

## 2The 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)

2016-17

#### 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

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Mobile:

98504 59429

Name of the IQAC Co-ordinator:

Dr. Delia Antão

Mobile:

9011545383

IQAC e-mail address:

niegoa@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 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

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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

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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

**Institution Level:**

1. Empowering the girl child
2. Helping children overcome social bias
3. Diversity and inclusion in the classroom
4. Integrating Thinking Skills into Lessons
5. Use of Games / Music (Resources) Aids in the Geography Classroom Std VI
6. Use of Games / Music (Resources) Aids in the Geography Classroom Std V
7. Teaching Mathematics using Origami
8. Creative Approaches to teaching English Grammar
9. Designing Digital Learning Resources (All subjects, bring Laptop & Dongle)
10. Transform good teaching into great teaching
11. Resources for a Learner-Centred Curriculum
12. Application of the Revised Cognitive Taxonomy in Teaching
13. Use of PowerPoint Presentation for Effective Teaching in Hindi Pedagogy ( Please carry laptops)
14. Scriptoria & Co-relation of History with other school subjects/
15. Use of Current Affairs in the teaching of Social Sc.
16. Identifying and catering to children with vulnerabilities
17. Learning Hindi through Language games
18. Media in Education
19. Managing Learning Difficulties
20. Lesson objectives and Assessments in Konkani
21. Making Mathematics easy
22. Stress Management for Teachers
23. Finding Me : Discovering Inner Strengths

## Learn

### 2.14 Significant Activities and contributions made by IQAC

1. Practical sessions were held to teach students social Life skills.
2. Practical sessions were held to teach students healthy habits and life styles particularly Yoga.
3. Organised a talk to create awareness of consumer rights.
4. National Science day with fun activities was organised to develop a scientific temper in students.
5. A contract was signed for the functioning of a much needed Cafeteria for Staff and students in the campus.
6. Organised a project with the help of the students of Goa Institute of Management (GIM) to conduct a short research through a survey to study the relationship and impact of Body Image and Academic Performance with a few Higher Secondary schools in Goa.
7. An exhibition of the work of done by students enrolled for 'Art Appreciation' (Add-on course)

### 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. A Research Cell was set up to encourage and facilitate research work among the B.Ed. faculty and faculty of the other departments.	1. A workshop was on the basics in research methodology helped some of the B.Ed. faculty and also faculty of the other departments.
2. To get the S.Y. B. Ed. students to plan the inaugural function and to welcome the F.Y. B. Ed. Students.	2. The S.Y. students conducted a well organised programme consisting of an interfaith prayer meeting, icebreakers and other activities.
3. A contract was signed with a party interested in providing snacks etc. in the cafeteria was set up for Staff and students on the campus.	3. The students were happy and satisfied with the type and quality of the items sold in the cafeteria.
4. In view of the change in	4. Students benefitted from the sessions on social etiquette that

<p>syllabus it was decided to introduce the students to some social skills and related practical work.</p> <p>Social etiquette and campus requirements were taken up with the help of PowerPoint programmes. Group work was given to students who prepared modules on different life skills for school children.</p> <p>5. Through a week's orientation programme a variety of useful input sessions are given to the F Y Trainees to prepare them for the B.Ed curriculum e.g. Drama sessions, Public speaking, Life Skills, art and craft activities, Physical education, conduction of morning assemblies and so on.</p> <p>6. Add on courses were continued.</p> <p>7. To organise and implement an alternate leisure time activities for children during the time of the Goa Carnival.</p>	<p>taught them how communicate with others and authorities especially in the schools and in their daily living. Students in the classrooms also benefited from observing the trainees during internship. The modules were assessed by the faculty in charge to make them into working and student friendly programmes.</p> <p>5. These input sessions were found effective when the trainees began their practice teaching and internship.</p> <p>6. The Add-on courses continued e.g. Gavel's Club, Wikipedia, Cookery Course and Art Appreciation.</p> <p>The students who had opted for Art Appreciation, along with the resource person put up an impressive exhibition 'MUSE' of various techniques and materials used to create a magnificent array of designs and models.</p> <p>7. Raintree Programme could not be held as the carnival celebrations consisted only of floats and no infrastructure nor funds were made available due to a change of the organising management.</p>
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*\*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 and 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				

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

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

1.3 Feedback from stakeholders\* Alumni  Parents  Employers  Students   
(On all aspects)

Mode of feedback : Online  Manual  Co-operating schools (for PEI)



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*\*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.

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

A Research Department was started in a newly furnished room of the Institute in October 2016. A workshop on the Basics of Research Methodology was conducted for beginners. It was kept open to anyone who was interested. To encourage the Faculty members of the Institute to get involved in research the Faculty members were exempted from paying the course fee.
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## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	9	1	-	-

2.2 No. of permanent faculty with Ph.D.

3
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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

29	7	1
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended			12
Presented papers	2	1	
Resource Persons	-	3	1

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

1. Every student reading the B.Ed. has to compulsorily create a Gmail account. This gives access to a host of apps under the Google umbrella.
2. Students 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. Students 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 students during internship using MS Excel. Trainees are taught to categorize 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. Students are also taught to plot the histogram and frequency polygon by applying the tools in analysis toolpak in MS Excel.
7. Hands - on practical experience is given to the students on using the interactive whiteboard.
8. The students designed an e-module in different school subjects using a variety of tools such as audio editors, video editors, image editors and screen casting programs. The Learner Content Development System (LCDS of Microsoft) was used as the executing platform for the e-module.
9. The students were made to work on e-patshala and also National Digital Library of India (free books).
10. Peer tutoring was organised in every pedagogy.
11. Workshops were conducted in the application of Applied Linguistics.
13. A variety of lessons such as Team teaching, Computer Assisted and Activity Based Lessons were compulsory for students for campus lessons and school lessons

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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. Assessment through quizzes and puzzles conducted by the students themselves with the help of Method Masters after each unit was taught.
2. Revision of Evaluation sheets for lesson assessment.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

as member of Board of Study/Faculty/Curriculum Development workshop

- - -

2.10 Average percentage of attendance of students

90%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division					
		Distinction %	I %	II %	III %	Pass %	
B.Ed (Regular)	97	65	33			100%	
B.Ed (Special)	25	Grade A - 20;	B+ - 28;	B - 36;	C - 8;	F - 8	92%

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

Students submit written appraisal of every faculty member. Regular Faculty meetings serve to plan and report on Teaching–Learning. Commemoration of significant days like Human Rights Day, The Girl Child Days the mentor, Women’s Day are organised by the students, guided by a Mentor from the Faculty.

Students a submit a written evaluation of the various pedagogical methods taught.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	2
UGC – Faculty Improvement Programme	12
HRD programmes	-

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Orientation programmes	-
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

A workshop on Research Methodology was conducted for Higher School teachers and was open to the Faculty of the Institute. Each participant was encourage to prepare a research proposal and a follow up is planned for September 2017.

Every student undertook an Action Research project aimed at improving their teaching skills by reflecting on their own practice and improving it in the after phase.

##### 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>	-	-	-	-

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Any other(Specify)	-	-	-	-
Total	-	-	-	-

NIL

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

3.13 No. of collaborations International  National

Any other

1. Corporation of the City of Panjim (CCP)
2. Goa Institute of Management (GIM)
3. Centre for Environmental Education (CEE)
4. 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.
5. MOU with
  - a) Disha School for Special Children, Panjim
  - b) St Francis Xavier Academy, Old Goa
6. 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.

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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 10 workshops in subject pedagogy and innovative teaching methodology.
2. Street Plays were conducted to create awareness on various issues such as women's rights, the need to follow traffic rules, valuing the Goan culture, conservation of the environment.
3. A week's programme, '*Light it up Blue*' was organised to create awareness about autism and to commemorate World Autism Day with banners, posters, charts and a flood of the colour blue in the form of ribbons, balloons and costumes. An exhibition was held to give the people an experience of how it might feel to be autistic. A very informative session on autism awareness was followed by a very creatively planned quiz.
4. As part of creating a social awareness of the need to conserve energy obtained from electricity and fossil fuels, and to live a pollution free life style, resource persons from the Goa Energy Development Agency (GEDA) were invited to conduct half Day sessions for every batch of 50 trainees on alternative sources of energy especially Solar energy. Demonstrations on the use of solar cookers were so effective that students and staff also purchased a few cookers.
5. Services by Nirmala Childline Nodal Centre (Trainees report cases of abuse of children's rights):
  - a. Awareness Programmes conducted in schools/ higher secondaries.
    - i. Child Labour Act 2016
    - ii. Child Rights
    - iii. Child sexual Abuse
    - iv. Grooming and Online Child Sexual Abuse
  - b. Awareness Programmes conducted in Colleges
    - i. POCSO Act 2012
    - ii. Juvenile Justice (Care and Protection Act) 2000.



**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			
Class rooms	15			
Laboratories	4			
Seminar Halls	3			
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	49			
Value of the equipment purchased during the year (Rs. in Lakhs)	4,91,700			
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 and WiFi are available on all the computers in the college.

## 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books			97 (book bank)	14,850		
Reference Books	163	98,887.33				
e-Books						
Journals	09	11,500				
e-Journals						
Digital Database						
CD & Video	54	8,100				
Others (specify)						

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4.4 Technology up gradation (overall)

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

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

Internet access was provided 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	1.99
ii) Campus Infrastructure and facilities	
iii) Equipments	3.05
iv) Others	
<b>Total :</b>	5.04

**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.
- Employment placement services.
- Academic support for weak students.
- Mentors also follow up each mentee entrusted to his/her care.
- Concession in hostel fees is offered to under privileged students.

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

Mentoring by Faculty in the ratio 1:10. In case the student is in need of help either financial or otherwise, the required help is provided based on individual cases.

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

UG	PG	Ph. D.	Others
1) B.Ed.(Reg) - 97	5	-	1) Pre-Sch Tr Training Course-35
2) B.Ed (Spl.) - 26			2) P. G. Dip. -20
			3) D.El.Ed. -50

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men	No	%	Women	No	%
	13			126	94

B.Ed Batch	Last Year						This Year					
	General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
F.Y. B.Ed (Reg)	100	-	-	-	-	100	100					100
S.Y. B.Ed (Reg)							100	-	-	-	-	100
F.Y. B.Ed (Spl)	26					26						
S.Y. 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. 60%

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### 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.

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
3	4	-	-

### 5.8 Details of gender sensitization programmes

1. On Women's Day, the team in charge of the celebration presented items depicting issues of gender inequality, dowry, female infanticide, sexual and domestic abuse and deprivation of education.
2. Street plays were written and organised at public places such as the Kadamba Bus stand and in the vicinity.

### 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

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5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	-	-
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

Two

- 1) Exhibition set up and other awareness activities organised to celebrate Autism week.
- 2) Wrote scripts and enacted street plays group wise at the Kadamba Bus Station and its vicinity to create awareness on various social issues like gender bias, environmental degradation, the hazards of overlooking traffic rules, maintaining the social values and cultural identity of Goa and so on.

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

##### 6.3.2 Teaching and Learning

Every faculty tries to incorporate new ideas into their teaching learning process e.g. designing e-modules, cooperative learning strategies, use of Models of Teaching such as Inquiry Training Model, Synectics etc.

With regard to English communication skills, dramatization and role plays are used. Students are trained to write scripts and enact them, design costumes, select and use appropriate props. This enhances their theatrical skills

6.3.3 Examination and Evaluation

The Institute has to follow the evaluation structures outlined by the Board of Studies in Education. However the faculty use different modes of evaluation with regard to projects and assignments.

6.3.4 Research and Development

Each group of students were allotted a Faculty member to assist them individually to carry out their action research project on analysing and improving upon their own performance .

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

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

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 conducted by the Directorate of Higher Education.

6.4 Welfare schemes for

Teaching	-
Non teaching	-
Students	-



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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?

It has been encouraging Institutions to ask for autonomy

6.11 Activities and support from the Alumni Association

The alumni get very busy in schools with their routine work. They travel long distances in order to come to the Institute for meetings. We have made several attempts to revamp the Alumni Association but have not met with much success this academic year.

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6.12 Activities and support from the Parent – Teacher Association

NIL

6.13 Development programmes for support staff

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

A green campus is maintained with the planting of trees and flowering plants. Garbage is segregated into wet and dry waste. The leaves from the campus are swept, collected and dropped into a pit for composting.

## 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.

- Videos that emphasise values are screened.
- Skit competitions based on **VALUES** were organised and enacted wherein the students according to the mentoring groups which were then documented. This not only brings out the best in the students in terms of creativity but there is also created a bonding that is so necessary in these times to foster unity amidst the diversity of religious and cultural backgrounds of the students.
- The Geography Method students were assigned to create a power point presentation on any one country of the world. They had to collect information about its location, physical features, flora, fauna, its cultural aspects such as food, clothing, occupation, sports and language. They also had to find out the currency and the economic life of the people, besides getting information about the National Anthem, and the National flag.
- The History Pedagogy trainees celebrated *History day/ Ithihas Divas* by staging a play with three acts, written by a trainee on the Pinto Revolt in Goa; and a group of dancers presented in dance drama form the historic battle between the Rani of Jhansi and the British; and two trainees displayed some of the Goan traditional games.

Projects were done on peculiar/rare socio religious customs as well on roads named after popular Goan historic figures.

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

1. A newly furnished room was provided to start a Research Cell. The resource person in charge of the Cell personally approached the Faculty members and offered them help in the area of research and publications to remind them of the need to spend more time in research activities.
2. Several inquiries were made in order to find a suitable party to run the canteen in the Institute and on finding one a contract was signed to run the cafeteria of the Institute.
3. The F.Y. students were informed about welcoming the new batch in the next academic year. This was followed up by a faculty member a week before reopening, to smoothly facilitate the event.
4. Social etiquette was taken up with the help of PowerPoint programme. Group work was given to students who prepared modules on different life skills for school children. Students benefitted from the sessions on social etiquette for social communication with others and with authorities especially in the schools and in their daily living.
5. In the art there were regular weekly classes with some theory and practicals within the stipulated time period. Besides drawing skills the students also learnt how to plan, organise the space before setting

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up an exhibition.

6. The week long orientation programme honed the skills of the trainees and instilled in them a sense of confidence to carry out their academic and extra-curricular activities of the B.Ed curriculum.

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

1. Design of Digital Learning materials by Teacher Trainees
2. "Conscientisation Through Social Media"

### 7.4 Contribution to environmental awareness / protection

1. Talk on use of alternative sources of energy and in particular solar energy followed by the demonstration of the working of a solar cooker.
2. A visit to the Salim Ali Bird Sanctuary at Chorao to learn about the various indigenous fauna i.e. a variety of birds and flora of the place which is predominantly mangroves. The visit was organised with the help of the CCE to create awareness of the need to conserve our mangrove resources.

- 7.5 Whether environmental audit was conducted? Yes  No

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

We have a set of very dedicated staff of eight Faculty and one Principal who worked very hard to made it possible for the two batches of two sets each of B.Ed. trainees (200 in all) in the new two -year B.Ed. programme to get as much attention as they needed to ensure their optimum performance at the academic level as well as personal level. But it was unfortunate that the faculty could not venture into the area of research and publications as planned by setting up a Research Department, the reason being that the faculty had to divide their work time for lectures, correction of plans, school visits for practice teaching and internship periods for 200 students during the same academic year.

## 8. Plans of institution for next year

1. Some Life Skills to be taken up by the Students of the Post Graduate Diploma in Guidance and Counselling which is also a part of their course requirement.
2. Competitions are to be held in Solar Cooking to encourage the use of alternative sources of energy.
3. An attempt will be made to revive the practice of organizing the Goa Day to showcase the rich culture

and heritage of the Goan villages.

4. Conduct daily Assemblies
5. Play soft instrumental music during breaks and at the beginning of classes to create a more soothing atmosphere conducive to learning.
6. Introduce the art of Origami in teaching mathematics and to set up a math laboratory.
7. Connect the computers from the computer lab to the Photo copying machines in the scanning and reprographic centre.
8. Promote greater awareness about Women's development.
9. Start insurance for students.
10. Assure recognition and rewards for students for their participation in State level activities.

Name Ms Delia Antão

Name Dr Denzil Martins

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

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

## BEST PRACTICE 1

### **Title of the Practice**

#### Design of Digital Learning materials by Teacher Trainees

### **Objectives of the Practice**

- Hone the much needed ICT skills as 21<sup>st</sup> Century Teachers
- Encourage teachers to translate thoughts and ideas into digital formats
- Equip them with a variety of digital tools and learning technologies

### **The Context**

The teacher trainees had to be exposed to the basic nuances of using computers, understand the interactive platform of various open source and free software, chunking and storyboarding, integration, editing and uploading.

The most difficult task was to get some students re-align their thinking (break their die-hardism) for a progressive classroom leading to a progressive India.

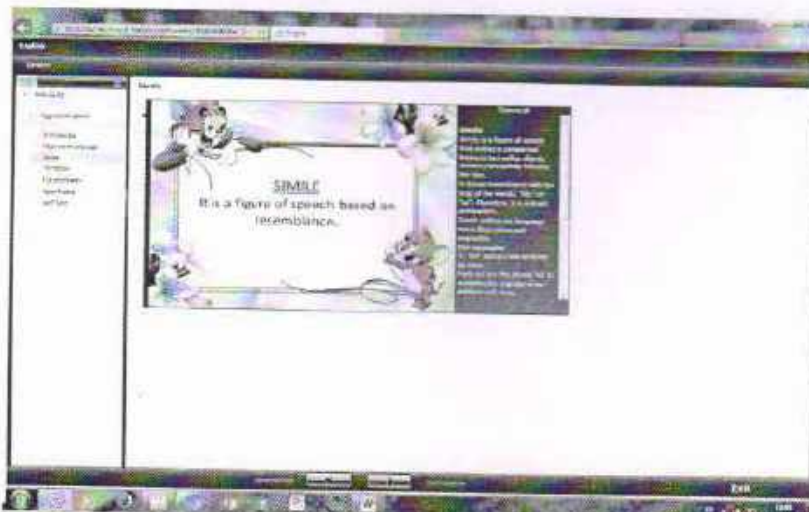
### **The Practice**

Design of interactive digital learning materials by teacher trainees is the key to helping teachers translate their ideas into a digital form. Thus, helping teachers to create a variety of digital materials such as podcasts, e-modules, animated processes, and video based learning materials appropriate to the classroom and the learner.

The practice is unique because I believe that such an intensive exercise and in-depth exposure to developing ready-to-use digital learning materials are skills that 21<sup>st</sup> Century teachers must be equipped with.

### **Evidence of Success**

Snapshots of a few Trainee work samples are presented below.





### Problems Encountered and Resources Required

The major constraint was time as the e-modules had to be created within a specified framework. Getting students to articulate creativity and work in teams was not a difficult task.

**BEST PRACTICE 2****1. Title of Practice**

"Conscientisation Through Social Media"

**2. Objectives of the Practice**

- To promote values among teacher trainees.
- To sensitise the trainees on various social issues.
- To practice values and develop the personalities of the trainees.
- To become responsible citizens of the country and help in building a healthy nation.

**3. The Context**

It was observed that there is gross erosion of values in society. There is lack of respect for life and property, degradation of the environmental, lackadaisical attitude towards rules, consumerism to name a few. The trainees themselves display negative traits such as selfishness, carelessness, dishonesty, insensitivity etc.

However if values are promoted/ inculcated, there is bound to be smoother functioning in one's personal and public life. There will be better organisation in any activity, programme or event. Most of all there will be peace, tolerance and good will among people inspite of all the differences that exist among peoples and nations.

**4. The Practice**

- Each trainee is required to reflect on his/her own behaviour and work towards creating a positive environment around him/her by being conscious about the manner in which they speak, about each one's behaviour and attitude thereby going out of one's way to show little acts of kindness and sensitivity. The trainees will maintain a personal dairy to monitor their progress.
- Students use their experiences to write out scripts for street plays, skits and short videos.
- To inculcate values in children in schools during internship, value based videos are shown, skits and plays are organised and eventually the same process is now repeated with the students i.e. the students are asked to reflect, participate and get involved in propagating these values through school assemblies, interfaith prayer services, bulletin board competitions, work for the community etc.

**5. Evidence of Success**

Each trainee maintains a record in terms of a report with photographs in his/her internship file.

**6. Problems Encountered & Resources Required**

Time is the biggest constraint as trainees tend to give more importance to the completion of their lesson plans, assignments, projects, preparation of instructional materials and so on.



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**7. Notes**

**8. Any other Information**

**Abbreviations:**

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

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