



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		Nirmala Institute of Education
• Name of the Head of the institution		Dr. Delia Antao
• Designation		Officiating Principal
• Does the institution function from its own campus?		Yes
• Phone no./Alternate phone no.		2225633
• Mobile No:		9011545383
• Registered e-mail		info@nirmalainstitute.org
• Alternate e-mail		niegoa@gmail.com
• Address		Altinho
• City/Town		Panaji
• State/UT		Goa
• Pin Code		403001
2.Institutional status		
• Type of Institution		Co-education
• Location		Urban
• Financial Status		Grants-in aid

• Name of the Affiliating University	Goa University				
• Name of the IQAC Coordinator	Mrs. Suvarna Gauns				
• Phone No.	2225633				
• Alternate phone No.	2225633				
• Mobile	9404493151				
• IQAC e-mail address	nieiqac@gmail.com				
• Alternate e-mail address	niegoa@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	http://www.nirmalainstitute.org/aqar-2019-20				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.nirmalainstitute.org/academic-calendar-2020-21				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.84	2015	24/09/2015	23/09/2019
6.Date of Establishment of IQAC			20/06/2014		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			5		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been			Yes		

uploaded on the institutional website?	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
Collaboration with other colleges Career advancement scheme of Faculty members Uploading of pending AQAR Registration Process of Alumni Association initiated Enrichment lecture series for teacher trainees	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
MOU	Executed
CAS	CAS completed of Eligible Faculty members
Enrichment series	Teacher Trainees Benefited
Swatchata Abiyan Activities	Award won for the activities conducted by MGNCRE
Pending AQAR	Uploaded
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	

Year	Date of Submission
2020-2021	11/01/2022
Extended Profile	
1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	3
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	232
File Description	Documents
Data Template	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	50
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	118
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	14

File Description	Documents
Data Template	View File
3.2	16
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	8
Total number of Classrooms and Seminar halls	
4.2	10
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	20
Total number of computers on campus for academic purposes	
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>Schedules for effective curriculum delivery are prepared much before they are implemented. This year being the pandemic year the schedules were prepared according to the notifications and circulars sent by the Directorate of Higher Education and the Goa University. Lectures, lessons and other practical work such as assignments and projects were held in the offline as well as online modes. Each faculty member planned and executed the curriculum prescribed by the Goa University according to the schedules throughout the year.</p> <p>The Institute encourages the faculty members to use an interactive and participatory approach in the transaction of curriculum.</p> <p>Lectures begin with a few review questions based on the content completed during the previous lectures</p>	

Trainees are given the opportunity for clarification, re-explanation, or sharing their views

Current events are used to generate discussion

During the lecture, questions are asked to enable trainees to participate with examples or their perspectives

Discussion, role-play, drama, practical demonstrations are also used

Relevant video-clips are used.

Curriculum delivery has been done through small group activities, work-shops, panel discussions and other participative and experiential teaching methods. During the lockdown, GMEET, ZOOM platforms and Google classrooms were optimally used to deliver the curriculum and post assignments and projects. Asynchronous classes were also held in the form of streaming previously recorded You tube videos. Offline classes were held for microteaching, lesson planning and peer teaching according to the subject pedagogy groups. Apps like discussion forum, jamboard, padlet and other online tools and resources were gainfully used for collaborative work.

The library helped the trainees to acquire books for their practicum as well as their theory papers. The librarian along with her assistant made the references available for different topics in different subjects even during the lockdown period with the help of scanning and e-resources.

They posted question papers for reference and made available e-magazines related to the teacher and teaching regularly during the year.

Records of trainees' projects and assignments, dossiers of 40 lessons and internship files are maintained. A record of written reports of all activities conducted throughout the year such as work with the community, celebration of days, and webinars are also maintained.

MA In 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 with analysis and assignments. A systematic plan for curriculum delivery is made and followed during the course

of each term. A record of sessions is maintained.

During the pandemic, the curriculum delivery was modified to suit the circumstances. The sessions are conducted through Google-Meet and maximum attempts were made to incorporate the above activities in the online mode.

Post Graduate Diploma in Guidance and Counselling -The curriculum is designed to familiarize students with the basic concepts and process of counselling. Each module is delivered through interactive classroom sessions, using audio visual material and worksheets. Assignments are given in each module. Trainees work on cases by practising the counselling skills with their peer, and the mentor and the peers give feedback. Classroom sessions also involve introspective exercises which are discussed in the classroom.

- Practical component consists of 75 hours of practice counselling. There is supervised monitoring of cases encountered during internship, by the personal counsellor.
- Recorded sessions are presented to the mentor by the trainee counsellor for assessment.
- Students are trained to conduct workshops. Three workshops are conducted by every student on mental health and are evaluated.
- Students are trained to administer and assess psychological tests followed by report writing.
- Five weekend workshops are conducted based on the four therapies in the curriculum which are in the form of intense growth group discussions, and activities, role plays and practice sessions in small groups.
- Each student is assigned a personal counsellor from the faculty members. Out of 20 hours, first 10 hours are focused on sorting out one's personal issues and applying the therapies learnt for personal growth and development. The remaining 10 hours are utilised for internship case supervision and any other issue faced by the trainee counsellor.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	http://www.nirmalainstitute.org/courses/bachelor-education-bed

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous

Internal Evaluation (CIE)

An academic calendar is drawn up at the beginning of the year and as far as possible followed. Continuous Internal Evaluation consisting of lessons, assignments, projects, internship and co-curricular activities is done as scheduled.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

1

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

2

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

2

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

2

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into

the Curriculum

The core course on Foundations of Education gives an understanding of how education derives its relevance from social, cultural, economic and political context. It also gives an insight into the role of the teacher and learner according to various Western and Indian philosophers and educationists. It incorporates Nayi Talim-education for life and through life and its reflection in the curriculum and pedagogical practices. Equity and equality in education is also discussed. The teacher's commitment to the learner, the society, the profession and the basic values are also included.

The core course on Learner and Learning discusses individual differences with respect to learning styles, aptitude, interest, intelligence and creativity. Educational implications of cognitive development, emotional intelligence, multiple intelligences and moral development are included. The teacher trainees learn to apply different learning theories in the classroom. They also understand and apply the skills for handling exceptional and differently abled learners. Problem solving, critical and creative thinking are also included with their classroom implications.

Teaching Approaches and Strategies involves learning about instructional approaches and strategies such as small group and whole group instruction which develops emotional intelligence, negotiation and communication skills and collaboration among the teacher trainees. Reflective practice in teaching is discussed to help the trainees to become better teachers after reflection and to develop a personal philosophy of teaching.

Capacity development courses include:

Assessment and Evaluation includes classification of assessment, Assessment of learning and assessment for learning. Issues, concerns and trends in assessment and evaluation are discussed. for e.g., marking versus grading and Non detention policy. Trends in assessment and evaluation such as online examination and computer-based examination along with standard based assessment as an international practice are also included. The students are familiarized with the diversities of various school systems when they study the Indian Philosophers and their educational philosophy such as Rabindranath Tagore, Swami Vivekananda.

The teacher trainees derive professionally relevant understandings from all the subjects taught to them.

Environment Education: through this subject the teacher trainee develops skills and methods to impart environmental education to school students. Each teacher trainee also develops social values and attitudes which are in harmony with environmental quality, skills to solve environmental problems and a sense of responsibility and play an individual role in preserving and protecting the environment. Students have completed projects on environment related topics.

Life skills are incorporated to get the teacher trainees ready for the world of work. Through this subject they learn interpersonal skills such as conflict management, other important components of life skills taught are cooperation, teamwork, leadership skills, self-management skills and stress management. The code of conduct is included. It includes integrity and ethical behaviour in using influence and power, in personal, workplace and in community context. The teacher trainee also learns to act responsibly with the interests of the larger community in mind demonstrating ethical behaviour.

Inclusive Education trains the teacher trainees to understand the characteristics and educational challenges of the types of disabilities. This is intended to make them more sensitive to such type of students who may be in the schools because of inclusive education. They also learn different techniques of curriculum modification such as text book modification, differentiated instruction and alternative evaluation system.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

229

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

D. Any 1 of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
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File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

170

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

41

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

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

process. Due care is taken to conduct the curricular and co-curricular activities of the college without compromising the quality of teaching-learning. The counselling and mentoring systems of the institute assist in analysing the strengths and weaknesses of the students on a regular basis and ensure proper guidance, timely assistance and intervention. Special support to slow learners is ensured through remedial classes and one-to-one tutoring. Talent nurturing and personality development orientation programmes and enrichment sessions act as scaffold to bridge the gap between learners who possess greater proficiency level and those who are academically weak. Teachers facilitate student centered learning such as interactive, cooperative/collaborative as well as independent learning. Support systems for teachers to implement the above are provided by the institution. The Wi-Fi enabled campus and the library with N-LIST facility ensure access to e-resources thereby facilitating a pro-research and independent learning ambience. A professional counsellor's services are made available to each and every student. Interaction with the mentor and the counsellor periodically helps in reducing stress. These periodic meetings are held to gauge academic as well as personal strengths and weaknesses of the students. According to the needs of the students various orientation programmes and personality development programmes are offered for the holistic growth of a diverse learner population. Learners who are struggling academically are given special attention academic mentoring and personal tutoring in their respective subject-area. The Institute assesses learners on a regular basis and provides them with appropriate opportunities and training to enhance their skills through a variety of sessions, workshops and seminars to develop their professional attributes to meet the demands of present-day competitive world.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	No File Uploaded

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
237	18

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

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

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

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

2. Experiential learning:

- Nature Trek
- Field Trips
- Poetry Recitation
- Demonstration of Experiments/Instruments
- Discussions and debates on contemporary issues
- Brain storming sessions
- Newsletters / E-magazines
- Wellness Wednesdays
- Institutional Visits and study tours

3. Collaborative learning:

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

- Observation of Days of National/ International Importance.

4. Independent Learning:

- The college has a fully furnished digitalised library with internet facility. NLIST facility is provided in the library to facilitate accessing e-resources by students
- Journal Reflections
- Seminars/ Workshops/ Paper presentations using digital resources

In order to nurture creativity and critical thinking, the students are encouraged to take membership in various clubs and associations functioning in the college. The students are also encouraged to participate in inter-collegiate events and competitions.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The College is fully equipped with ICT tools to enhance the quality of the teaching- learning process. Majority of the Classrooms are ICT-enabled with high quality projector, laptop, Wi-Fi and a smart board.

- Creation of forums between students and teachers for continuous assessment and appraisal
- Conduct of quizzes, projects, and assignments online in an innovative and engaging manner
- Share knowledge and ideas
- Teachers create lessons, manage content, and interact with students

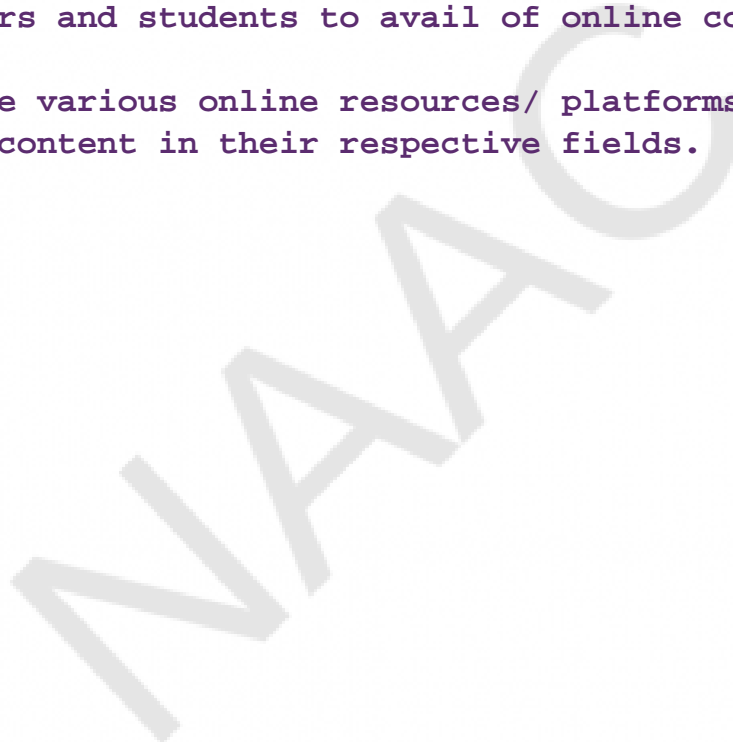
Digital library

- Makes online content available to the College community

- A digital repository is used by teachers to share notes and references.
- Allows access to subscription-based journals from prestigious sources
- Makes it effortless for the students and faculty by providing remote access to the worldwide educational data.

Continuous and consistent ICT-based learning environment

- Computer labs are well-equipped with audio-video facilities to help teachers and students to avail of online content within the College
- Teachers use various online resources/ platforms for accessing and enrich content in their respective fields.



NAAAC

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	http://www.nirmalainstitute.org/Facilities/ict-labs

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

18

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

4

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

136

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Faculty ensures the effective implementation and transparency of the evaluation process. The Institute gives utmost importance to the internal evaluation by preparing an academic plan including the dates of internal evaluation of individual learner's seminars, assignments, projects and other practical work. At the beginning of the academic year, the students are informed about the evaluation process, reforms/changes introduced through the academic calendar. In accordance with the University examination schedule, the Internal Examination Coordinator in consultation with the IQAC schedules internal assessment. Adequate measures are taken to ensure fairness and objectivity in the evaluation process. The tentative schedule of examinations is informed to the students well in advance. The college organises a centralized internal examination and evaluation to ensure transparency. The internal marks of the students are uploaded in the University Examination Portal. The teachers participate in the Centralised Assessment Process of the University to facilitate timely declaration of the examination results. The institution maintains a high pass percentage at UG and PG levels. The entire teaching-learning and evaluation process in the college is monitored by a separate pass minimum for internal practical work which is 50% and an aggregate of 40% in external examination as a requirement to pass the course. This system gives an incentive to the students for a better performance in their final examinations

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

As per the norms of the University, the college has constituted a Grievance Redressal Committee. It addresses all the grievances related to marks/ grades awarded to the students during internal assessment. The institution evaluates the progress and academic achievement of the students in terms of their performance through internal/external examinations, assignments and seminars. Continuous and summative evaluations are ensured through these mechanisms in each semester/ academic year. The dates of the external examinations are intimated by 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 present academic year witnessed a drastic change due to the onslaught of a raging pandemic Covid -19 which brought the whole educational system to a sudden halt. As per the directives of the Goa University and the other statutory bodies, external examinations were conducted online for the very first time in the history of our institute. The question papers were set by the Faculty of the Institute as per the guidelines issued by Goa University. The directives of the University pertaining to all academic matters are periodically discussed by the Principal at staff meetings and are followed diligently. Feedback is collected from students on various attributes and aspects of teaching and evaluation. The IQAC ensures that corrective measures for improvement are duly implemented. Suggestion boxes are placed at different locations on campus to enable the students to give suggestions on all aspects related to the institution.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The Institute periodically evaluates the stated Programme and Course Outcomes at the end of each academic year. In consultation of the IQAC, the Faculty incorporates the changes envisaged for the following academic year. These are adhered to in order to ensure a full-fledged development of the Faculty and Students enabling them to fulfill their unique vocation in society as Teachers. The Institution focuses on harnessing the resourcefulness, ingenuity, and the creative potential of its Faculty to provide integrated and

holistic development of a diverse learner population in accordance to the Programme and Course Outcomes outlined by the Institute. Conscious efforts are made to foster harmonious relationship, national integration, civic/ social responsibility, and environment consciousness. The Institute strives for empowerment of its Faculty and Students through individual and institutional excellence. The vision and mission statements embody these ideas and they are communicated to all the stakeholders. The institution develops and deploys action plans for the effective sharing of information with Colleagues and other Institutions to effectively improve their pedagogical strategies and keep abreast with recent trends and innovations in the field of Education. The institutional network interacts with the beneficiaries such as schools, research bodies and the University in the successful operationalisation of the curriculum as per the stated Programme and Course Outcomes. Feedback mechanisms provide insights to be incorporated in matters related to pedagogy, work ethics, interpersonal skills, competencies, and leadership qualities. A student-centered academic environment focusing on excellence through innovative methods and research is indeed a remarkable feature of the aforementioned Programme and Course Outcomes chalked out by the Institute.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	http://www.nirmalainstitute.org/programme-outcomes-bed
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The Institute aims at as mentioned in the stated Programme and Course Outcomes, the full-fledged development of its Faculty and Students enabling them to enrich their life, fulfilling their individual and social responsibilities. Civic obligations and social responsibility is carried out very diligently through a number of extension and social outreach programmes. The Institution focuses on harnessing the resourcefulness, ingenuity, and the creative potential of its Faculty to provide integrated and holistic development of a diverse learner population. Conscious efforts are made to foster harmonious relationship, national integration and environment consciousness. The Institute strives for empowerment of its Faculty and Students through individual and institutional

excellence. The vision and mission statements embody these ideas and they are communicated to all the stakeholders. The institution develops and deploys action plans for the effective sharing of information with Colleagues and other Institutions to effectively improve their pedagogical strategies and keep abreast with recent trends and innovations in the field of Education. The institutional network interacts with the beneficiaries such as schools, civic bodies, social agencies, research bodies and the University in the successful operationalisation of the curriculum. Feedback mechanisms provide insights to be incorporated in matters related to pedagogy, work ethics, interpersonal skills, competencies, and leadership qualities. A student-centered academic environment focusing on excellence through innovative methods and research is indeed a remarkable feature of the Institute.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	http://www.nirmalainstitute.org/programme-outcomes-bed

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

119

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<http://www.nirmalainstitute.org/sss-2020-21>

RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Resource Mobilization for Research	
3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
0	
File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
0	
File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil
3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year	
3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year	
12	

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

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

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

6

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

2

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

- **Webinar on Cyber Security:**

In view of the various cyber-crimes that affect young people

continually a Webinar on Cyber Security was conducted on 27th & 28th July 2020 by Mr. Jayesh Kumar.

- Lecture series on Value Education: A key to Being Human.'

An Enrichment Series lecture under IQAC, NIE. was conducted on 9th October 2020 for F.Y.B.Ed. and S.Y.B.Ed. teacher trainees on the topic ' Value Education: A key to Being Human.' In all around 165 students attended the online session. How to inculcate values among the students, youth was highlighted through various strategies such as games, posters, stories, songs, video clips, cartoons, use of worksheets, Role plays, and so on. Also, how to lead a Happy life was highlighted through the ABC...of values. A series of school. Based activities that could be conducted with school students during Internship for promotion of values were also discussed during this session.

- Webinar on Special Education

A Webinar on Special Education was conducted for our S.Y. B.Ed. Teacher Trainee on Inclusive Education on 4th December, 2020 by an Alumnus of Nirmala Institute of Education, B.Ed. in Special Education by Ms. Blaxia Angela Alves now a teacher at Manovikas High School, Margao.

- Webinar on Mental Health

A Webinar on Mental Health Foundation in collaboration with COOJ for Suicide Prevention on 9th February, 2021 was conducted by Dr. Peter Castellino.

The Atmashodha Counselling Cell, Nirmala Institute of Education organized a Gatekeeper training workshop for suicide prevention. It was held on the campus. Also, the live streaming was done on YouTube so as to benefit all teacher trainees and community. Dr. Peter Castelino, the Director of COOJ Mental Health Foundation-Goa was the resource person for the session.

Dr. Peter led the session beautifully by explaining the importance of empathy that gatekeepers should possess and why we as a community need to actively intervene.

The most attractive part of this workshop was the display and decor of the Kites with the messages of suicide prevention by the First

Year B.Ed. trainees

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

8

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

94

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

192

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

14

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

2

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institute is equipped with facilities that promote the enhancement of teaching and learning. The college aims to achieve its primary objective of providing the students holistic education complete with personality development and professional training. The college has adequate physical and academic facilities required as per University Grants Commission, National Council of Teacher Education and Goa University. The infrastructure facilities provided by the Institute adhere to the curriculum requirement and norms specified by various regulatory bodies.

The classrooms and seminar hall are equipped with computing systems, technology enabled infrastructure and Internet facility which support the existing academic programmes and administration.

- Furnished six (B.Ed.) Classrooms out of which five are ICT enabled. Each classroom is spacious, ventilated with ergonomic furniture.
- Blackboard and Whiteboards are available in the classrooms.
- A well-furnished computerized administrative office along with ICT enabled cabin for the Officiating Principal
- The ICT enabled Seminar Hall having a seating capacity for 120 persons is equipped with a projector, screen, podium, lighting and sound system
- ICT Laboratory - ICT enabled computer lab is constantly updated with the latest hardware and connectivity. The college leans towards use of OSS.
- The college has a mathematics and science laboratory which is used by students for practical based learning. Both the laboratories contain subject specific apparatus and

manipulatives to nurture and develop process skills.

- The psychometrics lab helps the counsellor to administer various tests on students.
- The Instructional Material room houses instructional media to facilitate teaching-learning.
- The Art Room serves as a workspace for students to promote and engage in different visual art forms.
- The library is updated with the latest reference books. It provides the students and faculty ample opportunity for self-education to update their knowledge. The library operates a book bank facility for students.
- There are separate shared spaces for male and female students. Basic furniture, appropriate lighting and ventilation is ensured. These spaces facilitate rest and relaxation, socialization, study or discussion.
- Counselling Cell (Atmashodha) - It was basically established to provide guidance and counseling to students. But later on, sensing the need of the society, counseling service was extended to families in need of mental health care. The cell is involved in aptitude testing of students, student counseling, family counseling, conducts workshops for students, employees of various government and non-government organizations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.nirmalainstitute.org/facilities

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

21st century teaching demands a wide skills proficiency which is summed up as; Knowledge, Attitudes, Skills and Habits (KASH). The institute integrates KASH in its philosophy for the development of an integrated person and endeavours to nurture it in students. All efforts of the institution indicate student-centrism in line with the thoughts of NEP-2020. Academics, sports and extra-curricular activities are a basket of opportunities for students not only to flourish their overt talents but also to wake-up those areas that remained untapped.

The college regularly upgrades its infrastructure to meet the emerging needs of students and the ecological requirements. Students are encouraged to participate in sports and yoga, cultural

activities, indoor and outdoor games as well. The presence of qualified faculty members duly appointed for such activities accelerates enthusiasm and participation.

Cultural Activities

Cultural events such as dance, drama (tiatr, skits etc) are organized in the seminar hall which can house approximately 120 people. The seminar hall is equipped with a stage that is 9 m long and 6 m wide, a state-of-the-art sound system, stage lights and seating arrangement. The open space towards the north eastern corner of the campus is almost a table top and hence serves as an excellent space for major cultural events. This space has been used twice in the past for the Abolienchem Fest, a cultural extravaganza. Cultural programmes are conducted in-doors or out-doors to commemorate days of National and State importance. The multipurpose space which encloses a stage in the KG section is utilized for practices and performance.

The institution has a room dedicated for theatre art which is shared by the B.Ed and D.El.ED (Earlier SPARK Room)

Sports, games, yoga

Sports nurtures lessons of life, such as; teamwork, accountability, self-confidence, responsibility, and self-discipline. Sports and games are an integral part of the B.Ed Curriculum which prepares students to face the challenges of life as educators and in allied fields.

The institute houses a multipurpose playground 35 m by 15 m which is used for a variety of outdoor games and sporting events. This play space is used by the B.Ed as well as the D.El.Ed students to play a variety of outdoor games such as volleyball, badminton and traditional games. A separate badminton court close to the entrance of the annexe building is used by staff and students. In addition, the college has a facility for indoor games such as; table tennis (1 table), carrom (2 boards) and chess.

The yoga room and gymnasium is used for yoga and conducting aerobics. The dimensions of the space are 18m (length) by 11 m (width). The yoga room and gymnasium each utilise one half of the area.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

8

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

8

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

10.5

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library is automated using the integrated library management software SOUL 2.0 (Software for University Libraries) backed by INFLIBNET. The Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) is provided whereby the users access the books by title, author, publisher etc. Apart from the printed books, the library offers access to N- List which is a part of e-shodhsindhu consortium of INFLIBNET wherein the users are made aware through an orientation to access, browse and download e-books, e-journals, databases etc. In addition, the users are oriented to various facilities, services and resources available in the library The National digital Library of India (NDLI) makes available to the learners community learning resource through a single window i.e the National Mission on Education through Information and Communication Technology (NMEICT).

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

E. None of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

3.74

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

28

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute has set up a full-fledged Recording Studio facility and the same was completed by May 2021. All the studio equipment was procured using RUSA grants. The Institute is presently using a Leased line of United Telecoms Limited "GWave" having a speed of 6 Mbps. In addition to this, the college also has the Goa Broad Band Network (GBBN) powered by a 100 Mbps speed. This service is provided by Department of IT under the Government of Goa Initiative. Wi-Fi facility is available on campus. A new Wi-Fi Router was installed to extend the Wi-Fi coverage. In addition to this, the Institute has the JIO Public Wi-Fi which offers 1Gb of free data both for students and staff. To avail this service, the user has to register through their mobile number.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

41

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

1.45

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

There are procedures adopted by the institution for utilization and maintenance of facilities be it digital or not. The multitasking staff (MTS), house-keeping staff, gardener, laboratory assistant, library assistant, physical education instructor under the guidance of faculty members and designated committees supervise the

maintenance and utilization of the resources of the institution.

General Practice:

- Asset management is the prerogative of the Nirmala Education Society (NES). Any change/modification needs approval.
- Requisition for purchase is placed before the Officiating Principal and the institution's accountant.
- In case of non-functioning equipment/devices/electrical items/repairs of furniture is to be brought to the attention of the concerned person or committee.

Classrooms: Classrooms are the primary learning spaces equipped with ergonomic furniture and modern teaching learning tools like; the smart board, projectors, digital visualizer, and other technologies for better and effective teaching. Cleanliness and maintenance are done on a regular basis.

CCTVs are mounted along the corridors which leave no uncaptured areas and ensure safety and security of students, teachers, staff and equipment.

The printer/photocopying and cyclostyling machine are maintained under an Annual Maintenance Contract (AMC).

Subject Laboratories, ICT Laboratory and Psychometrics Laboratory:

There are no laboratory assistants appointed for laboratories. The faculty (one who handles the pedagogy) along with the MTS maintain the laboratories. The faculty support and upgrade the laboratory equipment based on changing academic needs both; local and national. Dead stock register and physical verification is done under the supervision of the faculty. Computers used in these learning spaces are maintained by the in-house technical team.

In case of the ICT laboratory, the systems administrator and the lab assistant provide in-house technical support. There is also a website committee to oversee and channel content on the website.

The psychometrics laboratory is co-ordinated by Atmashodha - the Counselling Services Cell. A full fledged counsellor can be met to discuss difficulties/issues in a confidential and supportive environment.

Library:

The Librarian is assisted by a Grade 1 Librarian and library attendant. The library team ensures purchase and dispensation of books, periodicals, journals, encyclopedia and other materials. Purchase is done regularly. Books are written-off in consultation with the library committee. The library staff engage in stock verification at the end of the year. Generally, the norms conform to the institutional policies.

Students can access web-based learning resources using the Internet facility available in the library. The library is under CCTV surveillance to ensure safety. Photocopy and print facilities are also available in the library.

Sports complex/ground/equipment:

The College Director of Health and Physical Education, the instructor in physical education and sports attendant look after the multipurpose playground, yoga room, gymnasium, other sports facilities, activities and equipment. The sports equipment is issued to the students as per the schedule of sporting events. The instructor in physical education maintains the record of utilization of sports facilities, activities held, student awards etc.

IT facilities and Digital Studio:

The computers, studio equipment, sound system, wi-fi networks and other tech devices are handled and maintained by the systems administrator, lab assistant and the assigned MTS. In case of major issues, the machines are outboard. The IT staff and two college faculty members manage the studio. All events on campus are captured live and streamed if needed.

Printers, Air Conditioners, Electrical gadgets, Drinking water coolers etc.:

Maintenance of electrical fittings, cleaning of air-conditioner

filters, electrical fixtures and cleaning of the water storage compartment of the cooler is done by the MTS. If need arises, the Company technicians are brought in.

Surveillance (digital and physical):

The institution is fortified with IP cameras some of which are varifocal. An NVR and display screen is placed in the Principal's office for monitoring. Security personnel are employed to safe guard the entire premises.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://www.nirmalainstitute.org/usage-policies

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

57

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

<p>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	<p>A. All of the above</p>
--	-----------------------------------

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

11

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

8

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

2

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded

5.3 - Student Participation and Activities

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

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

9

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The following are the committees where the teacher trainees have their representation in order to help the staff and administrators.

1. Student Council- The council provides ideas and suggestions in organizing the academic, sports and co-curricular activities in the college. Every year the Teacher's Day celebration is planned and organized by the Class Representatives independently by involving the entire student group. This year, due to the pandemic situation it was organized online on 10th September 2020.
2. The Student Council along with 2 Faculty members, organized a Sciencetoon Competition for the F.Y. B.Ed. teacher trainees to celebrate 'World Sleep Day' on 19th March 2021.
3. Students represent themselves as members in following committees:

Anti- ragging committee, Collegiate Student Grievance Redressal cell and IQAC

4. Sports committee- This year being a pandemic year, students could not conduct any sports activity. 5.Co-curricular committee- The students could not organize celebration days, subject days, other individual and group performances for competitions and college events like Abolianchem Fest in this year again due to pandemic, but certainly helped by providing ideas and suggestions in coordinating with the Swatchh Bharat Abhiyan activities and street plays under the initiative of MGNCRE.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

192

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Registration of the Alumni Association for this year had been initiated by the institution but it did not get materialized completely. 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 conducted by the NIE faculty. The ex-students are also invited as resource persons/speakers to the Institute to share their expertise in different fields.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The Institute envisages the creation of teachers who not only aim for professional excellence but people who are persons of integrity and are sensitive to the needs of Society.

The Mission of the Institute is to help trainees to appreciate their vocation as teachers and agents of social change, to create for them a learning environment where Theory and Practice is well integrated providing all the necessary facilities to faculty, staff and trainees to ensure that the trainees receive the best in terms of academic, personal and professional development.

The Institute is proud of its clean and green campus. It provides the staff and trainees with clean drinking and running water throughout the day. There are well maintained washrooms and rest spaces that creates an atmosphere conducive for study and work.

The Institute has a well-stocked library, an IT lab, spacious and well aired classrooms with the necessary IT facilities. Library materials have been regularly posted to trainees' groups due to the virtual mode of instruction.

The Institute can boast of a team of dedicated Faculty members who are not only competent in the subjects they teach but also take a lot of interest in grooming the trainees by providing personal attention and counselling whenever necessary.

The College Counsellor also played a very influential role in the lives of the trainees who faced various issues as a consequence of being home bound due to the pandemic.

The trainees' growth and development were assured by conducting webinars on content related as well as various other topics that were conducted to expand their horizons as well as lend to their personal and professional development.

There were webinars where in students were involved in other co-curricular activities on Zoom and other virtual platforms when instruction was online.

Students at internship did marvellous work especially in the area of environmental education where teachers and students were motivated to get involved in conservation of water, recycling waste and growing and nurturing plants in the campus.

Trainees were also encouraged by the institute to participate in online intercollegiate competitions and events in which many of them did participate and received prizes too.

Faculty also conducted competitions at the national level and received good entries.

As part of their internal assessment, various assignments and projects were given, one of which needed them to learn a new skill and document it. It was interesting that some of them not only learnt a new skill successfully but excelled sufficiently to go on YouTube, received orders for their products and earned some income.

Teachers too have attended a number of faculty improvement programmes.

File Description	Documents
Paste link for additional information	http://www.nirmalainstitute.org/about-us
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Faculty plays a major role in the planning and organisation of academic and co-curricular programmes and activities through various Committees i.e. each Committee handles responsibilities with freedom and creativity. The Faculty also divides the students into groups for mentoring in the ratio 1:10 for each class. Students whether at home or at internship keep in touch with their mentors and also college counsellor.

Faculty have collaborated with other Institutions in the State as well as with other Universities to give sessions for Faculty and students. Members of the Staff have helped in planning, organising and execution of a major project of the Goa University.

Some of the admin staff have displayed remarkable leadership roles and resourcefulness whether it was meeting emergencies or effectively handling the various demands made on them in spite of being small group. They have readily coordinated with the faculty whenever needed in the day-to-day functioning of the Institute. They have also taken the responsibility to make the campus green and got likeminded students, staff and even members of the Management to

contribute to enrich the college garden and their own gardens at home through an exchange of plants.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

ADMISSION

Admission of Students The B.Ed. Admission process for the three B.Ed. Colleges in Goa is centralised by the Directorate of Higher Education in collaboration with the Goa University. The students were selected on the basis of their performance in the GU-ART Examination conducted by the Goa University. Each college is allotted 100 seats. Nirmala Institute being a minority Institute is allowed 50 seats in the Minorities category. Student Counselling is conducted in the presence of the three Principals and student are allowed the college of their choice based on merit and available seats. Industry Interaction

COLLABORATION

The Institute collaborates with schools across the State for Practice Teaching and Internship and maintains amicable relations with them as prospective employers of the trainees who graduate from this Institute. • A healthy relationship is maintained with the University, the Directorate of Higher Education and SCERT

TEACHING LEARNING

Teaching and Learning: This year being COVID19 pandemic the teaching learning process needed to be conducted online. The institute organised FDP/workshops for the teaching staff and students to get familiarised with the digital tools of teaching learning. Innovative Teaching methods were adopted in pandemic Lectures were recorded via youtube and google classroom. Live Sessions were also regularly conducted using the platform - google meet. The bandwidth was increased so as to enable smooth connectivity for online classes.

Library, ICT and Physical Infrastructure / Instrumentation

Every year, books and journals are added to the already well stocked library. CDs received along with the books received are also maintained. • Internet connection is available as also e-resources such as e-books, ejournals, etc. • The library has an Institutional Membership with UGC N List Program. • The library has a reprographic facility. • Entire campus is now on CCTV for security purposes. • Faculty are encouraged to be technologically sound and use technopedagogy in the classrooms. LCDs have been installed in classrooms through RUSA, • Created smart classrooms to make the teaching more interesting and effective. • For enrichment of academic and make learning more interesting. At the beginning of the day and break times soothing instrumental music is played over the central sound system

Research and Development • Every year the trainees undertake an Action Research project. Initially the trainees focus on their self-improvement as teachers. E.g. a trainee with poor chalkboard skill has to make a conscious effort to improve upon it then document and report the progress. An action research on remedial teaching is then done in their subject pedagogies. • The Faculty is encouraged to publish thematic or research articles in reputed journals and present papers in various national and international conferences for their professional growth. • Research guidance for students of MA in Education and PG Diploma in Guidance and Counselling is also encouraged

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	http://www.nirmalainstitute.org/strategic-plan
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The various committees and departments worked efficiently both independently and collaboratively with others with maximum liberty and an environment of freedom to try out new ideas and take initiatives according to the policy of the Institute . The library

staff not only did their departmental duties with efficiency they also went out of their way to organise webinars, conferences and competitions. Like-wise though each committee had their plan of work, they work with the collaboration of other faculty and students as well.

All vacancies to the various posts are filled according to the Statutes and procedures laid down by the NCTE and the Goa University. The Institute strictly abides by the service rules as well.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	http://www.nirmalainstitute.org/faculty
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

D. Any 1 of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The Institute provides and implements various welfare measures for the teaching and non-teaching staff few are listed below

The faculty were provided with an electric food warmer, a kitchen platform with sink and a water filter.

The Admin and support staff have been provided with a spacious dining room that is complete with a gas cooker, refrigerator and wash basin and storage.

Faculty and staff are free to use the college facilities such as library, computer lab, internet, pantry among other facilities free of cost.

They are also allowed to go and attend to small jobs like submitting children's completed course work as the pandemic had kept children away at home or meet the teachers regarding their children's progress. They have also been allowed to attend to small medical needs by seeing the medical staff if and when needed.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

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

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

10

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Teaching Faculty has to submit the Performance Based Appraisal Report along with all the necessary documents in the month of March to be scrutinized and evaluated by the IQAC.

The Head clerk writes the appraisal for each of the Admin Staff in

the months of April - May which has to be presented before the Principal for her comments and review.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

1. Internal Audit: Was not conducted

2. External Audit:

Conducted by CA Sunil R.J. Gonsalves

- Financial data for the entire financial year is audited.
- Vouching of transactions with supporting documents is conducted.
- Financial Statements including Balance sheet, Receipts & Payment A/c and Income & Expenditure A/c and their agreement with books of accounts is examined

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

NIL

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Financial Budgets are prepared at the beginning of the year taking inputs from Teaching and Administrative staff. The Budget is approved after consultation with the management.

The suggestions given by the Chartered Accountant are complied. The Directorate of Higher Education conducts external audits .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The IQAC formed the CAS Committee to scrutinize the Self-appraisal reports, organise workshops and training programmes to equip the Faculty and School teachers to make the transition from regular mode to the virtual mode.

Webinars were conducted at the State and National Level. Some of the topics taken for Workshops for Faculty and In-service School teachers were as mentioned below

- Effective use of Google Apps
- Acting and Voice for Monologues
- Proposed promises for Performing Arts by NEP 2020
- Role of Teachers in NEP

Webinars were also conducted by the Alumni of the Institute for the general public on

- Gratitude - a way of life
- Stress Management in Adolescents
- Resilience - a path to a stronger self
- Forgiveness - a path to freedom

The Institute along with GVM's Dr. Dada Vaidya College of Education, Ponda in association with PACE (Principal's Association of Colleges of Education) Goa and Maharashtra launched a counselling helpline for students of Colleges of Education.

All activities that were planned and executed were scrutinized for appropriateness and quality control of the various activities.

Campus Activities for various Celebration Days were also given approval for execution.

An Institutional Newsletter was published titled 'COPE' - (Catch us On a journey that Proclaims our thoughts on Evolving resilience) with the contributions from the students who were home bound during the COVID.

File Description	Documents
Paste link for additional information	http://www.nirmalainstitute.org/igac-minutes-2020-21
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

It was decided to review the objective of the lessons to help bring about uniformity. There was a need felt for preparing a booklet on

microteaching skills and sample lesson plans for each of the skills to enable the student to better understand the concepts of microteaching and execute the same.

A series of enrichment lectures on various topics were organized on an average one a week for about three months in succession.

A number of virtual workshops/ webinars were also organized for students on various topics like

- Cyber Security
- Special Education
- Stress Management
- Theatre as a tool for Teaching Learning Methodology
- Adolescent Girls Training Programme
- Digital Tools for Teaching Learning Mathematics
- Mental Health Foundation
- Role of Teachers in NEP.
- National Workshop on Costume Design

File Description	Documents
Paste link for additional information	http://www.nirmalainstitute.org/igac-minutes-2020-21
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

E. None of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution lays great emphasis on promotion of gender equity in the institute. Annual gender sensitization day is celebrated in the institute. The celebration this year highlighted the need for gender sensitive education in schools and resolution of gender issues. The Saksham cell of the institute works towards creating awareness and addressing women's issues. During the last year a poster competition was organised to create awareness towards women's issues

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Specific facilities provided for women in terms of: a. Safety and security- The institute has a day and a night security personnel at the entrance b. Counselling - The institute has a Full-time counsellor available for the students and staff c. Common Rooms - Dedicated common rooms for men and women d. Day care centre for young children - The Nirmala education society provides day care centre facilities. e. Any other relevant information

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy

D. Any 1 of the above

Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

SOLID WASTE MANAGEMENT:

Nirmala Institute of Education aims to provide holistic education which has a positive impact on the environment. The college adopts practices that mitigate the generation of solid waste and manages it through the following methods: Systematically engaging with the 3Rs of environment friendliness (Reduce, Reuse and Recycle). Collecting paper waste produced on campus and collaborating with scrap dealers for recycling. Reducing solid waste by adhering to a technology-centric teaching and administrative model. Reduce use of paper by supporting digitization of attendance and internal assessment records. Reduce requirement of printed books by updating the e-books and e-journals collection of the college library. Encourage the students and teachers to use emails for assignment submissions. Take initiatives to spread awareness amongst students about

-Food wastage and ways of minimizing it.

-The habit of reusing and recycling non-biodegradable products

-Organizing workshops for students on solid waste management.

The campus has the 4-trash bin system for students to toss plastic bottles, paper, glass, cans and cardboard to sort it all out beforehand and which makes it easier for the waste collection agency. Using this system, the College hopes to achieve substantial waste diversion.

E-Waste Recycling

College campuses are expected to have broken and outdated electronics. Hence collection bins for collecting e-waste on campus

are placed at convenient places

Composting

- A composting pit for food and plant waste from the campus, is built to process organic manure. The manure is then used for the garden in the campus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

D. Any 1 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

B. Any 3 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institute continuously strives to inculcate values like tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. To achieve these objectives the following activities were organized. Value education workshop for teacher trainees was organized. It focused on how to inculcate values like tolerance and harmony through various strategies such as games, posters, stories, songs, video clips, cartoons, use of worksheets, role plays, and so on. The institute also celebrates major religious and national festivals. The aim of the celebrations is to inculcate in staff and students love, understanding and appreciation for each other's communities and culture. Theme based morning assemblies are conducted to create awareness regarding such issues and inculcate in students different values. The assemblies are based on themes like communal harmony, human rights, peace etc. The teacher trainees also highlight different values while they teach their subjects to school children. The faculty also impart values during their lectures wherever possible.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute strives to inculcate in the students and staff constitutional obligations: values, rights, duties and responsibilities of citizens. National Days are observed and celebrated in the institute. Such celebrations attempt to inculcate in the staff and students love for their motherland and to create awareness about their rights and duties as responsible citizens of the nation. Theme based morning assemblies continuously create awareness among the students about their obligations towards the society and the nation as a whole. Faculty members while imparting the curriculum seek to infuse students with values such as compassion, peace, harmony, brother hood etc.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

This year due to the covid-19 pandemic most of the days were celebrated online. The institute celebrates International/National/state days in the institute. International Day of Yoga was celebrated on 21st June 2020. Yoga from home contest was held due to Covid19 pandemic. Independence Day was celebrated on 15th August. The hoisting of the national flag was held at 8.15 a.m. followed by online patriotic and poster contest. Swachh Bharat Diwas was observed on 2nd October 2020. Activities such as cleanliness and single use plastic awareness drives were conducted. The Goa Liberation Day was celebrated on 19th December 2020. The Republic Day was celebrated on 26th January 2021. To celebrate World Sleep Day on 19th March 2021, a 'Scientoon' Competition for the F.Y.B.Ed. teacher trainees was conducted.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Library WhatsApp group for content and study material sharing

Covid-19 has ravaged the world and has made it difficult for the teacher trainee to access the library services physically as the doors of the academic institutions were shut, at this crucial point of time WhatsApp has played a significant role in the dissemination of information to its user community (faculty and teacher trainee) hereby satisfying their information needs. WhatsApp acted as a bridge between the Library and the students who could not access the Academic Library. These groups created for F.Y.B.Ed. and S.Y B.Ed. teacher trainee, the Academic library could provide information effectively and efficiently. The teacher trainee sent a personal request for the information required. The information was uploaded through PDF format immediately. In this way the students got the information required for their assignments, lesson plans or from the examination point of view. The academic library went a step ahead of providing additional information from various journals, magazines and newspapers. We also shared the marking schemes of various lesson

plans, collaborative lesson and question papers. We also provided activity sheets on various subjects for their internship which was a big help to the teacher trainees.

The academic library has not limited its facilities for B.Ed. students but also extended its facilities to the students of M.Ed. (ex-students)

Objective of the Study

- To identify the purpose of using WhatsApp in Libraries.
- To determine what are the services possible to serve via WhatsApp.
- To examine the Preferable Way of providing reply for the users' queries.

Resources Used

- The Books Available in the library
- Scanner for scanning and sharing study material

Impact of the WhatsApp group

The students were satisfied with the reference work provided upon their request on the WhatsApp group. It helped the students to give better lesson plans with the help of the reference and information provided for their internship, online classes, projects, assignments and their overall growth.

Feedback of the students

A written feedback was taken from the students

SWACHHATA ABHIYAN CELL - 'WORK WITH THE COMMUNITY'

Objectives of the practice :

Keeping in sync with the importance of Gandhian thoughts on cleanliness. The purpose of the campaign was to instill in each teacher trainee a sense of duty and obligation towards safeguarding nature.

As teacher training institution, it is our moral responsibility to inculcate in students' habits that will sustain the well-being of self and one's surrounding.

The Practice:

The following Tasks / Campaigns were to be taken up by the teacher trainees in the campus / internship school / village / community where the trainee resides under the guidance of the respective Faculty / Method Master.

1- NURTURE A PLANT - SAPLING CAMPAIGN

The Teacher Trainee should plant a sapling in the school premises (Flowering / ornamental / fruiting plant) and nurture its growth till his / her tenure in school and initiate the aftercare with the concerned students / MTS of the concerned schools.

2- PAPER / CLOTH BAG CAMPAIGN (in their respective Village / Community) :

-Paper / cloth bags for grocery stores / pharmacy / boutique (packaging) etc.

-Minimum 20 paper bags (compulsory fo

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

INSTITUTIONAL DISTINCTIVENESS

Being the Pandemic year, the year 2020-2021 was one of its kind leaving the Institute with absolutely no clue about what was to be done to continue engaging teacher trainees in learning. However, the Faculty put their minds together to conduct various workshops for updating their knowledge of using technology for teaching. These were conducted by those faculty members who already knew how to use them. This was a unique venture as they shared their expertise with their colleagues without reserve and encouraged them to use what they learnt to meet the needs of their students. The following topics were taken up at the workshops

- Introduction to Google Classroom
- Use of Google Classroom as a Learning Management System
- Use of Google Classroom for conducting quizzes
- Generation of e-certificates with an add-on certify'em.

- Introduction to Video Conferencing Platforms
- Use of Google Meet, Zoom, Jitsi, and Cisco Webex for teaching learning

- Introduction to Screencast
- Use of Screencast as an instructional tool
- Introduction to Basics of Excel
- Working with basic functions in Excel
- Student Record Management (Basic) using Excel
- Self-publish a book with ISBN
- Self-publish an e-book

The FDP was an enriching experience for all the participants. It was an orientation towards digital teaching learning process.

When the faculty began to use online platforms many of the members had teething problems and those who were adept at it graciously came to their aid as and when necessary. The systems administrator also came to the aid of the faculty by providing the necessary internet facilities which were required. All in all, it was a cooperative effort where those who were good helped those who needed to learn. The workshops conducted gave a hands-on experience to the faculty members. Doubts were clarified immediately and personal attention was given to each member. Many workshops were conducted over a period of one week to help the faculty to gear up for online teaching.

A workshop on Google Classroom and G-meet was conducted. The faculty learnt how to construct their own virtual classrooms for the different courses they taught. They learnt how to post assignments

and projects and other materials on their google classroom. They were also taught how to use the google drive to upload materials required by the students for learning. How to generate links for G-meets was explained. How to construct a google form was explained and also how to generate certificates for the participants of webinars.

The uses of online platforms such as Zoom and Webex were explained with supporting demonstrations, as a result of which many of the faculty members conducted lectures using them or participated in webinars by downloading the apps required.

Another hands-on workshop was conducted on the use of Excel for teaching and record keeping. Many short-cuts were demonstrated which were useful for faculty members. This was followed by a workshop on how to publish your own e-book.

An enrichment lecture series was conducted for trainees of both years by faculty members and other resource persons. The topics discussed were as follows:

Digital Etiquette

Value Education-A Key to Being Human. How to inculcate values among the students and youth was highlighted through various strategies such as games, posters, stories, songs, video clips, cartoons, use of worksheets, and role plays. How to lead a happy life was highlighted through the ABC of values. A series of school-based activities that could be conducted with school students during internship for promotion of values were also discussed during this session.

The trainees also contributed their mite in helping teachers to go digital. A 2-day National Mathematics Webinar on, 'Digital Tools for Teaching and Learning Mathematics' was held on Google meet platform by the S.Y. B.Ed. Project group of Mathematics Pedagogy Unit of the institute. Demonstrations on how to use the available tools for teaching and learning Mathematics were conducted. Those demonstrated were Boomcards, IXL Maths, Math is fun, Math.com, MathsBot.com, Kahoot, Quizziz.com, NRICH, cK-12, Math Goodies, Math games, Education.com, MathPlayground and WISC-Online

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

1. upgradation of ICT infratsructure
2. Certificate Courses to be started
3. Library to be updated
4. Digital literacy programs to be conducted
5. sports equipment and infrastructure