory arrangements
Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study | **All of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship provides a rich and comprehensive experience to students. It gives them an opportunity to experience school settings from the administrative and teaching perspective.

- **Presenting stipulated lessons in their respective pedagogies**

- **Conducting substitution activities, exercises and tasks**

- **Conducting school assemblies**

- Conducting various input sessions on socially relevant topics

- Designing and conducting tests

- Examination / invigilation duties

- Conducting co-curricular activities

- Assisting during Sports / Annual Day rehearsals

Internship schedules are prepared by the faculty with concurrence of the school principals or supervisors. The topics are given by the subject teachers. Faculty and senior teachers observe the lessons and provide feedback for further improvement.

A student's reflection on the experiential learning is assessed through field /internship reports, research-oriented discussions and presentations. The students take greater control of their own learning by participating in the planning and implementation of projects. It provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community. Students are encouraged to be accountable and take responsibility for their learning in myriad ways such as:

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

93

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement	Three/Four of the above

during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship helps in employability, interpersonal skills, entrepreneurial abilities and leadership qualities. These parameters are analysed and assessed according to these as per the norms suggested by Goa University and the other statutory bodies. The practice teaching time-tables are prepared by the faculty with concurrence of the school principals or supervisors. The topics are given by the subject teachers. Faculty and senior teachers observe the lessons and provide feedback for further improvement. A student's reflection on the experiential learning is assessed through field /internship reports, research-oriented discussions and presentations. The students take greater control of their own learning by participating in the planning and implementation of projects. It provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community. Students are encouraged to be accountable and take responsibility for their

learning in myriad such as:

- **Group discussions**
- **Peer learning circles**
- **Case-study method**
- **Soft / Life skill development**
- **Learning/ testing through games**
- **Do-It-Yourself Tasks/ Exercises (as assessment tools)**
- **Reflective Journal**

- **Inter-disciplinary learning**
- **Problem solving methodology**
- **Project-based learning**
- **Cooperative Learning**

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**No File Uploaded**
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in

various activities of schools Regularity, initiative and commitment Extent of job readiness	

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

2

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

127

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

127

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The Institute aims at the full-fledged development of its Faculty enabling them to enrich their life, fulfilling their individual and social responsibilities. Civic obligations and social responsibility is carried out very diligently through a number of extension and social outreach programmes. The Institution focuses on harnessing the resourcefulness, ingenuity, and the creative potential of its Faculty to provide integrated and holistic development of a diverse learner population. Conscious efforts are made to foster harmonious relationship, national integration and environment consciousness. Faculty members are encouraged to pursue research and enhance their academic acumen through participation in Orientation/Refresher Courses, Conferences, Workshops, Training Programmes, and Seminars in order to:

- **Introduce and strengthen research**
- **Promote inter-disciplinary research**
- **Sign MoU with premier institutions and take up collaborative research projects**
- **Facilitate research projects with social orientation**
- **Optimum utilisation of human and other resources**

The teachers get support from the University and the college management to effectively improve their pedagogical strategies. The institution also takes up initiatives for the effectual delivery of the curriculum provided by the affiliating University. The institutional network interacts with the beneficiaries such as industry, research bodies and the University in the successful operationalization of the curriculum

File Description	Documents
Documentary evidence to support the claim	[View File]
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) is an on-going process that involves the regular assessment of student learning and the evaluation of the effectiveness of the teaching and learning process. Here are the major components of Continuous Internal Evaluation:

Assessment of Learning: CIE involves the regular assessment of student learning to determine the extent to which students have achieved the learning outcomes. This assessment including tests, quizzes, debates, discussions, role-plays, presentations, seminars, projects, and assignments.

Feedback Mechanisms: CIE includes feedback mechanisms that provide students with regular feedback on their performance and progress. This feedback is given by teachers, peers, or self-reflection, and it helps students to identify areas of strength and weakness and make necessary improvements.

Curriculum Design and Development: CIE involves regular review and revision of the curriculum to ensure that it aligns with the learning outcomes and meets the needs of the students. This process involves a periodic revision of existing courses, or the development of new teaching materials and resources.

Continuous Internal Evaluation is an on-going process that involves the regular assessment of student learning and the evaluation of the teaching and learning process.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Two of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Feedback is collected from students on various attributes and aspects of teaching with regard to individual faculty. IQAC ensures that corrective measures are taken and suggestions are given for improvement. Suggestion boxes are placed at different locations on campus to enable the students to give suggestions on all aspects related to the institution.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The Academic Calendar gives an overall picture of the activities for the entire academic year. The college considers the academic calendar as an integral part of the functioning of the Institute. It is planned in accordance to the norms of Goa University. It is planned in advance before the year begins by the faculty involved in various committees like the schedule committee, co-curricular activities committee, members of the IQAC under the guidance of the Principal. The dates of the external examinations are intimated by the Goa University to the affiliated Colleges. All directions regarding the conduct of examinations is communicated to the Faculty through group e-mail and college notice-boards. The directives of the University pertaining to all academic matters are periodically discussed by the Principal at staff meetings and staff council. The Academic Calendar ensures students' Right to Information of the programmes and activities of the Institute. It also provides the faculty with easy reference for planning academic activities, internships, practice teaching, and mentoring, input sessions by experts in various fields, sports events, intra mural activities, field visits, community work, enrichment sessions, annual fests and other co-curricular activities. Thus, aligning curriculum with national educational goals and standards

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The teaching-learning process of the institute is designed to ensure that the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are aligned with the educational goals of the institute. Here are some ways in which the institute ensures alignment between the teaching-learning process and the stated PLOs and CLOs:

Curriculum Design: The institute has designed the curriculum in a way that aligns with the stated PLOs and CLOs. This includes developing course materials, lesson plans, and assignments that are directly related to the learning outcomes.

Learning Objectives: The institute has defined clear learning objectives for each course that are aligned with the stated PLOs and CLOs. This ultimately helps the teachers to design lessons that are focused on achieving the desired learning outcomes.

Assessment and Evaluation: The institute uses assessment and evaluation methods/ techniques that align with the stated PLOs and CLOs. This includes developing assessment rubrics and evaluation criteria that are directly linked to the learning outcomes.

Teaching Methods: The institute uses teaching methods that are aligned with the stated PLOs and CLOs. This includes using active learning strategies, group work, and project-based learning to help students achieve the desired learning outcomes.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

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

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

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

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

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

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

89

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Students are encouraged to select advanced topics for projects

Students are encouraged to present papers in National/ International seminars. 56 students presented papers in different seminars/workshops organized

Advanced learners are also encouraged to register for Massive Open Online Courses (MOOC).

Students with good academic records are nominated by the faculty members to participate in various training programmes.

The Institute ceaselessly endeavours to introducea number of innovative programmes and activities to offer high quality and equitable education to all its students.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.nirmalainstitute.org/report-feedback-obtained-about-curriculum

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects	**One of the above**

Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

7

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

7

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

12

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

29

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

29

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Nil

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Nirmala Institute of Education endeavors to provides conducive ICT enabled facilities for the teaching-learning needs of its students. The college has 05 classrooms with LCD projectors and Wi-Fi internet connectivity. The college seminar hall has a seating capacity of about 100 students and is well equipped with ICT facilities like LCD Projector, Laptop, Interactive screen, Sound system and Wi-Fi connectivity. The college has a computer laboratory equipped with 20 desktop computers. The faculty and students are provided with internet through Wi-Fi facilities free of charge. The College has two internet leased lines offering 4 MBPS (ISP – GWAVE) and 100 MBPS (ISP-GBBN-Government of Goa). The standalone computers have the latest Operating Systems. The computers are loaded with relevant software packages which enable Teachers and Students to keep abreast with the latest technologies. The college library uses the Integrated Library Management Software i.e. SOUL (Software for University Library) Open Source software to facilitate technical Processing. The college has a spacious library with a seating capacity of 40 students. The college library is well equipped with books related to Education, Journals, Computers for the use of students and Photocopy cum printer facility for the faculty and teacher trainees. The Fully functional science laboratory was initiated for the B.Ed. students from March 2022. The institute has a multi-purpose playground to conduct variety of physical education activities. A outdoor badminton court, indoor table tennis, carrom and board games. The institute also has a Yoga Hall to conduct yoga activities.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

7

File Description	Documents
Data as per Data Template	**No File Uploaded**
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.nirmalainstitute.org/facilities
Any other relevant information	**No File Uploaded**

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

13.46

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

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

new arrival of books is displayed in the new Arrivals sections and the pictures of the same are posted on the WhatsApp group of both faculty and teacher trainees. Library orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides reprographic service and internet service. The Library is provided with Wi-Fi facility. Photocopier and printing facility are available in the library.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://www.nirmalainstitute.org/Facilities/library
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institutional library does provide Gateway for remote access to library resources for teacher trainees and Faculty. The library also provides old question papers, various databases, links to important websites and newspapers through the institutional website (https://www.nirmalainstitute.org/Facilities/library). Faculty members, Students and research scholars are provided vital information using e-mail and WhatsApp. This service was especially useful during the pandemic period where the institution remained closed. Faculty members and teacher trainees are provided vital information using e-mail. This service is used especially during the pandemic period where the institution remained closed. NLIST under E-ShodhSindhu is being subscribed to provide remote access to a large number of eBooks and e-journals to the users. Each user can access it through their personal username and password.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	[View File](#)
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	**No File Uploaded**
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.30

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

117

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

IT resources are considered an integral part of course requirements. Hence they are utilized extensively with maintenance and upgradation at regular intervals. The college has 2 leased line internet connections with an internet speed of 4 Mbps & 100 MBPS each. Licenses of antivirus software are renewed regularly and in a timely manner. As a part of the automation process, the

institution has installed a biometric attendance system and CCTV Cameras for surveillance are installed. In an endeavor to make all students conversant with modern learning aids, the entire college campus is Wi-Fi enabled.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:10

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@Eduteach21
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

2.20

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Physical facilities in the college are regularly supervised by a management representative and an MTS. Any unnoticed observations are brought to the attention of the Head Clerk. The playground is tended to throughout the year by engaging labour. The institution follows a rotation system for the MTS wherein spaces allotted are detailed by them except for the MTS of the gymkhana whose services are utilized in the annex building. The science, mathematics and psychometric laboratories are maintained by the faculty-in-charge. A dead stock and consumables register is maintained in the science laboratory.

The computers are regularly updated and operate securely through an active antivirus. They are maintained by the Systems Administrator and the Laboratory Assistant, IT. A visit book is maintained in the IT Laboratory. New books and reading materials are sourced by the library committee. Stock register, a register to record student and faculty visits is maintained.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.nirmalainstitute.org/facilities
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	**All of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	E. None of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of	Three of the above

student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
20	98

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

12

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

28

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Students' Council of Nirmala Institute of Education acts as a liaison between the student body and the Faculty, Principal and Management. They represent the students by communicating the problems of student body to the concerned authorities. It also provides ideas and suggestions in organising the academic and co-curricular activities in the college. Every year the Student Council plans and organises the inaugural function to welcome the F. Y. B. Ed. teacher trainees and the Teacher's Day celebration.

It, along with faculty members, Ms. Ximena Fonseca, Mr. Subodh Haldankar, Ms. Anagha Deshpande and Ms Suvarna Gauns organised following activities under the aegis of NIE- IQAC. 1)An Essay writing Competition for the teacher trainees of the institute on 22nd September 2021 to celebrate the International Day of Democracy that is observed annually on September 15 2) An Eco-

friendly Rangoli Competition for the teacher trainees of the institute on 8th November 2021 during the Diwali vacation. 3) A Konkani Monologue Competition titled as 'Swaatantryaachi Panchyattari ani Deshaa khatir Tarnnatyanchi Jabaabdari' for the Higher Secondary School Students of Goa, in the month of December.4) A National webinar on 18th August 2021 themed 'Infodemic and the need for Media Literacy in Education'.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

48

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni Association of Nirmala Institute of Education was officially established in 2021 with the aim tofosterlifelong relationships between graduating students and alumni by providing

a network of support and resources. The first step in building a strong alumni program is to identify them. As this was the year of theofficial inception of the committee, 11 members being desirous of forming ourselves into a Society under the Societies of Registration Act, 1860. The members were – Dr. Rita Paes, Mr. Kushal Vengurlekar, Ms Ivanka Mascarenhas, Dr. Russel D'souza ,Ms Sangeeta Kadam, Mrs. Ximena Fonseca, Ms Pooja Naik, Dr. Soraya Maria Menezes, Mr. Delen Cardozo, Ms. Supria Pereira, Mrs. Suvarna Gauns.

The very enthusiastic committee discussed and chalked out differentprograms that could be conducted for the Institute in collaborationwith the alumni.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	[View File](#)
Any other relevant information	[View File](#)

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View File](#)
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Institute have a registered Alumni Association this year. Since most of the time went in Covid -19 pandemic, registered alumni organization have organized two meetings in online-offline mode. 82 members were registered till the end of academic year 2021-2022. Faculty members are in touch with several ex-students. Some of the activities of college are sent to them via social media and phone calls. The institute organizes the workshops for in-service teachers to enhance their skills and upgrade their knowledge with recent trends in Education. The ex-students of NIE, who are in service attend these workshops taken by the NIE faculty. The Alumni are also invited as resource persons to our institute to share their expertise in their subject areas. They also provide mentoring support and feedback to the NIE trainees for the lessons supervised by them during their internship in the institution wherever they are employed. This year Nirmala Institute of education organized a national workshop on Acting which was in association with Abhivyaktee- Panaji. This 7- day workshop was coordinated entirely by NIE-Alumni Ms Valanky Bothello, which was a great success.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Head of the Institute has regular staff meetings to ensure that all the members are involved in important decisions regarding courses, schedules and other co-curricular activities. This enables the smooth translation of the vision and ideals of the Institution in the regular functioning of the Institute.The Institute has organised a number of short term courses to enhance the skills of the students and teachers in schools to help upgrade their contribution in the field of education.

The Institute is proud of its clean and green campus. It provides the staff and trainees with clean drinking and running water throughout the day. There are well maintained washrooms and rest spaces that creates an atmosphere conducive for study and work.The Institute has a well-stocked library, an IT lab, spacious and well aired classrooms with the necessary IT facilities. Library materials have been regularly posted to trainees' groups due to the virtual mode of instruction. The Institute can boast of a team of dedicated Faculty members who are not only competent in the subjects they teach but also take a lot of interest in grooming the trainees by providing personal attention and counselling whenever necessary.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

There are various committees constituted to look after different aspects of the curricula and non-curricula aspects of the functioning of the various courses run by the Institute.

The Faculty are given a lot of autonomy in the planning and execution of the programs assigned to them. They are accountable to present the respective reports of what has been achieved through the year.

Over the years Nirmala Institute of Education has maintained a participatory approach in the running of the Institute.

For example the students Internship programme which is an important component of the B.Ed. Programme is decided by the Committee In-charge of the Internship programme. It involves the students giving lessons in schools over a period of 1 month in the First year of training and for 4 months in the Second Year of training

The students are first asked for their choice of schools keeping in mind their locality. The Committee in-charge then allocates the schools to them after getting the required permission from the heads of the Schools. The finalised list is then submitted to the Principal.

After the successful completion of the Internship program, the School Principal sends a feedback about the performance of the students during the Internship programme. The entire process, encourages transparency and collaboration between students, Faculty and the Schools.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institute has transparent internal and well as external mechanism in place for financial management and Audit

Internal – Internally Audit is carried out regularly by the Officiating Principal and the Management. Statements od Accounts and Bills are regularly Scrutinized by the principal and the management.

External – The Institute has Appointed independent Auditor Chartered Accountants to Carry out Audit Once a year. All statements of Accounts, Bills & payments and other financial transaction are audited by the auditor

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The Strategic plan of the institute is formulated Based on the institutional Vision and mission. The IQAC Cell of the institute and the local Managing Committee Plays a significant role in the Strategic Planning Process. The IQAC meeting held on 27/01/2021 it was decided to conducted Skill Based activities for the B.Ed. trainees based on the needs of the New Education Policy. It was also decided to conduct green Audit for the Institution and update the present green policies of the institute. During the skill based courses were conducted by the institute 1. Inclusive Education 2. Puppetry Workshop 3. Session on Google and Beyond and the green policies of the institute was also updated to latest norms.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.nirmalainstitute.org/strategic-plan
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The overalll functioning of the Institution is managed by the Governing Body, the various statutory committees and the different internal committees of the Institute.

The Principal of the Institute consults and seeks advice from the following Governing Bodies:

* The Local Managing Committee

* The Governing Body of the Institute.

The different Internal Committees constituted by the Institute are as follows:

* Grievance Redressal Cell

* Anti-Ragging Committee

* RTI

* IQAC

* Internal Complaints Committee

* Examination Committee

* Alumni

* Library

Affiliation :

The Institute is affiliated to Goa University and recognised by the Government of Goa, NCTE and UGC.

The Institute follows the rules and regulations as mentioned in the Statues and Ordinances of the Goa University and recruitment rules as laid down by Goa University and Government of Goa. Central Civil Service Rules, NCTE Norms and regulations , UGC, Government Circulars and Notifications, Gazettes as applicable, along with the policies as laid down by the Management of the Institute.

File Description	Documents
Link to organogram on the institutional website	http://www.nirmalainstitute.org/nie-organogram
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not

more than 100 - 200 words.

The Swatcchta Abiyan cell of the Institute in its plan for the year planned and implemented various activities and programs as part of the SAP plan. The committee members along with the students planned various activities

1. Awareness session for the sy b.ed. studentson "waste segregation and management" in collaboration with the goa state urban development agency, panjin-goa. the resource person briefed the participants on the various types of waste / garbagethat is generated in the society. the highlight of the session was about proper segregation of the waste into dry and wet. the resource person pointed out many ways of managing the waste by recycling, reusing or repurposing the items and also through composting the wet wastefor manure.t.

2. As a part of Save water campaign on the 11th of January 2022, the Eco Club of Nirmala Institute inserted nozzles to the water taps. These nozzles were inserted in taps where water is used often like, the ladies washroom, gents washroom, principals washroom, staff washroom, dining hall etc.

3. Swachhata Abhiyan Cell initiated a Paper bag making activity on 24th March 2022 for the F.Y B.Ed. trainees. in future

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The Staff is a very important aspect of the institute the it provides various welfare measures to the staff.

The teaching and the non- teaching staff is provided with well equipped as safe rooms and separate washrooms. The staff is also provided with safe and clean drinking water by way of installation

of water filters. The staff is also provided with the provision of food heater in their respective dinning areas.

The Library provides various books, Journals, e-journals and is also subscribed to N-List. The Institute has subscribed for Google workspace to provide staff is access to Google classroom and drive with extended storage. Each and every staff is provided with high speed internet connectivity for working.

The institute also encourages its staff to go through various professional development programs and courses by way of providing financial assistance to attend such courses.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

5

File Description	Documents
Data as per Data Template	[View File](#)
Copy of Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

At the end of the Academic Year, the students are provided with a feedback form which enables them to evaluate the teachers and give a confidential report. Once the data is collected, the principal along with the Faculty in-charge of the Feedback collates the data and then each Faculty is called individually to the Principals office and is then briefed about the feedback.

At the end of the academic year, each Faculty member is required to submit a self -appraisal report which states the workshops attended and delivered, seminars, conferences, papers published by the teacher

A confidential reports is maintained of the non-teaching staff which states some of the important tasks performed by them during the year. This is verified by the Head-clerk and signed by the Principal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if

any, during the year in not more than 100 - 200 words

The financial audit for the financial year 2021- 2022 was completed by Chartered Accountant Sunil Gonsalves

The College Accountant prepares the financial statements for the financial audit and presents the same to the Chartered Accountants for audit. The College Accountant maintains regular communication with the Chartered Accountants in case of any doubts.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The Institute Receives fund i.e. salary and non-salary grants from Directorate of Higher Education, Government of Goa. This funds are

utilized as per the assistance pattern provided by the Department for maintenance and upgradation of infrastructure like labs, classrooms, sports equipment etc. Purchases etc.

The Institute collects Fees prescribed by the University and the Department of Higher Education from students. This fees are utilised for students as per the Rules and regulations in place.

The Nirmala Education Society also provides funds for the Institute which are utilised optimally.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell of the Institute contributes significantly to improve the quality of the Institute.

The IQAC conducted meetings with all the stakeholders i.e staff, students and internship school representatives, Other college Principals to chalk out the action plan for the academic year. the feedback and the suggestions are taken into consideration while framing the annual plan of the Institute. The Vision and Mission of the institute is reflected in the Annual Plan of the Institute.

The IQAC conducts regular review meeting to review the activities conducted by the institute and also give suggestion and feedback regarding the activity. During the meeting future activities are also discussed and measures to improve the quality is suggested.

The year end meeting is held at the end of the year to evaluate the programs and the activities and the functioning of the Institute, as well as to prepare the action plan for next year.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institute regularly reviews its teaching learning process through IQAC and staff meetings Conducted from the time to time. The Process involves reviewing and evaluation of activities conducted by the IQAC and Feedback and suggestions are provided for improvements if any. The staff meeting is conducted by the institute to check and review the teaching learning. The institute conducts regular session workshops and other activities like talk by prominent academicians and person to improve the skills of trainees. Skill based sessions – a) Puppetry workshop was conducted on 23rd August 22 b) inclusive education workshop c) workshop on Acting on 7th November to 13th November 2021 etc. Responsibility towards Community sessions – a) Talk on Traffic Safety 01/08/2022 b) Organ Donation talk on 02/05/2022 c) Community work etc. The theme based morning assemblies are conducted regularly by trainees. The institute of also conducts pedagogic subject days during the year with aim of giving experience of different pedagogies to all the trainees this has led to improved understanding of different pedagogies among students.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

13

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.nirmalainstitute.org/iqac-2021-22
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.nirmalainstitute.org/aqar
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Skill Based Courses - The institute Introduced skill based value added courses for its students for personal and profesional growth.Inclusive education course, pupetery workshop, acting workshops, Communication skills session, Art and crafts workshops are regulary conducted for students to improve thier skills. The students encouraged to enroll for swayam courses.

Upgradation of ICT Infrstructure. It was decided by the instutute to updgrade ICT infrastucture of the institute. The computer lab was upgraded with new PC and laptops of latest configararion with the help of RUSA fuding. The internet Bandwidth was increased to 10 Mbps Coraparate plan to meet the demands. The instutue set-up studio for development of E-Content and lecture recording facilities for Staff and students. The Institute aslo suscribe ti Google Suite for Education in the year 2020

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

INSTITUTION ENERGY POLICY

Nirmala Institute of Education recognizes that in pursuing its strategic objectives, in relation to research and teaching, it has a responsibility towards, and should aim to protect and nurture the environment. By exercising proper control over all its activities the college will aim to ensure sustainable use of resources and prevent wasteful or damaging practices.

USE OF LED BULBS / POWER EFFICIENT EQUIPMENT

The institute has made available facilities for alternate source of energy and various energy conservation measures are practised. The institute has initiated in its campus the practice of saving the energy resources by using the LED light fixtures in the form of bulbs, tubes etc.

This initiative is under the Green Campus policy draft that has been put in place. Moreover we at Nirmala Institute of Education try to take up various measure to be energy efficient and save on the precious resources. Switching off of fans and light and other electronic gadgets like computers etc. are used on reduce brightness and are kept stand-by mode when idle. Also classrooms lighting is switched off when unused or the lecture halls are vacant.

Most lighting on campus is upgraded to high efficiency lighting i.e LED technology, etc. Increased use of day lighting is considered because use of daylight spaces decreases energy costs and help save on resources and improves productivity

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Nirmala Institute of Education, with its aim to provide holistic education that also has a positive impact on the environment, the college will adopt practices that will mitigate the generation, and manage solid waste through the following methods: Systematically engage with the 3Rs of environment friendliness (Reduce, Reuse and Recycle). Collect paper waste produced on campus and collaborate with scrap dealers for recycling. Reduce solid waste by developing a technology-centric teaching and administrative model. Reduce use of paper by supporting digitization of attendance and internal assessment records. Reduce requirement of printed books by updating the e-books and e-journals collection of the college library. Encourage the students and teachers to use emails for assignment submissions. Take

initiatives to spread awareness amongst students about

-Food wastage and ways of minimizing it.

-The habit of reusing and recycling non-biodegradable products

-Organizing workshops for students on solid waste management

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Three of the above**

File Description	Documents
Documentary evidence in support of each selected response	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	*View File*
Geo-tagged photographs	*View File*
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institute Green Campus initiatives have been creating a positive impact on the surrounding. The institution organizes Tree Plantation program every year at the College Campus, e.g. Vanamahotsav. Students and staff enthusiastically initiate and participate in the tree plantations drive on the campus and also outside the campus. The plantation program includes plantation of various types of ornamental and medicinal variety, wild plant species stepping up the oxygen levels on the campus. The institute has a Herbarium setup in the campus and also a small plant nursery with ornamental, medicinal plants. The campus landscape, like its buildings, can be seen as the physical embodiment of a college's values. It is a vital part of the life of a campus, providing space for study, play, outdoor events, relaxation and aesthetic appreciation. The landscape serves as a visual representation of the campus community's commitment to sustainability. As campus landscapes are so visible and accessible, landscaping initiatives are a great way to build awareness around the environment. There are more than 100 trees and 50 shrubs on campus. The diverse green cover of Nirmala Institute of Education is also a home to a number of insects, reptiles, birds creating a campus rich in biodiversity.

File Description	Documents
Documents and/or photographs in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use	Two of the above

of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The institute continuously strives towards educating its students and faculty of its responsibility towards the local environment and the community. The students took part in the community work initiatives, since the state is facing various issues related to waste management, this year the students created awareness among the community regarding waste management, single use plastic and waste disposal. The students took part in paper bag distribution

among the people and shopkeepers in their vicinity. The students
conducted various workshops for the local community creating
awareness about issues like garbage segregation, wet waste
composting etc. The institute also adopted policies related to
economical usage of water to reduce water wastage. The morning
assembly conducted

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Community Work

Individuals can make huge positive changes in the community, to inculcate this the teacher trainees 20 hours ofcommunity work was introduced to students. This was started with the rationale community work is rooted in the belief that individuals have the power to make a positive difference in their communities. Community work is a way for individuals to work together to address social issues, build relationships, and create positive change.The students were asked to take-up 20 hours of community works in the communities they are part of. The students were given the following choices of Conductingcleanliness drives, distribution of paper bags, visits to old age home and orphanages, creating awareness regarding social issues, conducting workshops on waste segregation, composting, cyber safety, use of technology etc. The students had to choose any three activities and submit report at the end.The students took part and completed the task given.

Objectives of the said practice

Developing sense of belonginess towards the community.

Building empathy among students

Building leadership skills

Creating awareness among people regarding different issues

Learning about the community

The students used available resources with them like newspaper to make paper bags. Digital media and social media to create awareness. The institute received positive feedback from students, the students felt sense of belonginess towards the society, they expressed to have understood their responsibility towards the society. The Activity for hugely successful with 98 student taking part. The community work almost reached 20 different villages across the state where the students conducted their activities.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Ensuring method masters and B.Ed. Faculty members supervise their students' lessons is crucial for comprehensive feedback on teaching skills and content accuracy. Other supervisors lacking subject knowledge may overlook important details, making method masters' observation invaluable. Previously, faculty members supervising all subjects led to challenges, as method masters couldn't supervise their own students, causing misunderstandings and superficial assessments. To address this, Mr. Nicholas D'Souza proposed faculty members supervise only their qualified methods, manageable through the institute's admission process. This practice enables effective error correction, progress monitoring, and impact evaluation. Despite changes in admission, the practice persists, yielding successful results for trainees and faculty. Combining lesson guidance and supervision enhances practice lesson quality, providing greater validity, reliability, and objectivity in evaluations. The discrimination index helps differentiate high and low achievers based on lesson presentation

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded