Yearly Status Report - 2019-2020

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	**Principal(in-charge)**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**08322225633**
Mobile no.	**9011545383**
Registered Email	**info@nirmalainstitute.org**
Alternate Email	**niegoa@gmail.com**
Address	**Nirmala Institute of Education, Altinho**
City/Town	**Panaji**
State/UT	**Goa**
Pincode	**403001**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Dr. Russell De Souza**
Phone no/Alternate Phone no.	**08322225633**
Mobile no.	**8806476170**
Registered Email	**info@nirmalainstitute.org**
Alternate Email	**niegoa@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.nirmalainstitute.org/aqar-2018-19

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.nirmalainstitute.org/2019-20

5. Accrediation Details

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

6. Date of Establishment of IQAC	**20-Jun-2014**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
No Data Entered/Not Applicable!!!		
View File		

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

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

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	3
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	No
Upload the minutes of meeting and action taken report	No Files Uploaded !!!
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

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

• Work with the Community: Village activities conducted by the College on 29/01/2020 at Village Panchayat of Taleigao, TiswadiGoa • Students' Webinar Series on the theme "EDUCATION MATTERS" – was executed by the students 8th and 9th June, 2020. The topics on which the presentation were made are as follows: • Upskilling of teachers learning and doing like never before • Student support designs to handle new ways of learning • Developing Individual Competencies for success in the face of the inevitable • Feelings ...the unexplored dimension to Learning • Innovation and Creativity changes the growth curve • Signing of the MoU with VVM's Shree Damodar College of Commerce and Economics, Margao, Goa. The MoU was signed between the two Colleges on 16th June, 2020. • A 15 hour's workshop on how to use ZOOM in teaching conducted for the Faculty of VVM's Shree Damodar College of Commerce and Economics, Margao, Goa.

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

Plan of Action	Achivements/Outcomes
No Data Entered/Not Applicable!!!	

14. Whether AQAR was placed before statutory body ?	**No**
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2020**
Date of Submission	**12-Feb-2020**
17. Does the Institution have Management Information System ?	**No**

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Part B

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CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

Orientations to Course requirements, Library resources, Campus requirements, Health and Physical Education, Art and Aesthetics, Celebration of talents and cocurricular activities, anti-ragging, mentoring and trainee profile, conducting assemblies, public speaking and counselling services are conducted to familiarize students. The planning for the delivery of the curriculum is done at the end of the previous academic year. Activities like fieldtrips, visits, treks, workshops such as lesson planning, test planning, instructional media and demonstration lessons are conducted. Teaching methods like team teaching, technology enabled teaching, discussion cum lecture presentations were used. For syllabus completion and curriculum enhancement, regular Faculty meetings are held. The academic calendar is prepared in advance by the schedule committee so that curriculum transaction takes place smoothly. Library resources are available for curriculum transaction and reference for assignments and projects. Academic mentoring includes preparation for practice teaching and internship in various schools. Those students who are weak at lesson execution are helped through remedial teaching. A professional part time counsellor is available for discussing curricular, cocurricular and personal concerns. MA Wellness Counselling Delivery of each course is planned session-wise prior to the commencement of each term. Efforts are made to include as many practical learning experiences such as class/group discussions, role plays, movie screenings 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 are 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.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
No Data Entered/Not Applicable !!!					

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

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

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

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
Baking Confectionary	13/07/2019	23
Counselling	13/07/2019	26
STEAM Education	13/07/2019	51
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships

BEd	F.Y. B.Ed Education	100
BEd	S.Y. B.Ed Education	100
BEd	Swacchta Pakhwada Campaign in collaboration with Taleigao Village Panchayat	199
MA	Wellness Counselling	11
PG Diploma	Guidance and Couselling	14
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

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

Feedback Obtained

Feedback from students: The active grievance redressal cell helps to understand the students' concerns and problems with respect to Schedules, Internship and Lessons. The student representatives also act as a liaison between Faculty and students, students and administrative office. Students give feedback in their reflections and suggestions pertaining to internship in their internship files which contain a comprehensive record of what they did during the internship on a daily basis. Feedback from Faculty: At the end of each program Faculty feedback meetings are conducted such as Abolianchem Fest, Internship and end of the year feedback of all programs and activities conducted. The feedback obtained is kept in mind while planning the calendar for the next academic year. In this way the strengths and weakness are listed out. The practice teaching lessons are supervised by the Faculty members and observed by peers. Both peers and Faculty give valuable feedback which they incorporate in their subsequent lessons. Feedback from alumni and employers: Oral feedback is collected from the alumni and employers, when Faculty visit practice teaching and internship schools. Feedback from internship schools: Feedback and suggestions are obtained from the internship schools and analysed and used to make the internship more relevant in the next academic year. Oral feedback is given by the coordinating teacher who is in charge of the student teachers while they are in school to the visiting supervisors. They also fill in a feedback form pertaining to the performance of the student teachers and send it to the Institute. The visiting supervisors also interact with the school headmasters and obtain feedback about the student teachers. Feedback is also taken from the subject mentor teachers in internship schools. MA Wellness Counselling Facilitators were evaluated on the basis of encouragement of critical thinking and student participation, use of teaching aids/gadgets, reference material, teaching efficiency, among other factors. Feedback regarding each individual course was also collected on the themes of the organization of the course, clarity of objectives, opportunities to learn through practical activities, its relevance to professional requirements and clarity in criteria for student evaluation. Feedback received regarding Faculty performance will be used to improve the performance at an individual level.

Feedback regarding course material will be taken into consideration while drafting changes required in the syllabus and curriculum. Post Graduate Diploma in Guidance and Counselling Feedback - Quarterly internal evaluation of student's growth and progress is done where the student shares his/her experience in the course, the challenges faced and also assesses his/her scope for improvement. The mentors give a feedback to the student on the areas where the student needs to work on as far as the counselling skills are concerned. This is done on a one-to-one basis along with the Faculty members. Integrated Paper- At the end of the course each student presents an integrated paper. The students give a report of their journey through the course and how the course has helped them to achieve growth in their personal and professional life.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Teacher Training Programme	100	Nill	100
PG Diploma	Guidance and Counselling	30	30	13
MA	Wellness Counselling	40	32	21
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2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	199	44	14	4	Nill

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
18	18	13	7	2	9
View File of ICT Tools and resources					
View File of E-resources and techniques used					

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

Mentoring occurs when a role model, or mentor offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. Mentoring is Voluntary i.e. both the mentor and mentee must want to learn and grow from the experience, Mentee Driven i.e. the mentee must take responsibility for pro-active self-development (ask for guidance, expertise and wisdom), Goal-Oriented i.e. the

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

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
242	18	1:13

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

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

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	2019-2020	17/08/2020	05/10/2020

| PG Diploma | Post-Graduation in Guidance Counselling | 2019-2020 | 10/08/2020 | 10/10/2020 |
| MA | Wellness Counselling | 2019-2020 | 15/03/2020 | 24/09/2020 |

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

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

Journal Writing, Seminars, E- Modules, Topic-Based Assignments, Case Studies, Projects, Paper Presentations, 5-over-night workshop					

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

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

2.6 – Student Performance and Learning Outcomes

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

https://www.nirmalainstitute.org/programme-outcomes-bed

2.6.2 – Pass percentage of students

Programme	Programme	Programme	Number of	Number of	Pass Percentage

Code	Name	Specialization	students appeared in the final year examination	students passed in final year examination	
Nill	MA	Counselling	10	10	100%
Nill	PG Diploma	Guidance and Counselling	11	11	100%
Nill	BEd	Teacher Training Programme	98	97	98.98%

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2.7 – Student Satisfaction Survey

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

https://www.nirmalainstitute.org/sss-2019-20

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

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

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3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

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

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)	
Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

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

Type	Department	Number of Publication	Average Impact Factor (if any)
International	EDUCATION	3	5.9
View File			

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

Department	Number of Publication
Education	15
View File	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	5	19	46	Nill
Presented papers	2	5	5	Nill
Resource persons	Nill	4	6	25
View File				

3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities

Swacchta Abhiyan :Paper bag Distribution, Street play	Nirmala Institute of Education and Village Panchayat Taleigao		14	199
Abolianchem Fest	Nirmala Institute of Education in collaboration with Alumni and Department of Art and Culture- Government of Goa		14	199
Street Play: an event called "Yuva Jagruti" on 7th February 2020	The Goa State Biodiversity Board in association with Abhivyaktee - Panaji and IMB hall, Panaji		1	10
Work with Community	Nirmala Institute of Education		14	199

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Session By Alcoholics Anonymous	Nirmala Institute of Education in collaboration with Alcoholic Anonymous	Evils of drinking in our society	14	100
Puppetry Session	Nirmala Institute of Education and DIET	Importance of puppetry	14	100
No Less No More	Legal Metrology Department	Measurements And Measuring Instruments	14	100
Consumer Rights	Goa CAN	Talk about consumer rights	14	100
International Yoga day	The Ministry of "AYUSH	Yoga for Heart	14	199
Road Safety	Traffic Police Cell	Interactive Session	14	100

	Panjim				
POCSO	Nirmala Institute of Education and Goa Universitys Women Studis Department	Talk	14	100
Swachhta Pakhwada programme for the year 2020.	Nirmala Institute of Education	Outreach Programme	14	199
Gender Sensitisation Day celebrated on 19th September, 2019	Nirmala Institute of Education	Gender Sensitisation: Love is a supreme and divine emotion.	14	100
Swachhta Abhiyan :Paper bag Distribution, Street play	Nirmala Institute of Education and Village Panchayat Taleigao	Awareness Programme	14	199
[View File](#)				

3.5 – Collaborations

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

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

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Internship Programme	Schools of North and South Goa	17/11/2019	18/12/2019	100
Internship	Internship Programme	Schools of North and South Goa	27/06/2019	23/10/2019	99
Internship	Personal Counselling	Hospitals, Old Age Homes, Schools, Churches and Orphanages	Nill	Nill	14
Internship	Wellness Counselling	Schools, Colleges,	Nill	Nill	11

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

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

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1100000	1148925

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
View File	

4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	14052	297431	151	98317	14203	395748
e-Books	1	5900	Nill	Nill	1	5900
e-Journals	1	Nill	Nill	Nill	1	Nill
CD & Video	54	Nill	Nill	Nill	54	Nill
Library Automation	1	49366	Nill	Nill	1	49366

Others(specify)	Nill	Nill	Nill	Nill	Nill	Nill

View File

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	42	0	0	0	0	11	5	0	6
Added	0	20	0	0	0	0	0	0	0
Total	42	20	0	0	0	11	5	0	6

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

24 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
150000	140268	1300000	1258829

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

Computer Lab: Computer labs are fully equipped with systems and latest software with an environment to implement and experiment knowledge acquired in the classroom. All the systems have internet facility. Library-The library is fully automated with SOUL Software. The library takes concerted effort to collate all the question papers of University examinations of previous years and compiles them orderly. The student-teachers have an access to them. The library maintains newspaper clippings and collects relevant news items related to education, employment opportunities, socio-cultural issues, current issues. It is then documented in files. The library has also internet and Wi-Fi connection for the staff and students. Teaching Aids-The respective pedagogy

subject is equipped with necessary teaching aids that are utilised and maintained by the concerned teacher educator. The staff and student-teachers make use of these amenities for effective teaching-learning of subjects. Canteen -There is a modest but adequate canteen which provides nutritious food to the students and Faculty Counselling centre- The counselling cell provides support to students to cope with varied psychological concerns .The Counselling Centre seeks to develop healthy coping strategies and creating a safe environment for the students. The students seeking counselling on various issues like academics, life, career, etc. The Counselling Centre provides services like individual counselling, group counselling, and organizes various kinds of programmes on mental health. The Counsellors conduct lectures, workshops, and programmes throughout the academic year. Lockers- Lockers provide students a safe and convenient place to store everything they dont immediately require, retrieving their possessions as and when they need. This not only helps eliminate the problem of carrying around heavy backpacks, but also makes every aspect of the educational process much more convenient. Guest Room facility for visiting Faculty-Outstation visiting Faculty is provided with guest room facilities Ladies common room- There is a need for personal space especially for girls who are young adults. This is very essential for them to interact, discuss with their counterparts and also rest if and when needed. Grievance Redressal Cell- The Grievance Redressal Cell aims to look into the complaints lodged by any student and redress it as per requirement. The Institution aims at solving the grievances of the students within stipulated academic and non- academic matter within the campus through the online and grievance/ suggestion box. The Grievance cell is also empowered to look into matters of harassment. Grievances may also be sent through e-mail to the officer in-charge of Students Grievance Cell. Mentoring facilities- Mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The mentors overall role is to promote the growth and development of the teacher trainee so as to improve the learning. Mentors help orient new teachers to the school community and to teaching in general. Mentors serve as emotional support for this challenging phase of a teacher trainee career.

http://www.nirmalainstitute.org/facilities

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Concession in Hostel Fees	4	26100
Financial Support from Other Sources			
a) National	Nill	Nill	Nill
b)International	Nill	Nill	Nill
[View File](#)			

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Mentoring	13/06/2019	199	B.Ed. Faculty
Communication	10/07/2019	100	Ms.Euthemia

Skills			Fernandes Ms.Millie Pereira
Personal Counselling(college counsellor)	17/06/2019	29	Ms.Sulaxa Gawas
Health and Physical Education	11/06/2019	199	Mr.Clifton Fernandes
Arts and Aesthetics(Performing Arts and Visual Arts)	11/06/2019	199	Mrs.Anagha Deshpande Mr.Raymond Pereira
Media Literacy	12/06/2019	99	Mr.Subodh Haldankar
Peace Education	12/06/2019	99	Mrs.Sharmila Kerkar
Life skills	26/06/2019	99	Ms.Sulaxa Gawas
Remedial coaching	13/06/2019	17	B.Ed.Faculty
Group Counselling	17/06/2019	199	Ms.Sulaxa Gawas
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	TET	99	Nill	Nill	Nill
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
4	4	4

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
No Data Entered/Not Applicable !!!					
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to

| 2019 | 2 | B.Ed | Education | Goa University | Post graduation |
| 2019 | 2 | B.Ed | Education | Shivaji University,Kolhapur | Post graduation |

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	2
SET	2
Any Other	1

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Environment Day Celebration 5/07/2019	Institutional activity	11
Puppetry workshop 28/06/2019	Institutional activity	100
International Yoga day Theme –'Yoga for Heart' 21/06/2019	Institutional	100
Celebrations Days	In-house activity	100
Session on performing arts (13'th /14'th June 2019)	Institutional	100
Inter-collegiate Futsal	State	181
Inter-collegiate table tennis	State	25
Beach run	Institutional	184
Intramural (fun Minor games)	Institutional	96
Leadership Camp	Institutional	78
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5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Ek Bharat Shresth Bharat	National	Nill	1	Nill	Diana Colaco
[View File]()						

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

The Student council begins to function after the elections are conducted in the Institute. Election dates are notified by The Directorate of students' welfare and cultural affairs, Goa university. Every student of the college has the right to vote and choose their representatives to represent the entire student body at the university level by choosing the University Class Representative and the University Faculty Representative. The UCR/UFR is selected by students at the beginning of the academic year by conducting the elections as notified by the University following the nomenclature prescribed by the aforementioned university. The student candidates aged 25 and below are nominated by the entire batch of students belonging to the respective batch or post of UCR. Subsequently, the shortlisted candidates file their nomination forms providing relevant information. Election takes place as per the dates scheduled by the University. The election is conducted with due fairness and integrity. From those selected as UCRs proceed to contest for the position of UFR. The UFR holds his/her post for two consecutive years. Responsibilities of the Student Council- The Student Council plan and organise the inaugural function and also the Holy Eucharist to welcome the F. Y. B. Ed teacher trainees and implore the blessings of the Almighty on the entire Institute. Act as a Liaison between the student body and the Faculty, Principal and Management. They represent the students by communicating the problems of student body to the concerned authorities. The council also provides ideas and suggestions in organising the academic and co-curricular activities in the college. Every year the Teacher's Day celebration is planned and organized by the elected members independently by involving the entire student group. The council also conduct the intra mural games as a fun-filled activity for the entire batch of students under the guidance provided by the College Director of Physical Education. The students held the responsibility by volunteering for the Intercollegiate Futsal event and the Beach run activity organized at Miramar, Panaji by the Institute. A play entitled 'PRIDE AND PREJUDICE' was organised by the students of Nirmala Institute Magnum Opus. It was a great success due to collaboration of the members of the council. The council also provided their contribution by participating in various activities planned by Ek Bharat Shrestha Bharat cell during the Swachhata Pakhwada,2020. The activities included cleanliness drive along with various other competitions with regards to the themes on the different aspects of Swachhata. It also included an awareness programme conducted at Taleigao Panchayat, as a village activity and community work. The UFR along with her team assisted the workshop Co-ordinator in the four day workshop on 'Upgrading of Teaching Methodology using Elements of Theatre'. The student council assisted the Faculty to conduct a variety of activities through special participation groups. The council also helped in organizing several workshops in different categories during the preparations for the annual Goa Day event , Abolianchem Fest. Represents the administrative committee of the Institution.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

The Institute does not have a registered Alumni Association. Faculty members are in touch with several ex-students. All the activities of college are sent to them via social media and phone calls .The Institute organizes the workshops for in-service teachers to enhance their skills and upgrade their knowledge with recent trends in Education. The ex-students of NIE, who are in service attend these workshops taken by the NIE Faculty. The ex-students are also invited as resource person/speaker to our Institute to share their expertise in different fields. The ex- students were invited for the English Play, "Pride and Prejudice" and they came for it. Invitations for Aboleichem Fest were sent to them. They also visited the college for it and few of them performed voluntarily. Mr.Dynanesh Moghe , renowned theatre and film director of Goa state and Alumni of the college with his group Aparantmachi, organised the English Play- "LIGHTS OUT",under his direction on 10/09/2019 in the college. Alumni also provides mentoring support to NIE student trainees during their internship in the institution wherever they are employed.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

Planning of College activities: Faculty meetings are conducted in a democratic spirit. Faculty members discuss and deliberate, and arrive at a consensus or provide suggestions. Planning for the entire next academic year is done before closing for vacation. The Faculty members take the responsibility for planning at every stage with the Principal. They conduct various orientations as part of the Induction programme for the new trainees. Various Committees take charge of the cultural, social and academic programmes. The Faculty members also plan and conduct Refresher workshops for in-service school teachers. The records of participant feedback of all the workshops are maintained by the office to help the Faculty for future planning. The Faculty members handle each of their responsibilities efficiently with minimal interference from the Principal and Management. Participatory form of governance: The Institute upholds the participatory form of governance. Faculty coordinators independently plan for State level and National level conferences and State level workshops for which they also tried to get funding from government bodies. They also involved the teacher trainees in organising and execution. Events like the Abolianchem Fest, which is a celebration of Goan culture and ethos are planned and executed by the Faculty and teacher trainees under the supervision of the Principal. The objectives of such events are meant to generate knowledge about our environment and socio-cultural resources, and document it in order to share knowledge for sustainable living for the present and the future generations. This year the focus being 'Goenchi Mati', the entire fest focussed on the theme, 'Soil of Goa', which was accentuated through the delicate detailing of the set-up at the venue namely – the 'Ro'in' (the anthill) at the entrance and the 'maand.' There were stalls with: art and decoration, food, medicinal and ornamental plants, traditional games, and photo-booth which reminisces the mud houses with the authentic 'chuul'. All this was designed, prepared and executed by the Faculty and teacher trainees independently of the Management. The Faculty also arranged several workshops to train the teacher trainees for the programmes. The Faculty scheduled various Celebration Days such as Independence Day, Ganesh Chaturthi and others to help trainees to understand their socio-cultural responsibility and 'Subject Days' which are a joint venture of the Faculty and trainees enhance their appreciation of all academic disciplines. The teacher trainees of each pedagogy, plan and present off-stage and on-stage programs on their respective 'Day', under the guidance of their Method Masters. These

celebrations include putting up backdrops, competitions, exhibitions, bulletin board displays, photo booths, PowerPoint presentations, fashion shows, quizzes, dances, skits and songs. These celebrations help hone the trainees' skills according to Gardner's Theory of Multiple Intelligences and develop their creative abilities. These events have attained great success through the excellent team work and collaboration between Staff and trainees. The teacher trainees along with the Faculty, the administrative, multitasking and support staff have shouldered immense responsibilities in a commendable manner with least guidance from the Management. RUSA activities were managed entirely by Faculty and admin staff.

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

No

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Teaching and Learning	STEAM Education: The college has a STEAM Lab that trains teacher trainees in robotics. An increasing number of schools are setting up such labs and it could well be a part of the National Education Policy. Bakery Course: This course brought the best out of the trainees in terms of enhancing culinary skills by a very well acclaimed retired Faculty from the National Institute of Hotel Management, IHM, Porvorim. This was of great importance to the trainees especially during the COVID restrictions and lockdown. Wellness Counselling course was conducted by the experienced Faculty of the MA in Wellness Counselling which helped teacher trainees to first understand themselves, discover their strengths and potential, feel affirmed and develop a positive outlook in life to script their own stories for healthy living.
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. • Institute was a nodal centre for PDPET(NIOS Bridge Course) and NIOS D.El.Ed. under Goa Samagra Shiksha Abhiyan.
Human Resource Management	• Faculty and Staff are appointed according to the rules and regulations of Goa University and the Directorate of Education. • The Management and Principal share an amicable relationship with the Faculty and Staff and treat each other with respect. • The Management takes personal interest in the college developmental activities and is a part of the meetings such as career advancement, appointment of new staff and IQAC. • An attitude of openness allows Faculty and students to share their grievances, views and give suggestions when needed. • Faculty share their expertise with other colleges through lectures, workshops and training programmes through deputation, collaboration, MoUs.
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, e-journals, 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 techno-pedagogy 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.
Examination and Evaluation	The affiliating university prescribes the pattern of examination and evaluation which the Institute follows. The Faculty is free to try innovative techniques and methods of Assessment and Evaluation. The Faculty members have developed their own criteria for assessing the different types of lessons i.e. the Traditional, Collaborative or Technology Enabled Lessons in their own subject pedagogies. The trainees are given oral and written feedback immediately after their lesson presentations. The peers also provide feedback about the lessons. The trainees thus build their self-confidence and improve their performance. Assignments/projects are also evaluated according to set criteria to ensure quality.
Teaching and Learning	• The Institute campus is welcoming and conducive for academic and personal growth. • To enhance teaching skills, the trainees are encouraged also to use theatre and drama in their respective subjects especially during internship. This experience has been enriching for the students as well as for themselves.
Curriculum Development	The Board of Studies for Education develops and reviews the curriculum at the Institutional level but the Faculty enriches the curriculum by planning and conducting different activities during the year. Orientations are given to new trainees for every course paper for a thorough understanding of the course. Students are encouraged to attend the seminars and conferences conducted by the Institute. Trainee profile formats are designed to collect data about the trainees to know their talents, strengths and weaknesses and assign them for different co-curricular

E-governace area	Details
activities. Alumni and other resource persons come to speak on various topics to the trainees for curriculum enrichment.	

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

E-governace area	Details
Administration	College made use of Biometric Fingerprint Attendance system. Reports of activities held during the year are sent to the reports committee by email. Minutes of the Faculty meetings and IQAC meetings are sent to the College by Email. Faculty details are uploaded on the website. Circulars from the Directorate of Higher Education and Goa University, as well as urgent letters are communicated via Email and WhatsApp to Faculty. Circular regarding Competitions, Scholarships, and notices are forwarded to students via WhatsApp. NCTE PAR was successfully submitted. Admission:- DHE Admission online portal Weblinks to Goa University, NCTE, UGC and NAAC are on the Institutional Website.
Finance and Accounts	Tally ERP 9 is used to handle accounting procedures by the Accountant.
Student Admission and Support	A WhatsApp group was made for the students where in the CR would forward the messages sent by Faculty and the admin staff. The Faculty were contacted either by email or WhatsApp to clarify any doubts. The students have to register online on the Anti-Ragging Website and a copy of the same is submitted to the office. Students details are updated on the AISHE portal as and when requested for. The Institutional Website contains all information relating to the courses, to administration. Admission:- DHE Admission online portal. Weblinks to Goa University, NCTE, UGC and NAAC are available on the Institutional Website.
Examination	The Internal Marks obtained by the students are sent via email along with a hard copy to the University for facilitating easy entry for the data operators.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	Mrs.Ximena Fonseca and Dr.Russell de Souza	Seminar on preparedness for Accreditation	Nill	3400
2020	Mrs.Ximena Fonseca and Dr.Russell de Souza	Seminar on preparedness for Accreditation	Nill	1500
2019	Dr.Delia Antao and Mrs.Anagha Deshpande	State Level Workshop on 'Green Audit for College Campuses'	Nill	1500
2019	Dr.Delia Antao	Triennial Conference in India Revisioning on Higher Education in India	Nill	12782
2019	Dr. Delia Antao	Triennial Conference in India Revisioning on Higher Education in India	Nill	9000

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

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

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

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Orientation	1	30/07/2019	26/08/2019	28
Refresher	2	11/02/2020	02/03/2020	22

Course				
Short Term Course: The Psy cho-Spiritual Approach to Life	1	07/10/2019	11/10/2019	5
Short Term Course: National Level Workshop on Applied Natya Therapy: Integrating Science Arts for Mental Health through Bharta's Natyashastra by Dr. Dimple Kaur,	1	10/10/2019	14/10/2019	5
Short Term Course: Design and Printing	1	01/07/2019	14/07/2019	14
Short Term Course: Library Development Programme	1	02/03/2020	06/03/2020	5
FDP: Revisioning Higher Education in India: Challenges and Strategies for Catholic Institutions.	1	13/09/2019	15/09/2019	3
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
No Data Entered/Not Applicable !!!			

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nill	Nill	5

6.4 – Financial Management and Resource Mobilization

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

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

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

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Management	245971	Purchase of equipment (Cyclostyling Machine and Laptops to conduct Final Examinations.

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6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

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

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

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

No Data Entered/Not Applicable !!!

6.5.3 – Development programmes for support staff (at least three)

No Data Entered/Not Applicable !!!

6.5.4 – Post Accreditation initiative(s) (mention at least three)

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2020	Work with the Community	29/01/2020	29/01/2020	Nill	95
2020	Webinar Series on the theme "EDUCATION	08/07/2020	08/07/2020	09/07/2020	90

Year	Title	Date From	Date To	Col5	Participants
	MATTERS"				
2020	Signing of the MoU with VVM's Shree Damodar College of Commerce and Economics, Margao, Goa	16/07/2020	Nill	Nill	Nill
2020	How to use ZOOM in teaching	18/07/2020	Nill	Nill	20
2020	Smart Phone Addiction: Physical, Social and P sychological -Institution al Level Workshop	18/02/2020	Nill	Nill	Nill
2020	Workshop on Upgrading of teaching methodology using elements of Theatre in association with Directorate of Higher Education ,Goa	04/03/2020	04/03/2020	Nill	44
2019	Seminar- Reference Management tools and Academic Integrity	21/09/2019	21/09/2019	Nill	Nill

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Issues related to women	17/06/2019	Nill	85	5
LGBTQ	10/07/2019	Nill	90	6

AWARENESS				
GENDER SENSITIZATION DAY	19/09/2019	Nill	91	5
WOMENS DAY CELEBRATION	08/03/2020	Nill	173	8

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

Percentage of power requirement of the University met by the renewable energy sources
1. On 3rd of January a visit to Dr. Salim Ali Bird Sanctuary followed by session on Mangroves by Mr. Sujit Kumar Dongre was organised. Mr. Dongre briefed the students about the mangrove plants, its benefits and the environmental impact it creates. He informed that there were sixteen different varieties of mangroves trees. He also explained the reasons for location of a particular type of mangrove at a particular region of mangrove forest. Mr. Dongre also emphasised on the flora and fauna that lives in and around the mangrove region. Mr. Dongre gave a brief explanation about the sanctuary, it's extent and the different species of birds that visit the sanctuary. 2. On 28th January 2020. A programme titled "Mati Aamchi Nizachi, Denngi ti Saimachi" on occasion of Konkani day. The program focused on the aspects of Goan soil and its rich heritage. Through the program awareness was create among trainees towards the different aspects of soil and also the importance of the soil in ecology. The trainees were made aware about the exploitation of soil by mineral, sand and other forms of mining. 3. Geodesic Dome.

7.1.3 – Differently abled (Divyangjan) friendliness

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

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2020	1	1	29/01/2020	1	Awareness Program on personal and environmental cleanliness Swachhta Pakhwada	1.Awareness related to single use plastic, waste management and personal health 2. Distribution of	160

					paper bags to vendors around and house holds
No file uploaded.					

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

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

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Inter-faith dialogue	17/06/2019	Nil	95
A talk on Protection of child from sexual offences act, 2012' (POCSO).	17/06/2019	Nil	91
Session on peace education	14/08/2019	Nil	105
Celebration of religious festivals EID celebration	09/07/2019	Nil	97
Celebration of religious festivals Ganesh Chaturthi	28/08/2019	Nil	94
Celebration of religious festivals Christmas Celebration	21/12/2019	Nil	96
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

    1. All electricals' lights were changed to eco-friendly LED lights. 2. Environment day celebration was held on 5th July. A initiative was started to discourage the use of plastic bags and promote the use of cloth bags. Students were taught to make cloth bags out of the used cloths available at their homes. 3. Dry Waste Especially dry leaves etc. composting is done at the Institute the same compost is used to fertilize the various plants in the campus. The Institute has banned the use of chemical fertilizers on the campus 4. The Institute has Banned the use of single use plastic in the campus 5. On the occasion of Gandhi Jayanti and initiative 'Fantastic Green Plastic' was started. Trainees were asked to collect waste plastic bottles, jars, buckets etc. which were turned in to beautiful pots to be used for planting plants.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

    1. Title of the practice - Upgrading of Teaching Methodology using Elements of Theatre The context that required the initiation of the practice The subject

Performing Arts was introduced, when the Goa University changed the B.Ed. course to two years and also began with the integrated B.Ed. course. Guidelines are given by The National Council for Teacher Education (NCTE) in the subject of Performing Arts but no proper methodology has been developed at present. Hence the state level workshop titled: "Upgrading of Teaching Methodology using Elements of Theatre" was conceptualised not only to help the teacher trainee participants in applying the skills learnt in teaching their curriculum in schools, but also their Faculty by providing them creative ideas in developing the methodology required to teach the subject Objectives of the practice • To link creative knowledge, expression, every day existence and mental skill through a stress-free mode. • To provide powerful tools of drama which can be adapted to the basic principles of education. • To develop learners socially, emotionally and intellectually. • To integrate Drama methods and techniques into the curriculum thus engaging learners more effectively in the learning process The Practice: A Four-day workshop was conducted by Nirmala Institute of Education on the 4th to 7th March 2020 in association with The Directorate of Higher Education titled: "Upgrading of Teaching Methodology using Elements of Theatre". Renowned theatre experts Mr. Vidyanidhee Vanarase and Mr. K. G. Krishnamurthy conducted the sessions for 44 participants including young teacher trainees and their performing arts professors coming from five different colleges namely P.E.S College of Education, Ganpat Parsekar College of Education, Vidhya Prabhodini College of Education, GVM's Dr. Dada Vaidya College of Education and Nirmala Institute of Education. The workshop began with an Inaugural with welcome address by the Director NIE to the dignitaries and the participants, followed by the lighting of the lamp. Both the experts, Officiating Principal of NIE Dr.Delia Antao and on the behalf of the DHE Dr. Uday Kulkarni as an observer were present for the Inaugural. A variety of dramatic techniques and activities were explained and carried out throughout the workshop giving the participants a first-hand experience whereby they could judge the effectiveness of these activities in a normal setup. Every session was followed by an evaluation, brainstorming on what improvements can be done and how to improvise on these activities to best suit the needs of the students. Some of the activities were: 'Stop, Walk, Jump', 'Theatre in education', 'Role play: Panchatantra or fantasy literature', 'Know your partner', 'Arrival, Journey and Destination', 'Personification', 'Dialogue', 'Subject based improvisation' and 'Photo frame'. The workshop also included a few discussions on topics like 'Equality in drama' and 'Passion v/s Profession'. Another very effective session was conducted by Mr. Vidyanidhee Vanarase on voice exercises along with Mr. K.G Krishnamurthy who continued the session with breathing exercises. The workshop concluded with the valedictory where a video was presented compiling the wonderful moments created during the four-day workshop. Chief Guest Mrs. Padmashree Josalkar, former Director of Kala Academys School of Drama, addressed the audience and presented certificates to the participants. The workshop was a great success and well appreciated in all the feedback. The Coordinator Mrs. Anagha Despande, Asst. Prof. Performing Arts and her team were felicitated by Dr. Delia Antao, the Officiating Principal of Nirmala Institute of Education for their untiring efforts to make this workshop a one of its kind in the state of Goa. Impact of the practice: Received very encouraging feedback from all the participants which briefly reflects that, the workshop was really helpful in understanding the methodology to teach various subjects and clarify various concepts in the classroom, using the elements of Theatre. 2) Title of the practice – Science Newsletter. The context that required the initiation of the practice. The science method masters observed that the teacher trainees devoted very little time towards reading and keeping track of current events in the field of science. As a result, the concept of having Science newsletter was developed with an attempt to develop the reading habit among B.Ed. trainees of both the years related to science happenings during the time of publication of the

newsletter Objectives of the practice: The main objectives of the practice were to make science students read about the recent happenings in the field of science and keep themselves updated. To develop the reading habit among the B.Ed. teacher trainees. The other objectives being giving practical exposure towards framing newsletters which could be carried out in their schools in future and to equip students with the skills and knowledge required for the same. The Practice: The practice began at the beginning of the year with the method master informing students to read, keep track and collect information related to the field of science technology and the recent developments in the field. The trainees had to collect and record the information either in hardcopy or digital format. The data consisted of articles, news, videos, Research papers etc. The next step was to filter the collected information. Once that was done, the teacher trainees would segregate the information into themes and sub themes. The teacher trainees would then sit together and compile the collected information into a newsletter. The information was further edited with the help of the method master and the newsletter was then published. A web application was used to frame the newsletter. Obstacles faced if any and strategies adopted to overcome The Major obstacle was getting students to read. The same was solved by dividing students into groups of 2-4 and providing the designated time to read in the beginning. The trainees also faced difficulties in filtering the information available on the internet for which the method master gave a session on how the look and gather information making use of the technology available at hand. Technical issues while compiling using the application were also faced which were resolved with the help of the method master. Other issues were also solved by continuous mentoring by the method master. The trainees viewed certain explanatory YouTube videos on how to use the application. The trainees also gathered the knowledge about the application from their peers and friends. Impact of the practice In the feedback taken from the trainees it was found that they were happy about their work. The practice was found to improve their reading habit while increasing their knowledge in the field of science. The students stated that they were equipped with a new set of skills like making use of web applications and ways to collect, filter and store the available information which could be put to use in their career as teachers. The practice also helped in increasing the knowledge of other teacher trainees as the newsletter would be distributed to others and copies of the same would be kept in the library for further reading and reference. Resources required The resources used for the practice were the information available online in the form of publications, news, podcasts, videos etc. and offline information like newspapers, journals, magazines etc. The college library was used for journals magazines etc. The Web Application which helped compile the information in the form of a newsletter.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.nirmalainstitute.org/best-practices-2019-20

7.3 – Institutional Distinctiveness

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

The Institute in its vision and mission continuously strives to upgrade and improve the face of teacher education in the state of Goa. To achieve this goal, the Institute engages in various activities. Some of these activities serve to make the Institute distinctive. 1. In-service teacher training workshops were conducted by the Institute for the schools across the state. Through these workshops, the participants are familiarized with the latest developments, trends, tools and techniques in teaching. Hands-on experience was provided in the use of tools and techniques in the year 2019-2020 ----

workshops were conducted on various topics. 2. Add-on courses were conducted for the B.Ed. teacher trainees to equip them with the skills other then those given during the transaction of the curriculum, these include Robotics, Baking Confectionary and Counselling. All these courses were of 45-hour duration. The teacher trainees were issued certificates after successful completion of the course. 3. A one of its kind state level workshop was conducted on "upgrading teaching methodology using elements of theatre" for B.Ed. teacher trainees across the state of Goa. The workshop focused on integrating drama method and techniques into the curriculum, thus engaging learners more efficiently in the learning process.

Provide the weblink of the institution
http://www.nirmalainstitute.org/2019-20-0

8.Future Plans of Actions for Next Academic Year

1. Improving the quality of the teaching learning process At the end of the current academic year the pandemic struck and the Institute was no longer able to hold physical classes. Due to this the focus of the next academic year will be on digital tools and techniques in education. To attain the same the Faculty and the students will be exposed to new forms of the teaching learning process. It was decided to organize webinars, workshops and Faculty Improvement Programs for teachers and students to gain expertise in the field of digital teaching and learning respectively, such as Google classrooms and Zoom platform. Methodology of teaching online will be upgraded with the latest developments in the field of education. 2. Improvement of Technology The Institute plans to upgrade Information Technology resources in the next academic year by increasing the internet speeds and making available high speed internet to all on the campus. Upgradation of IT hardware on the campus was also planned. The Institute has also planned to introduce a Learning Management System. 3. Augmenting Infrastructure The Institute plans to construct a multipurpose playground for conducting physical education and sports activities. The playground will enable the Institute to organize various sporting activities on the campus. The Institute also plans to construct a volleyball court. 4. Student Support Mentoring and Personal Counselling to be a part of the Institutional activities. 5. Research To increase the research output at the Institutional level in the form of writing research papers and chapters in books. Faculty to give online lectures/webinars to help expand the horizons of the non-privileged and write or help in editing journals. 6. Swachhta Abhiyan activities are planned for the coming academic year. 7. The Counsellor's services will have to be greatly increased so as to help students adjust to the uncertainty prevailing due to the COVID-19. 8. Faculty members were advised to be available on the phone to students who might be needing moral support and understanding due to the pandemic situation.