



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

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

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

### 3. Website Address

Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.nirmalainstitute.org/aqar-2016-17">http://www.nirmalainstitute.org/aqar-2016-17</a>
<b>4. Whether Academic Calendar prepared during the year</b>	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="http://www.nirmalainstitute.org/2017-18">http://www.nirmalainstitute.org/2017-18</a>

### 5. Accrediation Details

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

<b>6. Date of Establishment of IQAC</b>	20-Jun-2014
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### 7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Abolianchem Fest	10-Mar-2018 1	196
Saksham Cell invited Ms Samruddhi Kerkar along	25-Sep-2017 1	196

with her mother Poornima Kerkar ( an environment Activist) to speak on Home Schooling		
Healing Power of Music by- Mr. Avin Naik (Psychologist and Musician)	25-Sep-2017 1	60
Body as a source of Self-Expression By- Clisma Da Costa (Dance Therapy Practitioner)	25-Sep-2017 1	60
Art Therapy by Mr. Raymond Pereira. (Visual Art Faculty of NIE)	25-Sep-2017 1	60
Faculty Improvement Programme: Harnessing the Intelligences of the Four Brains- ANS, Cerebral, Cardiac and Enteric by Fr. Joe Cardozo	16-Apr-2018 1	13
Faculty Improvement Programme: Inner Freedom and happiness by Fr. Irideu Raj	19-Dec-2017 1	13
Faculty Improvement Programme: State Level workshop on,	08-Jul-2017 2	13
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

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

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	<b>Yes</b>
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	<b>4</b>
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	<b>Yes</b>

Upload the minutes of meeting and action taken report	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

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

> State level workshops conducted by B.Ed. faculty at Nirmala Institute of Education under IQAC for NIOS. > In collaboration with the Atmashodha Counselling Cell 7 workshops were conducted in different educational Institutes of Goa. > 36 workshops in subject pedagogy and innovative teaching methodology by B.Ed. faculty. > Masquerade an Intercollegiate One Act Play Competition held on 28th September 2017. > Under Faculty Improvement Programme, three workshops were organized by IQAC.

[View File](#)

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

Plan of Action	Achivements/Outcomes
Collaboration with the Corporation of the City of Panjim (CCP) for Solid Waste Management Project	In collaboration with the Nirmala Institute of Education, CCP initiated the Solid Waste Management Project across North and South Goa Districts to create awareness amongst secondary school children. The First and Second Year B.Ed batches participated in this drive.
Formation of various committees for smooth functioning.	Committees were formed based on Curriculum, Cocurricular activities and Infrastructure and environmental needs and work allocated to each Committee.
State Level Intercollegiate One Act Play competition.	State Level Intercollegiate One Act Play competition 'Masquerade' was organised and executed successfully. The level of the performances were outstanding.
P.T.A. Meeting was decided to be held.	P.T.A. meeting was scheduled and held on 11.11.2017. The parents were made aware of the responsibilities of students.
To upgrade Nirmala Website.	Website upgraded
Innovative methods in the teaching-learning process.	Use of Google Classroom for posting Assignments, projects and notes in Science.
Research cell to be set up	Research cell was formed.
FIP to be organised	3 FIPs were organised.

Collaboration with Atmashodha Counselling Cell of Nirmalaa Institute of Education for organizing workshops in different schools of the State.	In collaboration with the Atmashodha Counselling Cell - 7 workshops were conducted in different schools in Goa.
No Files Uploaded !!!	
14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2018
Date of Submission	01-Mar-2018
17. Does the Institution have Management Information System ?	No

### Part B

#### **CRITERION I – CURRICULAR ASPECTS**

##### **1.1 – Curriculum Planning and Implementation**

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

The Goa University determines the B.Ed. curriculum. Orientations include Course requirements, Library resources, Campus requirements, Health and Physical Education, Art and Aesthetics, Performing Arts, Anti-ragging, Cocurricular activities, Mentoring and Trainee profile, Conducting assemblies, Public speaking, Calligraphy and poster making, Personality development and Counselling services. A talent search program was conducted to place the students in groups for various performances. Sessions were conducted on Women's Rights, Issues related to women, Mining issues, Dramatics, First Aid, Nutrition, Puppetry in teaching, Road safety, and Consumer rights. Inter faith dialogue and workshops on construction of instructional media, life skills and cooperative learning were conducted. The planning for the delivery of the curriculum is done prior to the academic year. Activities like field-trips, visits, treks, workshops on lesson planning, test planning, demonstrations of lessons, seminars are conducted and reported. Teaching methods like team teaching, technology enabled teaching, discussion cum lecture presentations, were used. Regular faculty meetings were held to discuss the syllabus completion. The academic calendar is prepared in advance. Library resources are available for curriculum transaction and reference for assignments and projects. New books are ordered according to the needs of the faculty and students. A professional part time counsellor was available for the student teachers for discussing their personal concerns. MA Wellness Counselling Delivery of each course is planned session-wise prior to the commencement of each term. Efforts are made to include as many practical learning experiences

such as class/group discussions, role plays, movie screenings and their analysis, and assignments. These are planned to help students gain an understanding of theory and to develop the required skills for counselling. A systematic plan for curriculum delivery is made and followed during the course of each term. A record of sessions is maintained. Documentation provides an opportunity to reflect on possible changes that could be implemented in the next academic year. Post Graduate Diploma in Guidance and Counselling The curriculum is designed to familiarize students with the basic concepts and process of counselling. Teaching is done through interactive classroom sessions, using audio visual material and worksheets. Assignments are given. Trainees work on cases based on the text. They practise the counselling skills with their peer. • Classroom sessions involve introspective exercises. • The practical component consists of 75 hours of practice counselling. Supervised monitoring of cases encountered in the internship is done by the personal counselor. • Recorded sessions are presented to the mentor and the students' skill and efficacy is assessed • Students are trained to conduct three workshops on mental health which are evaluated. • Students are trained to administer and assess psychological tests and report the results. • Five weekend workshops are conducted based on the four therapies. These are in the form of intense growth group discussions and activities; role plays and practice sessions with peers. • Personal Counselling of students is done. The first 10 hours focus on sorting out one's personal issues and applying the therapies learnt. The remaining 10 hours are utilised for internship case supervision.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

### 1.2 – Academic Flexibility

#### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NA	Nil
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#### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nil	NA	Nil

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

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

### 1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
NA	Nil	Nil
No file uploaded.		

### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	F.Y. Education	99
BEd	S.Y. Education	97
BEd	F.Y. & S.Y. Education	196
MA	Wellness Counselling	6
PG Diploma	Guidance and Counselling	20
<a href="#">View File</a>		

### 1.4 – Feedback System

#### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

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

##### Feedback Obtained

Feedback from students: The active grievance redressal cell helps to understand the students' concerns and problems with respect to schedules, internship and lessons. The student representatives also act as a go between faculty and students, students and administrative office. Feedback from faculty: At the end of each program faculty feedback meetings are conducted such as Abolianchem Fest, internship and end of the year feedback. The feedback obtained is kept in mind while planning the calendar for the next academic year. The faculty meetings are chaired by the principal with all the faculty members. In this way the strengths and weakness are listed out. Feedback from alumni: The alumni are invited to give sessions or talks. The practice teaching lessons are supervised by the faculty members and observed by peers. Both peers and faculty give valuable feedback which they incorporated in their subsequent lessons. Feedback from internship schools: Feedback and suggestions are obtained from the internship schools and analysed and used to make the internship more relevant in those years for the next academic year. Oral feedback is given by the coordinating teacher who is in charge of the student teachers while they are in school to the visiting supervisors. They also fill in a feedback form pertaining to the performance of the student teachers and send it to the institute. The visiting supervisors also interact with the school headmasters and obtain feedback about the student teachers. MA in Wellness counselling- oral feedback regarding the performance of each facilitator has been collected from students. Facilitators were evaluated on the basis of encouragement of critical thinking and student participation, use of teaching aids/gadgets, reference material, teaching efficiency, among other factors. Feedback regarding each individual course was also collected on the themes of the organization of the course, clarity of objectives, opportunities to learn through practical activities, its relevance to professional requirements and clarity in criteria for student evaluation. Feedback received regarding faculty performance will be used to improve the performance at an individual level. Feedback regarding course material will be taken into consideration while drafting changes required in the syllabus and curriculum. PGDGC Feedback -

Quarterly internal evaluation of student's growth and progress is done. Where the student shares his/her experience in the course, the challenges faced and also assesses his/her scope for improvement. The mentors give a feedback to the student on the areas where the student needs to work on as far as the counselling skills are concerned. This is done on one-to-one basis along with the faculty members. Integrated Paper- At the end of the course each student presents an integrated paper. The students give a report of their journey through the course and how the course has helped them to achieve growth in their personal and professional life.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MA	Wellness Counselling	40	12	9
BEd	Education	100	Nil	100
PG Diploma	Guidance and Counselling	30	16	16
No file uploaded.				

### 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	196	30	14	4	Nil

### 2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
18	18	12	7	2	9
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

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

Mentoring occurs when a role model, or mentor offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. Mentoring is Voluntary i.e. both the mentor and mentee must want to learn and grow from the experience, Mentee Driven i.e. the mentee must take responsibility for pro-active self-development (ask for guidance and expertise), Goal-Oriented i.e. the mentee must identify goals and priorities for mentoring, and Developmental i.e. mentoring is about enhancing talent, developing human resources, and adding value. Nirmala Institute of Education has a well-structured system for student mentoring and support. The Mentoring System in the Institute involves the faculty, counsellors, parents and peers. A pre-mentoring questionnaire on the Trainee Profile titled 'Who Am I?' is handed over to the



students. The students are asked to answer the questions in the questionnaire. These questionnaires are then handed over to the faculty members who are responsible for the mentoring of the concerned students. The answers given in the questionnaire by the trainees, provides mentors with relevant background information about the students who are assigned to them for mentoring in the course of that academic year. The present system of Mentoring was first implemented in the institute during the academic year 2008-2009 with an objective to reach out to students, both at the academic level as well as at the personal level. The institute periodically conducts sessions, workshops and seminars on personality development, self-confidence, soft skills, social skills, stress management, anger management, coping mechanisms, public speaking, resilience, emotional health and well-being, personal hygiene, emotional hygiene, SWOT Analysis and so on. These are conducted to empower the students and help them to achieve their highest potential and perform to the best of their abilities. Each faculty member is allotted a small group of mentees. They regularly oversee and coordinate student mentoring sessions, behavioural monitoring, availability of sufficient learning resources, marks obtained in Continuous Internal Assessment, attendance, discipline, grievances, learning difficulties, scholarships, concessions, etc. Besides their fortnightly sessions with their respective mentors, the students are free to approach their mentors as and when they desire to do so. The Institute also has a centre for counselling - 'Atmashodha' which the students and their families can approach for support and counselling. The students can also approach the college counsellor for any additional counselling. Besides the regular mentoring sessions with the mentors, many students have also benefitted from the 'Atmashodha' Counselling Centre ever since it was started. The main aim of initiating the Mentoring System was to express our unconditional positive regard for each individual learner. Constant efforts are made by the Faculty to encourage and motivate their mentees to excel and achieve their highest potential. The institute takes a keen interest in ensuring availability of the faculty for the students in their times of need. The rapport between the students and the members of the faculty has been instrumental in making the Mentoring Programme a success at Nirmala Institute of Education in Goa.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
226	18	1:13

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
20	18	2	5	4

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	NA	Nil	Nil
No file uploaded.			

## 2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Education	2017-2018	02/05/2018	06/06/2018
PG Diploma	Guidance Counseling	2017-2018	26/10/2018	23/12/2018
MA	Wellness Counselling	2017-2018	17/03/2018	12/07/2018

No file uploaded.

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Nirmala Institute of Education endeavours meticulously to keep abreast with the changing trends and reforms in the evaluator procedures followed all across the globe. The Institute tirelessly works towards establishing assessment and feedback systems that are at par with global standards with a view to empower our diverse student population. Reforms initiated in Continuous Internal Evaluation (CIE) have in them in-built indicators of reflective practice, critical analysis, and creative dimensions. Internal evaluation of students is carried out throughout the course of an academic year in a variety of ways. The reforms which were initiated have been listed below comprehensively: Case Studies, Writing Academic Papers, Bulletin-Board Displays, Concept/ Mind Maps, E-Tutorials/ Content/ Modules, Remedial Teaching, Action Research Projects, Projects, Written Assignments, Jigsaw, Discussions, Kahoot Quizzes, Debates, Role-Plays, Street Plays, Designing Models, Designing Instructional Materials and Resources, Power-Point Presentations, Experiments, Besides the aforementioned assessment tools and techniques, the students have to undertake the following: Internship Programme: Internship provides a rich and comprehensive experience to students. It gives them an opportunity to experience school settings from the administrative and teaching perspective. It gives the students a first-hand experience of the actual teaching learning environment and the challenges therein. It trains them to enhance their skills. It also helps them to gain valuable insights into the working of the various institutes in the State. Presenting stipulated lessons in their respective pedagogies, Conducting substitution activities, exercises and tasks, Conducting school assemblies, Conducting various input sessions on socially relevant topics, Designing and conducting tests, Examination / invigilation duties, Conducting co- curricular activities, Assisting during Sports / Annual Day rehearsals Practice Teaching Phases: Practice teaching lessons are developed / designed by involving the school teachers. The practice teaching time-tables are prepared by the faculty with concurrence of the school principals or supervisors. The topics are given by the subject teachers. Faculty and senior teachers observe the lessons and provide feedback for further improvement. M. A. in Wellness Counselling A student's reflection on the experiential learning is assessed through field /internship reports, research-oriented discussions and presentations. The students take greater control of their own learning by participating in the planning and implementation of projects. It provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community. Students are encouraged to be accountable and take responsibility for their learning in myriad ways: Group discussions, Peer learning circles, Case-study method, Soft / Life skill development, Learning/ testing through games, Do-It-Yourself Tasks/ Exercises ( as assessment tools), Reflective Journal, Inter-disciplinary learning, Problem solving methodology, Project-based learning, Paper Presentations, Seminars, Simulations, Cooperative Learning, Movie Screening and Analysis/ Discussions Diploma in Post Graduate Guidance and Counselling Experiential Learning and Problem Solving are used for developing the process skills of the students through a variety of assessment tools and techniques: Role Plays, Surveys, Field Visits, Brain Storming Sessions, Simulations, Journal Writing, Seminars, E- Modules, Topic-Based Assignments, Case Studies, Projects, Paper Presentations, 5-over-night workshops

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

The Academic Calendar gives an overall picture of the activities for the entire

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

## 2.6 – Student Performance and Learning Outcomes

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

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

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	MA	Wellness Counselling	5	5	100

Nil	PG Diploma	Guidance and Counselling	16	16	100
Nil	BEd	Education	96	96	100
No file uploaded.					

## 2.7 – Student Satisfaction Survey

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

<http://www.nirmalainstitute.org/sss-2017-18>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

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

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

### 3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
NA		

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NA	Nil	Nil	Nil	Nil
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

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

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

Name of the Department	Number of PhD's Awarded
NA	Nil

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

Type	Department	Number of Publication	Average Impact Factor (if any)
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National	Education	3	Nil
<a href="#">View File</a>			

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

Department	Number of Publication
Education (Library Science)	4
<a href="#">View File</a>	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NA	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NA	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	2	9	26	17
Presented papers	1	7	1	Nil
Resource persons	Nil	12	7	26
<a href="#">View File</a>				

### 3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Masquerade	UGC Head	13	78
Abolianchem Fest	Nirmala Education Society	15	208
No file uploaded.			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students
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			Benefited
<b>No Data Entered/Not Applicable !!!</b>			
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
RTE Act 2009	Directorate of Education of the Government of Goa	Interactive session	13	100
Street Play Competition: 'Consumer Rights and Responsibilities'	Department of Civil Supplies and Consumer Affairs	Street Play Competition	13	100
The State Consumer Awareness Week	Department of Legal Metrology	Interactive session	13	100
Swaachh Bharat Abhiyaan:	Nirmala Institute of Education	Cleanliness drive	13	100
Schooling without Walls	The Saksham Cell of Nirmala Institute of Education	Interactive session	13	100
Talk on Road Safety: Let's Make Goa Safer on Roads	Traffic Cell, Panaji.	Talk	13	100
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### 3.5 – Collaborations

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

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

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Wellness Counselling	Schools, Colleges, Industries	Nil	Nil	MA Wellness Counselling

		and Hospitals			6
Internship	Internship Programme	Schools of North and South Goa	11/11/2017	20/12/2017	F.Y.B.Ed 99 students
Internship	Internship Programme	Schools of North and South Goa	03/07/2017	18/11/2017	S.Y.B.Ed. 97 students
Internship	Personal Counselling	Hospitals, Old Age Homes, Schools, Churches and Orphanages	Nil	Nil	PGDGC 20
No file uploaded.					

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
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## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
200000	185068

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
<a href="#">View File</a>	

### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL (B.Ed.)	Partially	2.0	2011

4.2.2 – Library Services

Library	Existing	Newly Added	Total





Total	34	20	0	0	0	12	2	8	0
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4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

8 MBPS/ GBPS
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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	Nil

#### 4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
300000	329404	700000	667079

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

Computer Lab: Computer labs are fully equipped with systems and latest software with an environment to implement and experiment knowledge acquired in the classroom. All the systems have internet facility. Library-The library is fully automated with SOUL Software. The library takes concerted effort to collate all the question papers of University examinations of previous years and compiles them orderly. The student-teachers have an access to them. The library maintains newspaper clippings and collects relevant news items related to education, employment opportunities, socio-cultural issues, current issues. It is then documented in files. The library has also internet and Wi-Fi connection for the staff and students. Teaching Aids-The respective pedagogy subject is equipped with necessary teaching aids that are utilised and maintained by the concerned teacher educator. The staff and student-teachers make use of these amenities for effective teaching-learning of subjects. Canteen -There is a modest but adequate canteen which provides nutritious food to the students and faculty Counselling centre- The counselling cell provides support to students to cope with varied psychological concerns .The Counselling Centre seeks to develop healthy coping strategies and creating a safe environment for the students. The students seeking counselling on various issues like academics, life, career, etc. The Counselling Centre provides services like individual counselling, group counselling, and organizes various kinds of programmes on mental health. The Counsellors conduct lectures, workshops, and programmes throughout the academic year. Lockers- Lockers provide students a safe and convenient place to store everything they dont immediately require, retrieving their possessions as and when they need. This not only helps eliminate the problem of carrying around heavy backpacks, but also makes every aspect of the educational process much more convenient. Guest Room facility for visiting faculty-Outstation visiting faculty is provided with guest room facilities Ladies common room- There is a need for personal space especially for girls who are young adults. This is very essential for them to interact, discuss with their counterparts and also rest if and when needed. Mentoring facilities- Mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The mentors overall role is to promote the growth and development of the teacher trainee so as to improve the learning. Mentors help orient new teachers to the school community and to teaching in general. Mentors

serve as emotional support for this challenging phase of a teacher trainee career. Boys Common Room- A College Common Room is the place, where a needy student has an opportunity to reveal all his academic cares and the dreadful fears for the examinations. Common room is a room in a university or school where people can sit, talk, and relax.

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

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Concession in Hostel Fees	1	2500
Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil

[View File](#)

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Mentoring	19/06/2017	196	B.Ed. Faculty
Communication Skills	27/06/2017	99	Ms. Eutemia Fernandes/Ms. Millie Pereira
Personal Counselling (college counsellor)	19/06/2017	58	Mrs. Sulaxa Gawas
Edu-10-Health and Physical Education	24/06/2017	196	Mr. Clifton Fernandes / Mrs. Synora Picardo
Edu-14-Arts and Aesthetics ( Visual Arts),	01/07/2017	196	Mr. Raymond Pereira / Mr. Sagar Gaude
Media Literacy	03/02/2018	97	Mr. Subodh Haldankar
Peace Education	28/06/2017	97	Dr. Rita Paes / Mrs. Sharmila Kerkar
Group Counselling (college counsellor)	01/07/2017	196	Mrs. Sulaxa Gawas
Life skills	01/07/2017	97	Mrs. Sulaxa Gawas
Remedial coaching	19/06/2017	11	B.Ed. Faculty

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#### 5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the

institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
Nil	NA	Nil	Nil	Nil	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
No Data Entered/Not Applicable !!!		

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

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

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	3	B.Ed.	Education	Goa University	Post graduation
2017	1	B.Ed.	Education	Bangalore University	Post graduation
2017	1	B.Ed.	Education	Shivaji University	Post graduation
2017	1	B.Ed.	Education	Savitribai Phule University	Post graduation
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	1
SET	2
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
----------	-------	------------------------

Inter-collegiate Futsal Vlastos 2017, tournament for men and women was organized by NIE	State	203
Trek	Institute	65
Masquerade 2017 Intercollegiate one act play competition by NIE	State	78
Street Play competition on Consumer Rights and Responsibilities in Collaboration with the Department of Civil Supplies and Consumer Affairs	Institutional activity in collaboration with the Department of Civil Supplies and Consumer Affairs	99
Celebrations Days	In-house activity	99
Teachers Day	In-house activity	196
Nirmala Day	In-house activity	196
Goa Day annual event under the title Abolienchem Fest	College cultural festival	196
NOMOZO	State	97
<a href="#">View File</a>		

### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
<a href="#">View File</a>						

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

The Student Council begins to function after the elections are conducted in the institute. Election dates are notified by The Directorate of students' welfare and cultural affairs, Goa university. Every student of the college has the right to vote and choose their representatives to represent the entire student body at the university level by choosing the University Class Representative and the University Faculty Representative. The UCR/UFR is selected by students at the beginning of the academic year by conducting the elections as notified by the University following the nomenclature prescribed by the aforementioned university. The student candidates aged 25 and below are nominated by the entire batch of students belonging to the respective batch or post of UCR . Subsequently, the shortlisted candidates file their nomination forms providing relevant information. Election takes place as per the dates scheduled by the University. The election is conducted with due fairness and integrity. From those selected as UCRs, proceed to contest for the position of UFR. The UFR holds his/her post for two consecutive years. Responsibilities of the Student Council- The council plan and organise the inaugural function and also the Holy Eucharist to welcome the F. Y. B. Ed. teacher trainees and implore the

blessings of the Almighty on the entire institute. They act as a Liaison between the student body and the Faculty, Principal and Management. The council represents the students by communicating the problems of student body to the concerned authorities and provide ideas and suggestions in organising the academic and co-curricular activities in the college. Every year the Teachers' Day celebration is planned and organized by the elected members independently by involving the entire student group. The council contributed to the Masquerade 2017 Intercollegiate skit competition by NIE. They conduct the intra mural games for enhancing their fitness and fostering overall well- being for the entire batch of students under the guidance provided by the college Director of Physical Education. The students held the responsibility by volunteering for the Intercollegiate Futsal event Vlastos . The council organized street plays to create awareness on consumer rights as a part of the institutional activity in collaboration with the Department of Civil Supplies and Consumer Affairs in the institute. The students also contributed to the State level event NOMOZO at Porvorim by showcasing their talents of designing different types of art and craft activities and also taught them to the groups of children who were present at the venue. In collaboration with the Nirmala Institute of Education, Corporation of the City Panaji initiated the Solid Waste Management Project across North and South Goa Districts to create an awareness amongst the secondary school children and this responsibility was taken up by the student council. The council assisted the Faculty to conduct a variety of activities through special participation groups. The council also helped in organizing several workshops in different categories during the preparations for the annual Goa Day event, Abolianchem Fest. They represent the administrative committee of the institution.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

The Institute does not have a registered Alumni Association. Faculty members are in touch with several ex-students. All the activities of college are sent to them via social media and phone calls. The institute organizes 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. Invitations for Aboleichem Fest were sent to them. They also visited the college for it and few of them performed voluntarily. Alumni also provides mentoring support to NIE student trainees during their internship in the institution wherever they are employed.

### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 – Institutional Vision and Leadership

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

Institutional Management and Leadership: The Management of Nirmala Institute of Education, through the Principal has always encouraged a participatory approach

in the running of the Institute. The Faculty members participated in the transaction of the curriculum and the planning for the year's programmes. They were given space and freedom to introduce new ideas and practices in their academic work and co-curricular activities. They were encouraged to attend professional development courses and programmes. The Faculty are involved in planning at every stage and develop the whole year's plan in April with the Principal. The induction programme and various orientations for new trainees are planned and conducted entirely by Faculty members. Various Committees are formed for academic, cultural and social programmes. The Faculty also plans and conducts workshops for in-service school teachers on topics that will benefit them. The office keeps records of participant feedback of all workshops which helps the Faculty for future planning. The Faculty members handle each of their responsibilities efficiently with minimal interference from the Principal and Management.

**Participatory form of Governance:** It has been proved that the participatory form of governance is an effective form of functioning. This year Faculty coordinators independently planned for State and National level conferences and State level workshops for which they also tried to get funding from government bodies. They also involved the teacher trainees in the organisation and execution. Certain major events like the Abolianchem Fest, which are a celebration of Goan culture and ethos are planned and executed by the Faculty and teacher trainees under the guidance of the Principal. The objectives of the festival and events are to generate knowledge about our socio-cultural resources, our environment and then document and share it for sustainable living of the present and future generations. This year the Fest was woven around the theme 'Goenchim Abolim'. The Fest featured stalls such as: art and decoration, food, herbal medicines, ornamental plants, traditional games and photo-booth. All this was designed, prepared and executed by the Faculty and teacher trainees independent of the Management. The Faculty arranged several workshops prior to the fest to train the trainees for the event. The Faculty scheduled various 'Celebration Days' such as Independence Day, Ganesh Chaturthi and others to help trainees understand their socio-cultural responsibilities. The 'Subject Days' enhance their appreciation of all academic disciplines which are joint ventures of the Faculty and trainees. The trainees of each pedagogy plan and present off-stage and on-stage programs, under the guidance of their respective Method Masters. These celebrations include backdrops, competitions, exhibitions, bulletin board displays, photo booths, PowerPoint presentations, fashion shows, quizzes, dances, skits, songs... They also support the theory of Multiple Intelligences i.e. they discover, develop and enhance their talents and creative abilities. The great success of the events is a testimony of the excellent team work and collaboration between Staff and teacher trainees. The trainees along with the Faculty, administrative staff, multitasking staff and support staff have shouldered immense responsibilities in a remarkable manner with minimum guidance from the Management.

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

No

## 6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	The Admission to the B.Ed. is a centralised procedure conducted by the Directorate of Higher Education, in collaboration with the Principals all three B.Ed. Colleges in Goa. The intake for each college is 100 students. Each

college decides the reservation of seats for various categories such as OBC, SC, ST, EWC, PWD, Minorities and others. The students are then selected on the basis of merit. Student Counselling is conducted at the DHE in the presence of the three Principals and students get their Choice of college on the basis of merit and number of seats.

Industry Interaction / Collaboration

Being a teacher education Institute it maintains a healthy relationship with the schools required for practice teaching and internship as well as with the University and the Directorate of Higher Education. This is in view of the fact that the schools are also the prospective employers of the trainees who graduate from the Institute every year. To create awareness the Institute also collaborates with various departments like the Traffic Cell of Goa, The Dept. of Civil Supplies and Consumer Affairs.

Human Resource Management

Human resource management is done by the Principal, Management and administrative office. There is an open-door policy for the faculty and students to share their grievances and views when the need arises. As an affiliated Institute the rules and regulations of Goa University and the Directorate of Higher Education are applicable to the Institute regarding any NOC for an administrative or teaching posts. Posts are sanctioned by the Directorate of Higher Education. The Management takes personal interest in the college developmental activities and is a part of different college meetings such as career advancement, appointment of new staff and IQAC.

Library, ICT and Physical Infrastructure / Instrumentation

At the beginning of the academic year an orientation is given to motivate students to visit the library regularly. Various reference materials and resources are provided such as Computer terminals with internet connectivity, reference services, reprography... Library advisory committee provides suggestions for improving services. The campus is enabled with WIFI and CCTV. ICT is optimised for administrative and academic programs. Trainees too were encouraged to use ICT facilities and develop their skills in ICT. Physical infrastructure and

augmentation is done by the Management at regular intervals. Management maintains and repairs building and infrastructure. Visualizers, Fire Extinguisher, Cabinet, Desktop and a projector were installed.

Research and Development

Compulsory Action Research project enabled trainees to improve their teaching skills. E.g. a trainee with poor questioning skills had to make conscious effort to improve upon it and show the progress through a well-researched and documented report. Later, Action Research was conducted on remedial teaching in their subject pedagogies. Faculty was encouraged to:

- write quality thematic or research articles in reputed journals for their professional growth.
- present papers in various national and international conferences to share knowledge/experiences with other teacher educators.
- provide guidance for students of MA in Education and PG Diploma in Guidance and Counselling.

Examination and Evaluation

The Institute follows the affiliating University pattern of examination and evaluation. The Faculty members have the freedom to experiment with innovative techniques of assessment and evaluation. For the assessment of different types of lessons such as traditional lessons, collaborative lessons, technology enabled lessons, the Faculty members have developed criteria for evaluation in their own subject pedagogies. The trainees are given oral and written feedback immediately after their lesson presentations. The peers also participate in giving valuable feedback about the various lessons they observe. This serves to encourage the trainees to build their self - confidence and improve their performance.

Teaching and Learning

In Curriculum transaction the Faculty makes use of lecture cum discussion, demonstration, PowerPoint presentations and various other innovative methods of teaching. Creative assignments and projects are given to trainees e.g. creating content mind maps, graphic organisers, crossword puzzles, riddles related to content, creation of videos related to Goan culture... The trainees are also encouraged to use innovative teaching methods (Cooperative Learning,



	<p>Collaborative Teaching, Technology Enabled Lessons) instructional materials (flannel/ magnetic boards, recorded videos) and use them to enhance their lessons. Different art forms such as theatre, visual art and songs are also used for teaching. Trainees also organise and participate in intramural games.</p>
Curriculum Development	<p>Though the curriculum is developed and reviewed by the Board of Studies for Education, the Institute plans and conducts various activities during the year to enrich it. Orientations for every course paper are given for thorough understanding of the course. The seminars and conferences conducted are open for students. A Trainee Profile format reveals trainees' talents, strengths and weaknesses to help assign them to different co-curricular activities and enhance their abilities. Alumni and other resource persons were invited to speak on various topics to the trainees for curriculum enrichment. Faculty designs curriculum for Refresher workshops for in-service school teachers.</p>

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

E-governance area	Details
Administration	<p>Reports of activities held during the year are sent to the Reports Committee by email. Minutes of the Faculty meetings and IQAC meetings are sent to the College by Email. Faculty details are uploaded on the website. Circulars from the Directorate of Higher Education and Goa University along with urgent letters are communicated via Email . NCTE PAR was successfully submitted. Admission: DHE Admission online portal. Weblinks to Goa University, NCTE, UGC and NAAC are on the Institutional Website.</p>
Finance and Accounts	<p>Tally ERP 9 is used to handle accounting procedures by the Accountant.</p>
Student Admission and Support	<p>The students made a Whatsapp group where in the CR would forward the messages sent by Faculty and the admin staff. The faculty were contacted either by email or whatsapp to clarify any doubts. The students have to register online on the Anti-Ragging Website and a copy of the same is</p>

	submitted to the office. Students details are updated on the AISHE portal as and when requested for. The Institutional Website contains all information relating to the courses, to administration. Admission:- DHE Admission online portal Weblinks to Goa University, NCTE, UGC and NAAC are on the Institutional Website.
Examination	The Internal Marks obtained by the students are sent via email along with a hard copy to the University for facilitating easy entry for the data operators.

### 6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	Mr .Raymond Pereira	Geographize	Nill	1000
2017	Mr .Raymond Pereira	Geographize	Nill	2500
2017	Dr. Delia Antao	Conference and Annual General Body meeting-Current Economic situation of the country and its impact on Higher Education	Nill	4167
2017	Mr Clifton Fernandes	Sports broadcasting, dynamics and dimensions	Nill	200
2017	Dr. Delia Antao and Dr Russell de Souza	NCTE-open session	Nill	18254
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
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**No Data Entered/Not Applicable !!!**

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Research Methodology	1	08/01/2018	21/01/2018	14
Building of Key Resource Persons of Goa on CCE	2	26/02/2018	02/03/2018	5
Training of KRPs of DIET on Integration of ICT in Teaching-Learning Process	3	12/02/2018	16/02/2018	5
National Workshop-Digital Content and e-Learning Module Development.	1	12/06/2017	17/06/2017	5
(FIP) Freedom and Happiness	13	19/12/2017	Nil	1
IT training Programme on 'Social Science Learning through ICT and Constructive Pedagogy'	2	05/02/2018	09/02/2018	5
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
3	2	Nil	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	Nil	5

#### 6.4 – Financial Management and Resource Mobilization

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

The Internal and External Audits conducted by Nirmala Institute of Education (NIE) includes: A) Internal Audit The management of NIE has appointed an internal auditor who conducts audits semi-annually. The audit is not only restricted to major expenditures incurred during the period but also with

regards to checking whether the internal financial controls laid are being duly followed. B) External Audit The External Audit of NIE is conducted by a Chartered Accountancy Firm. In addition to the same, Government Audit is also conducted with respect to the Salary and Non-Salary Grants received from the government.

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

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

<b>No Data Entered/Not Applicable !!!</b>
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## 6.5 – Internal Quality Assurance System

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

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

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

<b>No Data Entered/Not Applicable !!!</b>
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6.5.3 – Development programmes for support staff (at least three)

<b>No Data Entered/Not Applicable !!!</b>
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6.5.4 – Post Accreditation initiative(s) (mention at least three)

<b>No Data Entered/Not Applicable !!!</b>
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6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Harnessing the Intelligences of the Four Brains	16/04/2018	16/04/2018	Null	15
2017	Inner Freedom and happiness by Fr. Irideu Raj	19/12/2017	19/12/2017	Null	15

2017	The Future Challenges of Education in India by Fr. Pushpraj, S. J.	08/07/2017	08/07/2017	09/07/2017	57
2017	Connecting Through Alternative Therapies	25/09/2017	25/09/2017	Nil	108
2017	In-service workshops for school teachers (36 workshops through the year) career Guidance under Athmashodha cell	07/08/2017	07/08/2017	23/02/2018	1350
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## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Women's Issues by Sulochana Pednekar	22/01/2018	Nil	160	Nil
Women's day celebration theme "you are beautiful"	08/03/2018	Nil	180	13

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

#### Percentage of power requirement of the University met by the renewable energy sources

- To make use of solar energy for cooking purpose the institute conducted a program On 27th January 2018, a talk was given by Dr. Phatak on the use and functioning of a Solar Cooker. The Trainees were given a privilege of buying a solar cooker at a nominal cost of Rs. 700/- instead of Rs.3, 400/- which is the market price
- Talk on Mining: A talk was organised for the F. Y. B.Ed Teacher Trainees on the 27th of June, 2017 at 11.30 am on the issue of mining. The talk was delivered by the renowned environmentalist Mr. Ramesh Gauns, an ex-Nirmalite. He began his talk by enlightening the audience about facts and statistical figures pertaining to the mining scenario in Goa. He also highlighted the possibilities of sustainable mining in Goa in order to keep the Western Ghats intact.
- Swachh Bharat Abhiyaan: The Nirmala Institute of

Education organised a cleanliness drive on the college campus on the 2nd of October, before the cleanliness drive the college principal in her speech highlighted the importance of cleanliness and how to reduce use of non-biodegradable resources.

#### 7.1.3 – Differently abled (Divyangjan) friendliness

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

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
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#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

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

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Goa Liberation Day	19/12/2017	Nil	95
Republic Day	26/01/2018	Nil	191
Peace and Human Rights Day	30/01/2018	30/01/2018	195
Swachh Bharat Abhiyan	02/10/2017	Nil	90
Independence Day Celebration	15/08/2017	Nil	92
Ganesh Chaturthi Celebration	22/08/2017	Nil	94
Bakri-Id Celebration	04/09/2017	Nil	92
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#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Dry Waste especially dry leaves etc. composting is done at the Institute the same compost is used to fertilize the various plants on the campus. The Institute has banned the use of chemical fertilizers on the campus 2. Garbage Segregation Workshop was conducted on 23rd of January, 2018 by Mr. Clinton Vaz

who enlightened our Teacher Trainees on practically dealing with and doing our bit to reduce and manage waste to prevent serious ecological imbalance. The Institute follows a strict policy on garbage segregation following the 3 bins system. The Institute in its orientation program to its students focuses on the need and importance of waste segregation. 3. A workshop titled 'Traditional Flowering Plants of Goa' was conducted on the 15th of January, 2018 by Dr. Minguel Braganza, Secretary to the Botanical Society of Goa. During the workshop few traditional plants of Goa were planted in the campus. 4. Disposable of e-waste. 5. Workshop on Kitchen Gardening was held on 9th June 2017.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

Title of the practice - Action Research Papers The context that required the initiation of the practice. Action Research being a core paper endeavours to expose students to the rigour of research in their encounter as practitioners. Students were placed in collaborative groups (25 groups of 4 students each) and worked on topics that focussed on designing intervention programmes as scaffolding devices to smoothen learning across different school subjects such as, mathematics, english, second and third language and geography. Objectives of the practice: The objective of the action research papers was to equip the teacher trainees with the necessary knowledge and confidence to carry out the research for problem solving in the schools in their career as teachers. The main aim of the practice was to develop in the teacher trainees the aptitude for research. The Practice: The students were given practical orientation towards action research and how to write research papers because action research was a core paper in the curriculum. The goal of a research paper is to bring together different perspectives such as evidences, approaches, methodologies and concerns from books, articles and other research materials as well as results and interpretation of their own inquiry in relation to the topic at hand so that it benefits one's own practice as well as enhancing community consciousness. The quasi-experimental approach was adopted in all the 25 studies. Instead of traversing the routinely advocated style of documenting views, evidences and findings in Research Project Reports, they were exposed to the rudiments and structure of building a research paper. The teacher trainees undertook the studies in their respective teaching field. The action research was conducted in their respective internship schools. The data gathered from the studies was later compiled and analysed into action research papers. Obstacles faced if any and strategies adopted to overcome them Being amateurs, the task was uphill, the students being for the first time exposed to research were finding it difficult to grasp and understand the method. Nevertheless, they were able to comprehend, scale and write their papers with guidance and mentoring provided by the faculty concerned. Impact of the practice: To check the impact of the practice, feedback was taken from the students and the papers were evaluated. From the feedback it was observed that the students found action research a very useful tool to solve the problems which they faced in the school. The students gained practical experience towards writing of research papers which they were of the opinion that it will help them in their career as teachers. From the evaluation of the papers, it was quite evident that most of the teacher trainees had developed research aptitudes and the students found very creative ways to solve the issues faced in the schools. Writing a research paper encourages students to explore a topic that is intriguing or one that needs immediate attention, creates a research mind-set, promotes curiosity, develops skill in writing a manuscript addressing every aspect of the study and also not forgetting plagiarism and infringing on IPR. Resources required: The books from the college library were used for reference purpose. Title of the practice - GOA DAY CELEBRATIONS -ABOLIANCHEM FEST. The

context that required the initiation of the practice: Most trainees had no idea of ancient Goan culture and traditions. The Goa Day was celebrated to document, generate and share knowledge, for a sustainable living for the present and future generation through a revival of art, craft, traditions, food and dance forms unique to the state of Goa. Objectives of the practice: The main objective was to inculcate a sense of rootedness among Goans, a sensitivity to and respect for everything that belongs to the culture of Goa. To see Goa in the Indian context, to visualize our role in strengthening the National fabric. To document by way of reporting the research, which will serve as a reference source for future teacher-trainees studying at the Institute. The Practice: The Goa Day Celebrations renamed as 'The Abolianchem Fest' after the Abolim flower that was supposedly to have a repute of being the state flower. The flower has been rooted deeply in the socio cultural and religious sanctity of the people. The festival is aimed at reviving the age old Goan, socio-cultural ethos by celebrating its music, dance, food, sports, arts, crafts and theatre of the bygone years. Students are divided into a number of groups. Each group is assigned a specific responsibility. Preparation within the groups begins 2-3 months prior to the festival. A total of 350 people including the students and staff of all departments of the Institute work together in sync with a theme. Each group is mentored by a faculty member(s) for effective functioning and management of the team and is/are responsible for preparing a particular program. The first few days were utilized for the sole purpose of planning and evaluation of ideas put forth by all the students of the group and some of these ideas were later finalized. The ideas put forth by the students are finalized and implemented as follows: 1. Food- Planning the menu, recipes, resources for a variety of snacks, lunch and sweets to be served and sold on the festival day. 2. Dance- The various dance forms are discussed that would be performed on the festival day are documented with images, videos, costumes, and villages where they are performed. 3-Traditional Games: Various traditional games that will be demonstrated, are discussed and resources are collected via books, to popularize them in this age of virtual gaming. 4.Theatre: Goan theatre arts - 'Tiatr' and 'Natak' are documented and short skit / acts are performed on the day. Also, prominent artistes are interviewed and honoured on the day of the festival. 5. Medicinal Plants: Different medicinal plants / herbs, that will be displayed at the stall are cultivated or sourced in advance. Beverages like the 'kokum,' lime juice, lemon grass tea is served during the festival. 6. Traditional folk songs are sung in the form of Mando, Dulpods and others. The lyrics and music are practised and performed by the group. 8. Heritage Artefacts, Deco Art- Craft: The traditional arts and crafts are highlighted by the students with a display of artefacts of heritage value. The venue is decorated with traditional Goan festive deco. Handcrafted collectible items are produced by the students e.g., pottery and coconut shell crafts. 9.Music: The different musical pieces that will be performed, e.g., 'Ghumot' rhythms, Guitar / Violin / 'Ghumot' ensembles are planned and practised. The group also documents the various aspects of the instruments used in the ritualistic and socio-cultural festivities around the villages of Goa. 10. Traffic Garbage management: Maintaining discipline in and around the campus planned parking with the R.T.O is sought. Garbage segregation, maintaining the cleanliness of the place before and after the event is taken care of by the respective groups. Moreover, the festival is made plastic free. 11. Media: The various workshops, seminars and overall preparations are thoroughly documented for uploading them on the social, print and electronic media. Records of all the activities with the press coverage are maintained. 12. The audience that is expected during the festival are students with their families, guests, invitees, students from schools and colleges in and around Panjim. Obstacles faced if any and strategies adopted to overcome them: The main obstacle was financial support. Due to the large scale of the event for the first year, the institute cashed in on a few resources from the college development fund,



maintaining that the festival will generate income via sale of food items, plants, artefacts, games etc. The faculty and benefactors contributed resources like ingredients for the snacks and lunch preparations. Resource persons voluntarily trained the students in the various art forms - dance, folk music, and songs. Impact of the practice: Various workshops are conducted for the students to get acquainted with the unique traditions of food preparation, dance forms, songs and musical pieces and art forms. At the end of the festival every student of the institute is equipped with new knowledge and skills. This is reflected when the trainees join schools for their internship and practice the skills. Also, when the trainees leave the portals of the institute, they take away the finer aspects learnt about the ethos and objectives of the festival. Resources required: For any celebration financial assistance is the main constraint, so funds were required to erect a pandal and stalls for the various activities. Also, financial assistance was sought for sound, ingredients for various food items, costumes for the various dance forms, instruments for the various musical performances etc. Some faculty, students and benefactors contributed to the resources.

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

<http://www.nirmalainstitute.org/best-practices-2017-18>

### 7.3 – Institutional Distinctiveness

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

A unique feature of the Institute is the elaborate celebration of the subject pedagogy days. The objective of this activity is to enrich the teacher trainees with knowledge of different subject pedagogies other than their own. The teacher trainees of each pedagogy, plan and present off stage and on-stage programs on their day under the guidance of their respective method masters. These celebrations include backdrops, competitions, exhibitions, bulletin board displays, photo booths, PowerPoint presentations, fashion shows, quizzes, dances skits and songs. These celebrations help the teacher trainees to put the theory of Multiple Intelligences into actual practice. They use their talents and develop their creative abilities. The description of the days is as follows: Hindi Day: The Institute celebrated the 'Hindi Day' on September 16, 2017 in the institute as a mark of acknowledgement of Hindi as the National language. Mathematics Day: It was celebrated in the Institute on 22nd December 2017 with great enthusiasm. The Trainees explained why 22nd December is celebrated as Mathematics Day all over India. The day is commemorated in honour of Shri. Srinivasa Ramanujan, the great genius who made a great contribution to Mathematics. English Day: 'This Language Is for Everyone' (LIFE) was the theme chosen for celebrating the English Day on the 28th of January, 2018.. Geography Day Celebration Geography Day was celebrated on 22nd February, 2018 The theme for the Day was 'Geography the Queen of all Subjects'. The formal function started with a power-point presentation on the importance of Geography, followed by a skit based on correlation of Geography with several other subjects. Science Day: The Institute celebrated the National Science Day on the 28th February 2018 as a mark of respect to the most eminent scientist of India, Dr. C.V. Raman. As a part of the celebration, various competitions and programmes were conducted. Konkani Day: Konkani day was celebrated at the Institute on 3rd February, 2018. The theme of the day was 'Goykaranchi Miraas Konkani Bhaas'. There was an exhibition of locally available Goan fruits, vegetables, spices, condiments, garden tools, cookware and artefacts. The on-stage performances included a skit on Portuguese Inquisition, humorous enactments on common Konkani idioms, phrases and proverbs. History Day: was celebrated on 23rd March, 2018. The highlight of the day was the enactment of a

saga on the life of the prominent freedom fighter and revolutionary Netaji Subash Chandra Bose. A very informative exhibition was held of all the historical facts and places documented by the History students.

Provide the weblink of the institution

<http://www.nirmalainstitute.org/2017-18-0>

### **8.Future Plans of Actions for Next Academic Year**

Education is an ever evolving process. As a Teacher Training Institute, the Institute continuously imparts this philosophy among its students. The future plan for the next academic year was planned on these lines. 1. It was decided to bring a change in the peer teaching by focusing on collaborative teaching method and cooperative learning strategies for teaching which will further enhance the trainee teachers quality in all lessons. 2. The alumni association of the institute needed revamping and more interaction between the alumni and the present trainees was sought. In order to facilitate this it was decided to include the alumni of the Institute in demonstration lessons. 3. The college website will be revamped to a new modest look to make it user friendly. 4. The Physical Education and Sports Infrastructure to be upgraded which will be taken up. 5. The Visual Arts rooms along with art space to be developed. 6. Swachh Bharat Abhiyan to be taken up on a larger scale to make the campus and surrounding clean and plastic free. 7. To promote and preserve Goan Culture and ethos through the Goa Day celebration (Abolianchem Fest) which will be held as an annual event.