

## The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

### Part – A

AQAR for the year (for example 2013-14)

2015-16

#### 1. Details of the Institution

1.1 Name of the Institution

Nirmala Institute of Education

1.2 Address Line 1

Altinho

Address Line 2

City/Town

Panaji

State

Goa

Pin Code

403 001

Institution e-mail address

niegoa@gmail.com

Contact Nos.

0832 2225633

Name of the Head of the Institution:

Dr. Denzil Martins

Tel. No. with STD Code:

0832 2225633

Mobile:

98504 59429

Name of the IQAC Co-ordinator:

Ms. Vida Sequeira

Mobile:

8600164534

IQAC e-mail address:

niegoa@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

OR

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.  
This EC no. is available in the right corner- bottom  
of your institution's Accreditation Certificate)

EC(SC)/03/A&A/53 dated 24<sup>th</sup> September 24  
2014

1.5 Website address:

www.nirmalainstitute.org

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B	2.84	2014	5 years
2	2 <sup>nd</sup> Cycle				
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC :DD/MM/YYYY

20/06/2014

**1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (for example AQAR 2010-11 submitted to NAAC on 12-10-2011)**

- i. AQAR \_\_\_\_\_ (DD/MM/YYYY)  
ii. AQAR \_\_\_\_\_ (DD/MM/YYYY)  
iii. AQAR \_\_\_\_\_ (DD/MM/YYYY)  
iv. AQAR \_\_\_\_\_ (DD/MM/YYYY)

**1.9 Institutional Status**

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  by NCTE

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

**1.10 Type of Faculty/Programme**

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

**1.11 Name of the Affiliating University (for the Colleges)**

Goa University

**1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc**

Autonomy by State/Central Govt. / University

University with Potential for Excellence  UGC-CPE

DST Star Scheme  UGC-CE

UGC-Special Assistance Programme  DST-FIST

UGC-Innovative PG programmes  Any other (*Specify*)

UGC-COP Programmes

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No.  Faculty

Non-Teaching Staff  Students  Alumni  Others

2.12 Has IQAC received any funding from UGC during the year? Yes  No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

1. Revised Cognitive Taxonomy and Learning.
2. Math Laboratories and Experiments for Standard VII.
3. Using Brain Based Learning to Enhance Teaching.
4. Communicating Effectively with Teenagers in the Classroom.
5. Strategies for Creatively Engaging Students in the Classroom.
6. Media in Education.
7. Teachers as Counsellors.
8. The Affective Domain in Science:
9. Sensitising Teachers to the Need of Counselling.
10. Using Power Point Presentations in the Teaching of Hindi.
11. Workshop on Effective Teaching Strategies for Social Studies.
12. Strategies for Teaching Mathematics.
13. Pupil Centred Teaching Strategies in the Teaching of Konkani.
14. Developing Language Skills in Hindi (Reading, Writing, Listening)
15. Developing Reading Skills at the Secondary School Level.
16. Activity Based Teaching- Module for Regular Teachers.
17. Response to Intervention –Road Map to Success.
18. Evaluating ELT Materials.
19. Organising Campaigns for Creating Environmental Awareness.
20. Designing Sequences of Activities for the English Language Classroom.
21. Use of Constructivist Approach in the Teaching of Geography.
22. Managing Emotions in the Classroom.



#### 2.14 Significant Activities and contributions made by IQAC

1. Free Counselling services have been made available for the students of this Institution.
2. Set up an indoor Gymkhana room.
3. Parameters for assessing lessons in the pedagogy papers have been revised.
4. Organised a project with the help of the students of Goa Institute of Management (GIM) to make a study on the need for and importance of Inclusive Education.
5. Organised a talk to create awareness of Consumer Rights.
6. A lecture cum interactive session on HIV-AIDS was organised to help create awareness among the students as well as to help them create this awareness in their neighbourhood.
7. Goa Day was organised with the theme, '*Amchem Goem*' to help trainees to value the rich cultural heritage of our State.
8. Digital Storytelling, a three day programme for personal development was introduced for faculty and students.

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
1. Four speakers to be installed as per the plan chalked out for this academic year.	1. The two big speakers installed in the hall, helped to improve the quality of sound for a bigger gathering and the smaller speakers placed outside the hall makes it possible to play music during leisure time for the Trainees.
2. Add on courses to continued.	2. The Add-on courses continued i.e. Gavel's Club, Media in Education, Cookery Course, and Wikipedia. The students enjoyed the experiences provided in the learning process.
3. Instructional material based on digital technology to be prepared by the Trainees .	3. Students used a number of open source software to prepare impressive learning materials.
4. The 'Raintree Kids' programme would also be held.	4. The 'Raintree Kids' Programme was an amazing success with the students putting in all their effort and time to make the event a memorable one for the people. Positive feedback was received from the public.
5. Two new programmes, the Diploma in Elementary Education (D.El.Ed) and the M.A. Wellness to be introduced.	5. The D.El.Ed programme commenced with a batch of 50 trainees and the M.A. Wellness which is the first of its kind in India started with a batch of eight students.
6. The two year B.Ed. programmes to be implemented.	6. The B.Ed course now being a two-year programme, the number of B.Ed students campus doubled needing more space and facilities.

\* Attach the Academic Calendar of the year as Annexure.

???

2.15 Whether the AQAR was placed in statutory body Yes  No

Management  Syndicate  Any other body

Provide the details of the action taken

An Annual Report was sent to the Management for the General Body meeting and for the information of all the members. The members of the General Body appreciated the work done by the Institute.

The Report is also sent to the University.

## Part – B

### Criterion – I

#### 1. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG		1	1	1
UG	2			2
PG Diploma	1		1	1
Advanced Diploma				
Diploma		1	1	1
Certificate	1		1	1
Others				
<b>Total</b>	<b>6</b>		<b>4</b>	<b>6</b>
Interdisciplinary				
Innovative		MA in Wellness Counselling is the first of its kind in India.		



- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options  
 (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	<b>3 (three)</b> a) P G Diploma in Guidance and Counselling. b) D.El.Ed c) B.Ed.(Spl. Edu.)
Trimester	<b>1 (one)</b> a) M A Wellness Counselling
Annual	<b>1 (one)</b> a) B.Ed. (Reg.)

- 1.3 Feedback from stakeholders\* (On all aspects)
- Alumni  Parents  Employers  Students
- Mode of feedback : Online  Manual  Co-operating schools (for PEI)

\*Please provide an analysis of the feedback in the Annexure

- 1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

The revised B.Ed syllabus was followed this year.

- 1.5 Any new Department/Centre introduced during the year. If yes, give details.

- 1) 'Centre for Excellence in Elementary Education'.

The state of Primary Education in some schools was abysmally low. Hence, Nirmala Institute of Education along with a few people of good will from the community decided to start the above mentioned centre. The main objective in setting up this centre was to enhance the quality of primary education in the State through in-service training programmes.

- 2) M.A. Wellness Counselling

This Course which is the first of its kind in India is a movement away from the therapeutic approach, towards a strengths-based approach to counselling. The whole course has been designed by Dr. Fr. Romualdo D'Souza, founder of two Management Institutes in the country. The course has been approved by the Goa University.

The objectives of the course subscribe to:

- ✓ The optimal development and functioning of individuals, groups and organisations.
- ✓ An appreciation of the strengths and uniqueness of individuals,
- ✓ Belief in the unbounded potential of human beings and
- ✓ Respect for the integrity of all people.

It is based on the principle that 'he who teaches, evaluates'. Hence the University has given the Institute the permission to evaluate the trimesters.

3) The Diploma in Elementary Education (D.El.Ed)

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	9 (B.Ed Reg.)	8	1	-	-
	3 (B.Ed Spl)	3			

2.2 No. of permanent faculty with Ph.D.

4

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
	1								

2.4 No. of Guest and Visiting faculty and Temporary faculty

12

7

Nil

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	4	7	12
Presented papers	-	1	1
Resource Persons	-	1	8

## 2.6 Innovative processes adopted by the institution in Teaching and Learning:

### Use of Digital Technology,

1. Every Trainee reading the B.Ed. has to compulsorily create a Gmail account. This gives access to a host of apps under the Google umbrella.
2. Trainees are taught to create PowerPoint Shows (.pps) by embedding images, video clips and narration, and then saving as a PowerPoint show. Students integrate .pps files in their Computer based lessons.
3. Google Drive. Students are taught to share resources via Google Drive which they are exposed to. Students are also encouraged to use Google Docs.
4. Hands - on practical experience is given to the students on using the interactive whiteboard.
5. Trainees are exposed to a variety of FOSS software for e.g. audio, video, image editing, podcasts, e book management and other tools. In addition, students are exposed to several open access repositories such as:
  - National Repository of Open Educational Resources (NROER) which was launched in 2013 to provide free educational resources to school students under the Creative Common license. The <http://nroer.in/home/> repository includes concept maps, videos, audio clips, talking books, multimedia, learning objects, photographs, diagrams, charts, articles, wikipages and textbooks for all grades in multiple languages.
  - Indian Academy of Sciences <http://repository.ias.ac.in/>
  - Raman Research Institute <http://dspace.rii.res.in/>
6. Analyzing assessment test data gathered by the Trainees during internship using MS Excel.
7. Trainees are taught to categorize Trainees students' (school) performance into distinct categories as above average, average and below average using quartile deviation and standard deviation depending on the nature of scores and completeness or incompleteness of data. Conditional formatting is applied to colour code data based on which interpretations are to be made.
8. Trainees are also taught to plot the histogram and frequency polygon by applying the tools in analysis toolpak in MS Excel.
9. Podcasts are web based digital audio files which are downloaded as episodes onto a user's media player. Audio, though it addresses a single sense, it can be utilized as a powerful learning tool.
10. The Trainees were taught the nuances of an effective audio lesson. Trainees had to apply the ADDIE instructional design model to design the Podcast. The Podcasts comprising two episodes each for a team of 4 Trainees was uploaded onto Podomatic which offers free hosting services. The students then downloaded their podcasts from Podomatic on their hand-held devices. They were amazed.
11. The Trainees gained immense technical ability to record, edit, do a voice over, upload ...
12. Digital Story Telling (DST) Workshop: Trainees were encouraged to reflect and report on significant events in their lives which were documented through short films. These films were later screened in



the class with consent from the concerned Trainees and used for further discussion and counseling.

Creating a Digital Story would develop Trainees in a variety of way:

- Exercising and exploring their innate creativity.
- Understanding themselves (all teachers need to do this).
- Helping others to listen and wonder at the diversity of feelings, views, emotions, and themes that have profoundly changed our lives for the better.
- Sharing and exchanging stories help build solidarity, friendship and a sense of oneness with one another.
- In the process of constructing stories, Trainees also learn to use technology for making short movie clips.

13. Peer tutoring was organised in every pedagogy.

14. A variety of lessons such as Team teaching, Computer Assisted and Activity Based lessons were made compulsory for campus and school lessons

2.7 Total No. of actual teaching days during this academic year

180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

1. The trainees are provided with handouts that are prepared by the faculty during the entire week of Microteaching skill lessons. They are also required to observe demonstrations in their respective pedagogy papers and two demonstrations in any other pedagogies other than their own. For this purpose and for peer lessons a detailed Observation Sheet has to be filled in by the trainees as the lessons are being executed. Twenty such observation sheets are submitted to the Faculty pedagogy guides.
2. Assessment of mathematical concepts is done through display on bulletin boards.
3. Trainees are asked to create videos of their lessons in Mathematics and Konkani to assess the attainment of concepts.
4. Trainees are given well in advance the criteria for assessment of lessons, assignments and projects.
5. Trainees are asked to compile all the activities that are conducted including two test papers with blue prints, answer and scoring keys and test data analysis and submit an internship file at the end of the internship period of the first and second year B.Ed programme.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

-	-	-
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2.10 Average percentage of attendance of students

91%

### 2.11 Course/Programme wise distribution of pass percentage

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
F.Y. B.Ed	97	33	63	2	2	100
F.Y. B.Ed (Spl)	26	Grade A	B+	B		100
Semester 1		23	27	50		100
Semester 2		46	39	15		100

### 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

1. Individual attention is paid to each of the students. A weak student is followed up very closely and helped continuously to come up to a level where he/she will be able to effectively execute the lesson plans before practice teaching in schools.
2. After every lesson feedback is provided immediately to students by the Supervisor as well as by the peers. Each student has to maintain a lesson observation book in which all the lessons observed by the Trainees are recorded and checked by the Supervisor concerned after each lesson.
3. A healthy rapport is maintained between Mentor and Mentee to help the students to approach the Faculty more easily for help.
4. Students also submit a written evaluation of the various pedagogical methods taught.
5. Feedback is also taken from the schools in which the trainees are placed especially during internship to help the Institute to improve upon the teaching- learning process.

### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	12
HRD programmes	-
Orientation programmes	2
Faculty exchange programme	-
Staff training conducted by the university	2
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	1
Others	12



## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	15	-	-	-
Technical Staff	-	-	-	-

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Faculty are given the freedom and are encouraged to make a contribution in the field of education by attending workshops in research methodology, to conduct action research or to undertake research projects or even to encourage students to conduct minor action research projects.

Groups of Faculty members are urged to write and published papers in their relevant subjects.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals			
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)	1 Goa Institute of Management (GIM)	Nirmala Institute of Education paid for travel and printing of questionnaires etc.		
Total				

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges  
Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

12

3.13 No. of collaborations

International

National

Any other

1. Corporation of the City of Panjim (CCP).
2. Goa Institute of Management (GIM).
3. MOU with
  - a) Disha School for Differently abled Children, Panjim
  - b) St Francis Xavier Academy for Differently abled, Old Goa.
4. Centre for Environmental Education (CEE)
5. The Institute has a Nodal Childline Centre which is under the Ministry of Women and Child Development. The Regional Centre is Childline India foundation, Mumbai.
6. The Institute was selected by Tata Institute of Social Sciences (TISS), Mumbai,
  - as a unit of Global Fund for HIV/AIDS, TB and Malaria. It conducted several training programmes on prevention and dealing with patients suffering from HIV/AIDS, TB and Malaria. These programmes were conducted for nurses working in hospitals and in Primary health centres, doctors, MSM and female sex workers.
  - The Tata Institute of Social Sciences (TISS) had selected Nirmala Institute of Education to collaborate with its B. Voc. Programme. However the Goa University refused permission because of issues of jurisdiction.

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency

From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year

Total	International	National	State	University	Dist	College
-						

3.18 No. of faculty from the Institution  
who are Ph. D. Guides  
and students registered under them



3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events: NOT APPLICABLE

University level  State level

National level  International level

3.22 No. of students participated in NCC events: NOT APPLICABLE

University level  State level

National level  International level

3.23 No. of Awards won in NSS NOT APPLICABLE

University level  State level

National level  International level

3.24 No. of Awards won in NCC: NOT APPLICABLE

University level  State level   
National level  International level

3.25 No. of Extension activities organized

University forum  College forum   
NCC  NSS  Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. Conducted 17 workshops in subject pedagogy and innovative teaching methodology.
2. Raintree programme consisting of leisure time activities for children was organised focussing on art, crafts, physical fitness and environmental education. The attraction this year was the preparation of trinkets and other articles made from plastic bottles. Children and well as adults were fascinated by this activity.
3. The B.Ed. (Reg.) students were taken on a guided tour of Goa State museum, State Library and to the Goa Science centre.
4. The Geography Pedagogy Students along with their Pedagogy Master visited the Meteorological department.



## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	3628.48 sq m			3628.48 sq m
Class rooms	15			15
Laboratories	4			4
Seminar Halls	3			3
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	46	36		49
Value of the equipment purchased during the year (Rs. in Lakhs)	0.79 lakhs			0.79 lakhs
Others				

#### 4.2 Computerization of administration and library

Library is computerised with SOUL software. Students and faculty have been allotted INFLIBNET ID for searching database from N- LIST.

Internet is available on all the computers in the college.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books	74	79,097.56				
e-Books						
Journals	09	11,500				
e-Journals						
Digital Database						
CD & Video	54	8,100				
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	33	1. MS Office Microsoft suite. 2. Free Open source Software	BSNL Broad Band	-	-	1. MS Office Micro-soft suite and 2. Tally	-	1) CCTV cameras, 2) photo-copying machines
Added	1							
Total	34							

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Internet access was given to faculty and students. Students were equipped with technological tools to design e-learning materials.

4.6 Amount spent on maintenance in lakhs :

i) ICT	113,558
ii) Campus Infrastructure and facilities	
iii) Equipments	
iv) Others	
<b>Total :</b>	113,558

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Atmashoda Counselling Cell offers free counselling services for students.
- Workshops dealing with stress management, personality development, time management, developing responsible behaviour using Choice Theory by William Glasser.
- Concession in hostel fees is offered to under privileged students.
- Employment placement services.
- Academic support for weak students.

#### 5.2 Efforts made by the institution for tracking the progression

Mentoring by Faculty in the ratio 1:10

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1) B.Ed.(Reg.) -100	8	-	1) Pre-Sch Tr Training-33
2) B.Ed (Spl.) - 26			2) P.G Dip. -10
			3) D.El.Ed. -50

#### (b) No. of students outside the state

Nil

#### (c) No. of international students

Nil

Men	No	%	Women	No	%
	6	5		117	95

General	Last Year				Total	General	This Year				
	SC	ST	OBC	Physically Challenged			SC	ST	OBC	Physically Challenged	
1) BEd.(reg)-100						1) BEd.(reg)-100					100
2) B.Ed (Spl.)-21						2) B.Ed (Spl.)-26					26
Demand ratio											
											Dropout %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NOT APPLICABLE

No. of students beneficiaries

5.5 No. of students qualified in these examinations - NOT APPLICABLE

NET  SET/SLET  GATE  CAT   
 IAS/IPS etc  State PSC  UPSC  Others

5.6 Details of student counselling and career guidance

- Free Counselling and Guidance services are offered to the students of the Institute.
- Faculty members are allotted groups of ten students each for mentoring

No. of students benefitted Approx 48%

5.7 Details of campus placement

Headmasters often approach the Principal and Faculty and very often orally ask to recommend teachers for their schools. Regarding posts for teachers outside Goa, in general our students do not accept offers outside the State.

Number of Organizations Visited	<i>On campus</i>		<i>Off Campus</i>
	Number of Students Participated	Number of Students Placed	Number of Students Placed
2	-	-	

5.8 Details of gender sensitization programmes

- The theme of the Women’s Day Celebration was ‘WOMAN- A Password for Social Upliftment’. A video was made by the students on ‘Women Who Inspire’. Another video that was made depicted the journey of the campus Women’s Empowerment group and the Saksham Cell entitled, ‘CAMPUS BUZ’ in the form of news clippings about the women on campus in the academic year 2015-16.



## 5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	5	79,960
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: \_\_\_\_\_



## Criterion – VI

### 6. Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

**Vision Statement:**

*'The Nirmala Institute of Education forges ahead in its prime endeavour to instil a sense of vocation in teachers and professionals in allied fields; to empower them to achieve their highest potential through a spirit of commitment to standards of excellence and to nurture universal values that will lead to social transformation in the local, national and global context.'*

**Mission Goals:**

- To help prospective teachers discover and appreciate their unique vocation in society.
- To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.
- To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.
- To nurture in prospective teachers universal values that include a commitment to social justice and an understanding of the strengths and needs of a diverse student population.
- To re-vitalize education through partnership with different educational agencies and universities.
- To draw out latent talents and creativity through varied co-curricular programmes.
- To propagate best practices in education through in-service training programmes organized by the Department of Extension Services as well as through Extra Mural Programmes.

#### 6.2 Does the Institution has a management Information System

No

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

There is not much scope to change the curriculum and the syllabus approved by the National Council of Teacher Education and the Board of Studies in Education. However better strategies were adopted with regard to curriculum transaction.

##### 6.3.2 Teaching and Learning

1. Peer teaching i.e. the weaker students are coached by the brighter ones in mastering course content.
2. Remedial Instruction and training is given to weak students before practice teaching.

### 6.3.3 Examination and Evaluation

Since the pattern of the university question paper had been changed, an orientation was given to the students and faculty.

### 6.3.4 Research and Development

- Interaction with students of Goa Institute of Management (GIM).
- Students are given subject based projects for finding out information, analysing and reporting.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

Two computers in the library are exclusively for students' use. Students have access to INFLIB NET. Computerisation of the library facilitates the use of the library.

### 6.3.6 Human Resource Management

1. Students are given opportunities to plan and execute programmes on gender sensitization, commemoration of important days like Human Rights Day, work with the community and so on under the guidance from the Faculty in charge.
2. Special emphasis is placed on Value Education especially since teachers are the key persons to inculcate values in schools.
3. Awards are presented to the meritorious students and Appreciation certificates are given at the end of the year to the most illustrious students who have demonstrated improvement in the different subject pedagogies. This is a move away from rewarding only students who have obtained high marks.

### 6.3.7 Faculty and Staff recruitment

Procedure prescribed by the University and the Directorate of Higher Education.

### 6.3.8 Industry Interaction / Collaboration

We do not interact with Industrial Sector but with the Heads and teachers of schools through the Extension Services Department.

6.3.9 Admission of Students

Centralised admissions are conducted by the Directorate of Higher Education.

6.4 Welfare schemes for

Teaching	
Non teaching	
Students	

6.5 Total corpus fund generated

3 lakhs

6.6 Whether annual financial audit has been done

Yes  No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	-	Yes	Principal and Faculty
Administrative	No	-	No	-

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes  No

For PG Programmes Yes  No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NOT APPLICABLE

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NOT APPLICABLE

#### 6.11 Activities and support from the Alumni Association

A Get-together was organised over dinner. A special guest invitee, Mr Mansoor Khan, the author of the book, 'THE THIRD CURVE' spoke about his ideas in the book and its relevance for the society today

#### 6.12 Activities and support from the Parent – Teacher Association

Not yet started

#### 6.13 Development programmes for support staff

The support staff was given an opportunity to develop computer skills.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

- Planting of trees ,
- Depositing all dry leaves and twigs from the campus into compost pits to feed the geodesic dome



## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details

- The batch of History trainees were asked to present written project reports on Garden Monuments/ Ancestral Goan Houses/Traditional games.
- The Geography Pedagogy trainees were required to present project report in teams on different villages (maps of the village, heritage sites, main crops, customs and festivals, economic lifestyles)
- The mathematics trainees had bulletin board displays on topics from the syllabus which were creatively attractively illustrated.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

1. The two big speakers installed in the hall helped to improve the quality of sound for a bigger gathering and the smaller speakers placed outside makes it possible to play music during leisure time for the students.
2. The Add-on courses continued i.e. Gavel's Club, Media in Education, Cookery Course, and Wikipedia. The students enjoyed the experiences provided in the learning process.
3. Students used a number of open source software to prepare impressive learning materials.
4. The Raintree Programme was an amazing success with the students putting in all their effort and time to make the event a memorable one for the people. Positive feedback was received from the public which was recorded in the 'Visitors' Book'.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

1. Raintree Kids Programme
2. History day/ *Ithihas Divas*

*\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

- Session was organised on 'Bird Calls' and a nature walk was organised to identify the various types of birds visiting the campus.
- Konkani 'Dudhi', lady fingers, lettuce, tomatoes, long beans and cucumber were planted in a newly constructed Geodesic Dome. The harvest was great. The entire Faculty and Staff as well as the

students belonging to the Environment group were served a well prepared dish of fresh ladyfingers much to their delight and motivation to carry on a similar process in their homes.

7.5 Whether environmental audit was conducted?

Yes

No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

**Strengths:**

- A lot of visitors came to study the geodesic dome and had several queries. Some wanted to replicate the idea in their institutions and make use of composting to enhance the growth of rich home grown food.

**Weaknesses:**

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

**8. Plans of institution for next year**

- To set up a Research Cell.
- To get the S.Y. B. Ed. students to plan the inaugural function and to welcome the F.Y. B. Ed. Students.
- To have a cafeteria set up for Staff and students on the campus.
- Faculty members need to undertake publications in State/National/ International journals.

Name Ms Vida Sequeira

Name Dr Denzil Martins

\_\_\_\_\_  
*Signature of the Coordinator, IQAC*

\_\_\_\_\_  
*Signature of the Chairperson, IQAC*

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**1. Title of Practice**

'Celebration of History day/ *Ithihas Divas*'

**2. Objectives of the Practice**

- To instill in all trainees (first in the students of the History Pedagogy) a love for the subject and appreciate our past heritage.
- To appreciate our present in the light of our past.
- To draw out values taught by the history subject.
- To value the contributions of the historians and the records of the past events

**3. The Context**

The History pedagogy students are those who are intrinsically motivated to learn the subject but among the rest of the trainees many had never really been drawn towards the subject for various reasons. It is the duty of the History pedagogy students to popularise the subject by making it as attractive and as appealing as possible. Hence one day in the Institute is dedicated for this purpose so the entire Institute including the students of the other departments can also benefit from it.

In its first inaugural presentation in 2014, seven sculptures which were obtained several years ago were given a facelift were studied by the trainees and their findings were presented and documented. Professor Prajal Sakardande, from the History department at Dhempe college spoke on the architectural heritage of Goan houses, temples, churches and mosques.

**4. The Practice**

In order to celebrate the day, first a theme is selected around which items are chosen for the on-stage and off stage presentations. With regard to implementation every History Pedagogy student is involved. There were 43 trainees in 2014-15 batch and 46 trainees in the 2015-17 batch. A great amount of reference work followed by translating it into various forms to disseminate information in a manner that is attractive to all categories of people is done. The uniqueness of the activity is that it inculcates love for our rich and varied history, the contributions of various people from different walks of life, the struggles of peoples in their social contexts and the price of freedom among other things. It unites people in appreciating our common heritage.

**5. Evidence of Success**

The entire event and the work done by the students is documented.

**6. Problems Encountered & Resources Required**

No problems were encountered.

**7. Notes****8. Any other Information**



**1. Title of Practice**

Raintree Kids Programme

**2. Objectives of the Practice**

- To creatively engage children and help them realize their potential and tap into their many talents and intelligences for their all-round development.
- To highlight the importance of arts in the teaching –learning process.
- To equip the teacher trainees, the future teachers with necessary skills to interact successfully with children and the community.
- To provide a platform for various stakeholders in education like the teachers, parents, mentors, youth, local bodies like *panchayats* and parishes to come together for the welfare and wellbeing of their children.
- To design programmes for children with learning disabilities and special needs to promote inclusive education.
- To conduct programmes on multiple locations to provide an equitable opportunity for disabled children.

**3. The Context**

The Carnival generally is a tourist attraction and exposes young people to practices that are not conducive to their growth. Hence when the Corporation of the City of Panjim (CCP), approached us to organise a programme to draw children away to more constructive activities, the Institute decided to take up the challenge. These include creating articles from waste, Brain Gym, Environmental Awareness (garbage segregation, snake show, demonstrations on kitchen gardening...) and other fun activities. This has been welcomed by the parents and children. The children wanted us to continue the programme way beyond the closing time.

**4. The Practices**

The CCP sponsors the programme and the Institute takes the entire responsibility to plan and execute the 3-day event. The trainees are divided into groups according to the items of their choice and preparation begins. Various activities are planned keeping in mind the different age groups of children who participate in the event. The trainees take complete responsibility in terms of preparation and organising themselves before and during the event.

This event facilitates bonding between students and Faculty and between faculty members themselves and also among the students, faculty, admin staff and support staff. Challenges and difficulties at site also helped students, Faculty, the entire Staff as well as the Management to seek solutions together. The students, staff and Management were also able to interact informally with the families of the trainees which created a very good ambience back on campus

The programme on each day goes way beyond the closing time hence those trainees who volunteer to stay back are provided free food, accommodation and transport to the college



hostel during all the days. The trainees thoroughly enjoy themselves working together and interacting with children from all parts of the State and their families. Some students are also asked by some parents to help out with home visits in case of children with learning difficulties after observing how positively their children respond to our trainees during these funtime activities.

**5. Evidence of Success**

The entire event and the work done by the students is documented and a visitor's book has been maintained to record the comments of the parents and others visitors some of whom are tourists.

**6. Problems Encountered & Resources Required**

Problems were encountered as to storage of the vast material after the programme ends each evening. The materials cannot be left at the venue unattended.

**7. Notes**

**8. Any other Information**