

**GVM's Dr. Dada Vaidya College of Education
Farmagudi – Ponda – Goa**

**INSTITUTIONAL DEVELOPMENT PLAN
FOR RUSA 2.0.**



Signature of Principal



GVM's Dr Dada Vaidya College of Education, PONDA.

1. INSTITUTIONAL BASIC INFORMATION

1.1 Institutional Identity:

- Name of the Institution: GVM's Dr Dada Vaidya College of Education, PONDA.
- Is the Institution UGC Recognized? : Yes
- Status of Institution: Institute is recognized under 2f and 12b of UGC
2f – UGC Letter No. F.8-14/99 (CPP-I) dated 13th July 1999
12 B- UGC Letter No. F.8-14/99 (CPP-I) dated 5th June 2003
- Is the Institution NCTE approved? : Yes
- Furnish NCTE approval no. : No.WRC/OAPW0628/413001/2015/141027 dated 31-5-2015
- Type of Institution: GOVT. AIDED and affiliated to Goa University.

• Names of Head of Institution and Project Nodal Officers

Heads and Nodal Officer	Names	Phone Numbers	Mobile Numbers	Fax Numbers	E-mail Addresses
Head of the Institution	Dr. Allan Abreo	0832-2335880	9422058395	0832-2335880	gvm.educol@gmail.com
RUSA Coordinator	Assoc. Prof Sunil Kumar	0832-2335880	9766446596	0832-2335880	s.sunilkumar07@rediffmail.com
Project Nodal Officers for :					
Academic Activities	Dr Jojen Mathew	0832-2335880	9423813450	0832-2335880	jojenmathew@gmail.com
Civil Works including Environment Management	Mr Sanjay Govekar	0832-2335880	9422643194	0832-2335880	sanjaygovekar07@gmail.com
Training and Research	Dr. Anna Neena George	0832-2335880	9923247045	0832-2335880	aneena2007@gmail.com
Procurement	Mr. Kishor Kantak	0832-2335880	9420688752	0832-2335880	gvm.educol@gmail.com
Financial Aspects	Mr. Jagannath Kerkar	0832-2335880	7875780136	0832-2335880	gvm.educol@gmail.com
Equity Assurance Plan	Mrs. Karuna R. Satardekar	0832-2335880	9850694885	0832-2335880	jckaruna@gmail.com

All the Project Nodal Officers including RUSA Coordinator are regular full time employee of the Institution and will remain in position till the completion of the project.


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Academic Information

• Education programmes offered in Academic year 2017-18

Sl. No	Title of programmes	Level (UG, PG, PhD)	Duration (Years)	Year of starting	NCTE sanctioned annual intake	Total Student strength
1	B.Ed.	UG	2 years	1993	100	200
2	Ph.D. Education	Ph.D.	3 years	2017	4	2
3	Diploma in Pre-Primary Teacher Training	--	1 year	2005	--	25
4	B.Ed. IGNOU	UG	2 years	2003	100	100
5	M.A. Education IGNOU	PG	2 years	2015	50	35

• Accreditation Status of UG programmes

Title of UG programmes being Offered	Whether eligible for accreditation or not?	Whether accredited as on 31 st March, 2018	Whether "Applied for" as on 31 st March, 2010
B.Ed.	Eligible	Accredited*	NA

*Accredited by NAAC vide letter No. 19.26/EC/(SC-21)/DO/2017/53.2 dated 23-1-2017

1.3 Faculty Status (Regular/On-Contract Faculty as on March 31st 2018)

Faculty Rank	No of Sanctioned Regular Post (as per NCTE norms)	Present Status : Number in Position by Highest Qualification												Total Number of regular faculty in Position	Total Vacancies	Total Number of contract faculty in Position
		Doctoral Degree				Masters Degree				Bachelor Degree						
		Education		Other		Education Disciplines		Other		Education		Other				
		Reg lines	C	Reg s	C	Reg	C	Reg lines	C	Reg lines	C	Reg lines	C			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15= (3+5+7 + 9+11+ 13)	16= (2-15)	17= (4+6+8 +1 0+12+ 14)
Prof	01	-	-	-	-	-	-	-	-	01	-	-	-	01	-	-
Assoc. Prof	05	-	-	-	-	-	-	-	-	05	-	-	-	05	-	-
Asst. Prof	09	-	-					-	-	07	-	-	-	07	02	-
Total	15	-						-	-	13	-	-	-	13	02	-

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Prof = Professor, Assoc. Prof = Associate Professor, Asst. Prof = Assistant Professor, Lec. = Lecturer, R= Regular, C=Contract.

NOTE:i) Percentage of Ph. D. Faculty with respect to Total Faculty: 30%

1.4 Baseline Data (all data given for the following parameters are restricted to education disciplines / fields only)

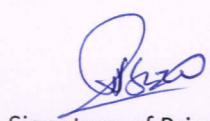
Sl.	Parameters	All years
1	Total strength of students in all programmes and all years of study in the year 2017 -18	200
2	Total women students in all programmes and all years of study in the year 2017 -18	182
3	Total SC students in all programmes and all years of study in the year 2017 -18	2
4	Total ST students in all programmes and all years of study in the year 2017 -18	30
5	Total OBC students in all programmes and all years of study in the year 2017-18	64
6	Number of fully functional P-4 and above level computers available for students in the year 2017 -18	50
7	Total number of text books and reference books available in library for UG students in the year 2017 -18	9703
8	% of UG students placed through campus interviews in the year 2017 -18	45%
9	% of PG students placed through campus interviews in the year 2017 -18	65%
10	% of high quality under Graduates (>70% marks) in the year 2016-17	71
11	% of high quality postgraduates (>75% marks) in the year 2016 -17	22
12	Number of research publications in Indian refereed journals in the year 2017 -18	NIL
13	Number of research publications in International refereed journals in the year 2017 -18	NIL
14	Number of patents obtained in the year 2017 -18	N.A.

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PREFACE

With a humble beginning in the year 1993, this large campus of 3000 sq. m with built up area of 2630 sq.m, is located at Farmagudi, 2 km north of Ponda - Goa. The college is accredited by NAAC (2nd Cycle) with Grade of B+ (2.51). The College is recognized by UGC under 2(f) and 12(B). The College has been upgraded to CTE (College of Teacher Education). The College has an annual enrollment of 200 students pursuing the Bachelor of Education Degree and includes students from all categories and strata of the society. We have a favourable teacher: pupil ratio with 15 teaching staff as per NCTE Norms 2014. The campus has 14 classrooms, each with 50 seated capacity, a 100 seated capacity lecture hall, a 30 seating capacity conference hall, 5 labs, 70 computers with wi-fi connectivity and a library consisting of 8132 books and 31 journals.

With a vision set by the founders of Goa Vidyaprasarak Mandal way back in 1911 to **“Spread Knowledge through Love and Service”** the Institution has taken several educational initiatives in the past 20 years of its existence. Over the last two decades the institution has grown from strength to strength and has placed itself on the map of India as a brand name in teacher education both at state and at national levels. However, we continue to strive towards excellence in our field and plan to be more research oriented in our endeavours. Despite our limited resources we are able to open our minds to new vistas of learning as we incorporate ideas and skills on viewing and reviewing teacher education in local and in global contexts. Affiliated to Goa University for the face-to-face B.Ed. degree course and to IGNOU for the distance mode of its B.Ed programme since 2003, the College has trained pre-service and in-service teachers through its Extension Services. The Diploma in Pre-primary Teacher Training affiliated to Goa University has been conducted since 2005.

As we have been granted the status of a College of Teacher Education (CTE), we aspire to cover the entire gamut of teacher formation. Our alumni and our student-teacher who pass out of our portals find placements in various schools across our State of Goa. A few venture beyond the borders of our tiny State and find placements across India as well as abroad. This has encouraged our effort to better our prospects and to seek collaborative partnerships and participation in programmes and policies formulated at the State and National levels. Establishing networks at the tertiary, secondary, elementary and preschool levels has kept us in touch with the target groups i.e. the students who are the future hope of the country and our most valuable human resource.

This report deals with our proposal to make viable and optimum use of the funds allocation available to us.


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15	Number of patents filed in the year 2017 -18	N.A.
16	Number of sponsored research projects completed in the year 2017-18	NIL
17	The transition rate of students in percentage from 1st year to 2nd year in the year 2017 -18 for : (a) all students (b) SC, ST, OBC	(a) 100% (b) 100%
18	IRG from students fee and other charges in the year 2017 -18 (Rs. in lakh)	---
19	IRG from externally funded R& D projects, Consultancies in the year 2017 -18 (Rs. in lakh)	---
20	Total IRG in the year 2017-18 (Rs. In Lakh)	---
21	Total annual recurring expenditure of the applicant entry in the year 2017-18	3.5 Crores


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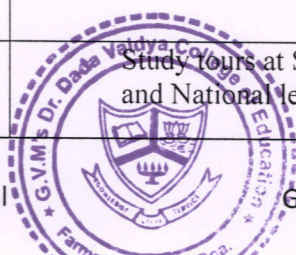
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2. INSTITUTIONAL DEVELOPMENT PROPOSAL (IDP)

2.1 Executive summary of the IDP

Sl. #	Executive Highlights of IDP	Prioritized Activities	Link to SWOT (Quality Assurance) Validation
1.	Optimum use of existing infrastructure and its modernisation for PG and Research Work	<ol style="list-style-type: none"> 1. Upgradation of hardware and software facilities. 2. Procuring computer laboratories, e-library, networking and Smart Classrooms. 3. Provision of Hostel facilities for Boys, Girls 4. The computation and instrumentation facilities to be equipped with up-to-date machines. 	<ul style="list-style-type: none"> • Log books to be maintained on usage of the college equipment. • Full time vigilance in the labs to ensure optimum use for benefit of students and staff
2	Conduct of need-based educational research. Enhance graduate level action research, postgraduate dissertations and doctoral level studies	<ol style="list-style-type: none"> 1. Surveys to ascertain educational needs in the state of Goa. <p>Research that is technologies driven and empirical in nature.</p>	<ul style="list-style-type: none"> • Results of analysis of Surveys conducted and their findings for a POA. • Records of APIs of lecturers undertaking research work and paper readings.
3	Conduct of Faculty Continuous Professional Development Programmes	<ol style="list-style-type: none"> 1. Training more faculty with electronic interactive white-board 2. Encourage Life-Long Learning 3. Conduct Staff development/recruitment programme, 4. Ensure accountability at all levels. 5. Encourage faculty to take up research projects 	<ul style="list-style-type: none"> • Demonstration Lectures Supervised by the Principal. • Unit Plans of lecturers • Photographed/ Videographed evidence
4	Institutional reforms to resolve individual differences among students	<ol style="list-style-type: none"> 1. Determining Objectives and Strategies to mentor all students towards being successful. <p>Mixed ability grouping of students to allow cooperative learning.</p>	<ul style="list-style-type: none"> • Analysis of scored rubrics of the students attainment at various skill courses organized by the College. • Records of self, peer and teacher evaluation of skills development.
5	Academic Support for the Research Centre	<ol style="list-style-type: none"> 1. Appointment of two full-time Professors of Education. 2. Appointment of administrative staff 	<ul style="list-style-type: none"> • Research Reports of projects guided/undertaken. • Publication of Researched Papers
6	Others	Study tours at State and National levels	Campus news reports and photographic evidence of excursions conducted.

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Table 2.1: Showing Points of the Executive Summary linked to SWOT and the Budget

2.2 Details (in terms of methodology used, analysis carried out of the data and information collected and inferences derived with respect to strengths, weaknesses, opportunities and threats of SWOT analysis carried out.

A) Methodology Used

Teamwork and Stakeholder Participation

The entire staff, teaching and non-teaching, were involved in the brainstorming and fact-finding activities conducted by our Principal. Technology enhanced, interactive and interpersonal modes of communication were used to gather and to analyze data. Feedback sessions were held with all departments both, administrative and academic. Information from the management, students, alumni, guardians and public opinion were sought and diagnosed. This helped to draw out a prognosis on the SWOT (Strengths, Weaknesses, Opportunities and Threats) and to determine our objectives.

The steps in the SWOT Analysis are presented in the following Figure 1:

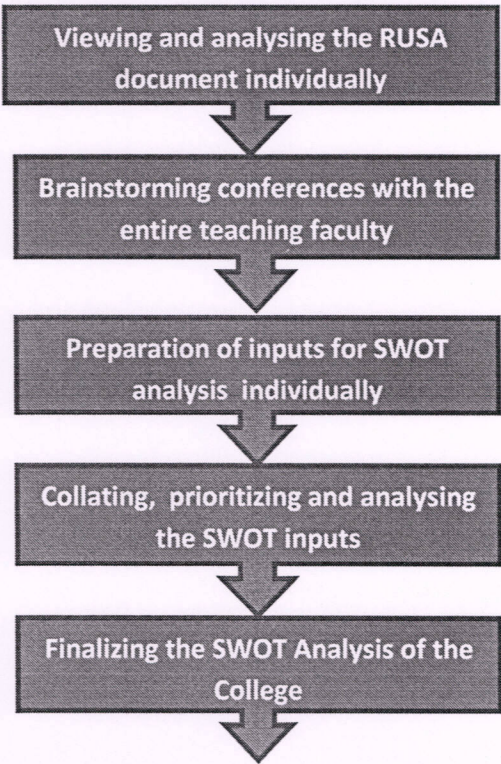


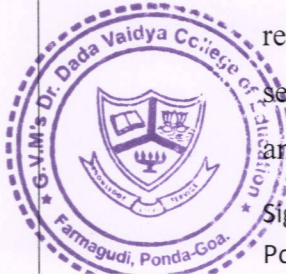
Figure 1: Steps in the SWOT Analysis

The RUSA document was made available to all staff members via e-mail. Ample time was given to the faculty to ponder and to prepare individual inputs based on institutional records and feedback given over the last five years by student-teachers. Brainstorming sessions were held in the Principal’s office primarily with the faculty. Non-teaching staff and officers of the extension-services were called in when required. The work of filling in

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the RUSA Institutional Development Plan (IDP) was distributed among the faculty members. They in turn conducted interviews and checked college records relevant to the sections of the IDP allotted to them draft out. At a set of final sittings the entire IDP of the college was scrutinsed, modified and agreed upon by the management, the faculty and the representatives of the non-teaching staff.

The major factors that built up the SWOT Analysis were:

- Individual reflection and inputs by faculty and librarian.
- Inputs by the Administrative Staff.
- Brainstorming conferences conducted by the Principal.
- SWOT sessions conducted on feedback forms based on the NAAC format
- Communication via telephone and e-mail with concerned stakeholders.

Constituent Members at Meetings

The components are presented in Figure 2.

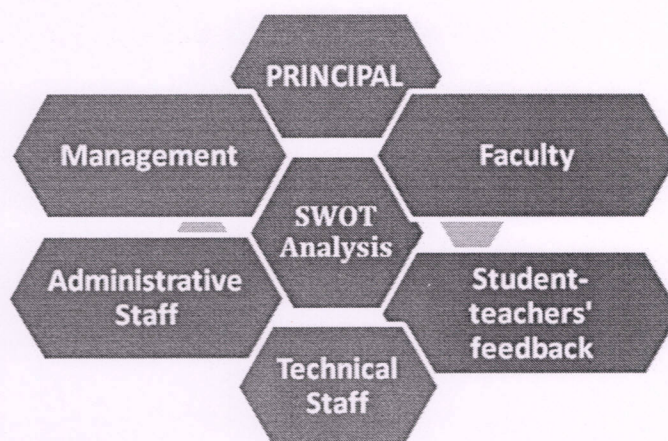


Figure 2: Components of the SWOT Process

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Evidences:

- Minutes of the Staff Meetings
- Minutes of the Local Management Committee (LMC) Meetings.
- Minutes of the brainstorming sessions.
- Minutes of the IQAC Meetings.
- Students' feedback forms over the last five years through the NAAC format.

Participation of the stake holders are as below :

<u>Stake Holders</u>	<u>No. of Participation</u>
Students	200
Faculty Members	15
Technical and Support Staff	21
Principal	1
Management	3

- The meetings were of two to five hours duration.
- All meetings were conducted by the Principal
- The meetings were held regularly twice a week from 23rd February to 20th March 2018
- The Minutes of the meetings were maintained.

B) SWOT Analysis Summary of the College

Strengths:

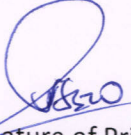
- The strengths that GVMs Dada Vaidya College of Education has is drawn from its 24 year experience in Teacher Education. These strengths are:
- The college is accredited by NAAC with B+ (CGPA 2.51 on a 4 point rating scale)
- Professional competencies with methodologies in teaching eight school-based subjects.
- Higher proportion of girls students
- College has a Research Centre with Doctoral Studies in Education
- Functional Women Cell. Anti-Ragging Cell, Environmental Club, Extra Bit Club, Red Ribbon Club etc.
- Unique IGNOU Centre for B.Ed. Degree and Master of Arts in Education.
- Vibrant and involved Working Committee (Management)
- Membership of Faculty members in the Board of Studies (BoS) in Education of Goa University.
- Adequate physical assets of own building with up-to-date amenities.
- Efficient human resource with dedicated and qualified teaching and non-teaching staff.
- Proximity of location is an organizational asset of being located on NH 4 with proximity to bus-stops, bus termini and roadway links to major cities. Central location makes it accessible from and to all parts of Goa.
- Valuable good-will is an intangible asset due to- Good Public Image

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- Important competitive capabilities in curricular and co-curricular aspects with excellent results and laurels won at extra-mural state and national level.
- An attribute that places our institution in a position of competitive advantage is that of being linked to five elementary and five high schools along with one higher secondary institution and one college of commerce.
- Alliances with capable partners such as Goa University, SSA, MHRD, NIOS, SCERT, Goa Board of Secondary and Higher Secondary Education, IGNOU and NLI in Goa and HRD centre Goa University.
- Adequately equipped library with student book-bank facility and INFLIBNET access.
- The campus has Classrooms in tune with its tech-savvy faculty, a Conference Room, an Auditorium and a Language Laboratory in addition to Computer Lab.
- B.Ed. programme is recognised by *NCTE*
- Our institution has been upgraded to a College of Teacher Education (CTE) with the permission to start an M.Ed. programme granted vide letter # SCERT/ACAD/NCTE/163/2000/Part File/160 dated 10.05.2013.
- The college has an active Department of Extension Services catering to the needs of In-Service Teachers.
- *Mentorship* and guidance to students for all practical work, assignments and projects are given to students with a 1: 15 teacher: pupil ratio.
- Conducting tutorials for *weaker students* such as communicative skills.
- Encouraging collective leadership, responsibility and team-building with duty-allocations to each staff member.
- Supportive nature of the management while promoting and sanctioning various events in the college.
- *Conducive Teaching-Learning Environment*: with teachers as facilitators to encourage self-.
- The teaching faculty consists of a team of dedicated, qualified, and techno-savvy persons who work for the cause of education in the country.
- The faculty has 3 Associate Professors with *Ph. D.* 1 Associate Professor with M.Phil and 2 Asst. Professors with M. Phil. The rest of the teaching faculty possess a *Masters Degree in Education*. All lecturers are full-time confirmed faculty.
- Technical, administrative and support staff are professionally qualified and *computer savvy*.
- A *Placement Cell* facilitates Campus interviews and responds to requests from heads of schools who need teachers for permanent or temporary employment in their respective institutions.
- MoU with Department of Science and Technology, Govt. of Goa.


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Weaknesses:

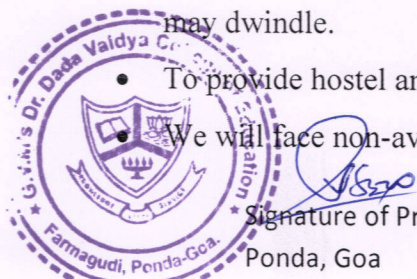
- The IRG should be planned to maintain fixed and depreciating assets as there is need for cost effective sustainable development.
- The IQAC needs to systematize its functioning to better the teacher education programme. As the NAAC is no longer necessary for B.Ed colleges , we need to study the various parameters associated with QCI (Quality Council of India) for assessment and evaluation.
- The lack of hostel facilities prevents students coming from remote areas in Goa and from neighbouring states to seek enrollment in the college.
- There is need to augment the canteen facilities and to make it hygienic.
- Due to the lack of a proper Playground and Gymkhana the physical fitness of the students and staff alike is not ensured.
- There is a lack of an infirmary cum dispensary and there is no prompt medical help with only the bare first-aid facilities available.

Opportunities:

- To cater to almost 50% students coming from Reserved Category who have a desire to join the teaching fraternity.
- To provide Auditorium with a capacity of 200 students and well-equipped virtual classrooms.
- Minor and Major research projects can be undertaken alongside the curriculum.
- Scope for increasing guides and doctoral students in the Research Center. Faculty availability for commencement of additional add-on certificate/ Diploma courses.
- Organising National and International conferences in the field of education.
- Training teacher trainees to pass TET, NET, SET and other competitive exams.
- Ability to increase the ratio of male candidates owing to difficulties faced by managements due to Child Care Leave and Maternity Leave taken by lady teachers.
- Only Education Institution in Goa providing Graduation, Post-graduation and Research facilities.
- Opportunities to provide Human Resources for DIET, SCERT, B. Ed., D. Ed. Colleges, B.A.B.Ed and B.Sc. B.Ed.
- To ink out MoU with Renowned institutions both National and International.
- To develop e-modules in content for inservice teachers and teacher trainees.
- To provide ICT training for web based teaching learning

Threats:- Challenges.

- Demand of integrated Teacher Education Courses (B.Sc. B.Ed. , B.A. B.Ed.)
- Wide choice of Professional/Job Oriented Programmes other than B.Ed. (specially in the two years programme).
- Need to start other teacher training approved NCTE Programmes in order to become a composite college.
- Need to enroll Masters students to sustain the research centre and other short term courses.
- With many opportunities for students in the existing B.Ed. colleges the demand for teacher education may dwindle.
- To provide hostel and transportation facilities.
- We will face non-availability of students if other institutions start the same course.



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- With the updating of teacher education and no corresponding change in school education system the quality of professionalism in teaching will be questionable.
- Continuous Comprehensive Evaluation of students has posed problems due to lack of Continuous Professional Development of the Faculty that need to respond to the needs of the times.

Institutional Vision

To improve the quality of Teacher education and lead it to a center of excellence by maintaining high standard of teaching and learning process.

Institutional Mission SWOT

To prepare our students to embrace the threats of changes that new technology brings in the process of Globalization with the objective to reach out to each other.

- 2.3 Objectives
- To introduce new teaching methodologies in Social Sciences, Commerce and Accountancy
- To promote an annual enrichment of the library in keeping with the new courses
- To provide Hostel facilities for Boys and Girls
- To augment the playground and gymkhana facilities
- To create an e-campus complete with Smart Classrooms and wi-fi facilities.

2.4 Based on SWOT/SWOC analysis, provide the “strategic plan” developed for Institutional Development.

2.4. a) Improving employability of graduates

It is proposed to tackle the employability issue of students by conducting following activities. During the project period all the measures will be implemented and initiated. The measures include the following:

I. Conduct remedial classes to weak students

It is proposed to conduct remedial classes to the weak students in such subjects during evening hours and holidays. The services of faculty, guest faculty, PG students (if M.Ed. is started) and experts from outside the institution will be utilized for the purpose.

II. Develop positive attitude in students through counseling

It is proposed to establish a full fledged Counseling Cell in the institution and enhance the counseling activities and develop positive attitudes in students. It is also proposed to conduct regular training programmes by professionals.

III. Establish Finishing School for Communication and Soft skill development

It is seen that lack of proper communication skills and soft skills are the major weaknesses of the students who hail from rural background and from economically weaker sections. It is proposed to establish a Finishing School to improve the soft skills of the students. The Language lab will be strengthened which is already set up. Diagnostic test will be conducted and the students screened. It is proposed to conduct intensive training programmes in communication skills on a regular basis. Soft skill development programmes also will be conducted on a regular basis.

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IV. Strengthen the facilities of the Career Guidance & Placement Cell

It is proposed to establish the Career Guidance and Placement Cell of the institution. Group discussion facility, conference room facility, Interview rooms and digital seminar hall with facilities for audio and video conferencing will be established for the purpose. Steps will be taken to Improve the presentation skills and personal interview skills of students. Training on group discussions, and interviews and analytic capabilities and other interview skills will be conducted on a regular basis. Mock interviews and mock group discussions will be arranged with the assistance from Professionals. Regular examinations and review will be conducted to assess the success of such programmes.

V. Provide scholarships to attract talented students

It is proposed to offer more scholarships to students from economically weaker sections which in turn will attract meritorious students to prefer the institution. At present scholarships are given to First , Second and Third Ranker of the Institution. This will attract more students to come forward for PG programme which is going to be started by the institution(M.Ed.)

VI. Improve credibility and visibility of the institution

The visibility and credibility of an institution will help attract meritorious students to prefer the institution.

VII. Establish Educational Resource Centre

It is proposed to establish an Educational Resource Centre for content generation. A digital media studio for content generation will be used for content generation in video and text format on various topics in Mathematics, Science and other subjects. These e-content modules can be shared with other institutions.

VIII. Conducting coaching classes for CTET, NET and other competitive Examinations.

GVM's Dr. Dada Vaidya College of Education already have started giving special coaching for CTET aspirants. Government of Goa provides funds for implementing this scheme. Under this scheme SC/ST students are given special coaching in evening hours and on holidays for NET. During the project period it is proposed to extend the coaching classes to other competitive examinations and also to include all categories of students. The students will be encouraged to write such competitive exams, Previous questions will be discussed, solved questions will be distributed and practice test conducted on a regular basis.

IX. Ensuring fruitful (School)Industry-institute interaction

Immediate focus shall be on improving the relationship with the industry by strengthening the Industry Institute Interaction Cell. Steps will be taken to ensure that all students are aware of the needs and expectations of Schools/ Institutions. Experts from different educational Institutes will be invited to address the students on a regular basis. Steps shall be taken to set up Incubation Centre in the campus.

X. Utilizing the network of alumni to bring in more Institutes for Recruitment

The Career Guidance and Placement Cell shall work closely with the Alumni Association of the college to get in touch with the alumni of the institution working in schools/institutions. The services of alumni will be utilized for giving employment orientation to students and also for bringing more institutions for recruitment.

2.4 b) Increased Learning Outcome of Students

It is proposed to improve the learning outcomes of students by a set of activities as given below.

I. Modernization of existing laboratories

The existing laboratories will be modernized by the introduction of latest equipments and technology. The existing facilities will be enhanced so that the students get more exposure to the equipment and technology.

II. Updating existing Laboratories

Advanced laboratories will be set up during the first 18 months so that the existing UG course will be benefitted. The updating existing lab are:

- a. Psychology Laboratory
- b. Mathematics Laboratory
- c. Science Lab.
- d. Social Studies Lab
- e. Computer Lab and
- f. Language Lab.

III. Enhancing Digital Classrooms and Seminar halls

Conversion of existing classrooms to fully digital ones will be undertaken on a priority basis. The seminar halls will have all facilities for easy dissemination of information and also for video conferencing with the outside world. As the institute is already Wi-Fi enabled partly, introduction of Information Communication technologies in classrooms is an easy affair. Structured delivery of lectures will be ensured through smart class rooms and digital content.

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IV. Expert Lectures

It is Proposed to invite experts of various disciplines to give lectures to the students. This facility will be enhanced by bringing in more faculty from reputed institutions like RIE ,NCERT, IIE to deliver such lectures. Arrangements also will be made for the Live and deferred streaming of lectures so that more number of students can have access to the content. The Edusat facility which is not there in the institution will be set up for receiving and telecasting expert lectures from other premier institutions.

V. Formative Evaluation : Practice tests and quizzes

A formative approach will be instituted for teaching by giving tests, assignments, quizzes, presentations etc.(conducted for practice which are not used for student evaluation). The students will be supplied with answer keys and scheme of valuation for these tests. This will help them in identifying their deficiencies. The group tutor system is to be enhanced with the scope of identifying the specific weaknesses of students through periodic discussions.

VI. Improved Performance appraisal of instruction

At present Performance appraisal of the staff members by students are done at the end of the year. It is proposed to conduct the appraisal twice in a Year. An early appraisal during the first six month will be done for getting a macro level feedback on the basis of knowledge, skills and attitude of the teacher. This will help in improving the processes

by making use of the suggestions from students. The end of year feedback will focus on the achievements of objectives, knowledge, skills, and attitude etc. The feedback forms has be standardized and it is proposed to computerize the entire system for ease in implementation and operation. This would be reviewed and the appropriate corrective action will be taken. Class committee meetings will be conducted to monitor the progress of syllabus coverage, evaluation and quality of content delivery. Since the performance appraisal system is already in practice, the proposed improvements will get acceptability by faculty.

VII. Set up Educational Resource Portal

The Educational Resource portal will be linked to a repository of previous question papers, solved problems, hand outs, study material. objective tests, link for higher studies, links to other institutions, and other related matters.

2.4 c) Implementation of academic and non academic reforms

One of the major objectives outlined in the project implementation plan is the implementation of academic and non academic reforms such that the administration becomes transparent, efficient and accountable. The major reforms envisaged are outlined below.

I)Governance:

The apex body as far as the administration is concerned will be the Board of Governors(BoG). The BoG of the Institute has already been proposed. The proposed list is provided in Annexure 1

Financial reforms:

Block Grant : The Finance Department is considering the proposal for granting the budget allocation under plan scheme as block grant.

Establishment of four funds : The institution will be opening separate bank accounts namely **Corpus fund, Faculty Development Fund, Equipment Replacement Fund and Maintenance Fund.** Revenues through consultancy and Extension Dept. Programmes, a portion of the student fees, contributions from the alumni, etc. will be utilized for the above funds.

Development of Corpus fund from Alumni contribution: A corpus fund will be formed for receiving contributions from well placed Alumni of the institution. The interest from fund will be utilized for student welfare activities.

Faculty recruitment

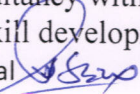
Presently Faculty recruitment is carried out by the Goa Government under the Directorate of higher Education for various sanctioned positions in the institution.

Evaluation of instruction of faculty by students

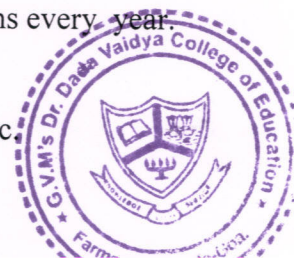
At present the evaluation of instruction of faculty is done at the end of the year. It is proposed to develop a software supported faculty evaluation system and conduct two evaluations every year.

Non Academic Reforms

- ✓ Incentives for faculty for obtaining research projects, publications in journals, patents etc.
- ✓ Joint consultancy with other Institutions
- ✓ Offering skill development courses.

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- ✓ Developing Innovation Centre

2.4.D. Improving interaction with industry

Industry (school)-institute interaction is a much talked about topic. Interaction with schools and other educational institutions will make the faculty improve their familiarity with school practices help to maintain their touch with needs of the society . The collaboration provides industry an opportunity to utilize the expertise of faculty and the results of academic research and grow its business. To boost industry institute interaction, it is proposed to strengthen the Industry-Institute Interaction centre of the institution. MoU will be signed with Educational Institutions and which in turn will formalize the interaction with such institutions. The college looks forward to improve its interaction with industry through the following activities:

- ✓ Signing of MoU with National Educational Institutes
- ✓ Institutional training programmes for students
- ✓ Faculty training in different areas
- ✓ Undertaking different institutional visits by students.
- ✓ Invite educational experts to the college to deliver lectures.
- ✓ Working to do basic research
- ✓ Action Research projects for student
- ✓ Academic intervention in solving specific school problems
- ✓ Laboratory utilization
- ✓ Conduct of programmes for working professionals
- ✓ Workshops, conferences and symposia with joint participation of Institutions

Enhancement of research and consultancy activities

2.4.F.1 Action Plan for Research Enhancement

One of the main objectives is to increase the research output of the institution and involve majority of faculty into research related activities. It is proposed to quantitatively increase and qualitatively improve research by faculty individually, jointly and collaboratively.

The following action will be taken:

- ✓ Encourage faculty to take up socially and locally relevant research
- ✓ Encourage faculty to take up inter-disciplinary research
- ✓ Encouraging faculty to publish research papers in refereed journals through provision of proper incentives.
- ✓ Starting up of collaborative research projects with other Educational Institutions
- ✓ Take up Government sponsored projects
- ✓ Providing opportunity for faculty for short research visits to renowned academic and research centers/Institutes.
- ✓ Quality improvement may be measured and maintained by developing suitable quality metrics.
- ✓ Faculty exchange programs may be introduced with other educational institutions around the country and the world.
- ✓ Wide exposure to faculty to frontline research within India and abroad.
- ✓ Initiate steps to sign Memoranda of Understanding (MOUs) with reputed international/national Institutes/Universities
- ✓ Developing research interest among undergraduate students
- ✓ Provide research fellowship/scholarship to students to take up research
- ✓ Provide Financial support for taking up innovative projects.
- ✓ Provide financial assistance to students for paper presentations
- ✓ Provide awards to the best Projects
- ✓ Conduct Open house to showcase the research facilities
- ✓ Conduct project exhibition and project contests
- ✓ Documentation of projects and preparing a digital repository of reports

2.4.F.2 Consultancy

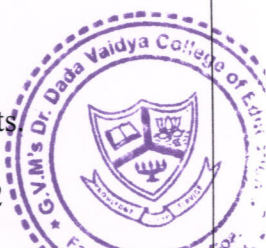
GVM's Dr. Dada Vaidya College of Education is one of the three B.Ed. Colleges of Goa state.

The major modes of interaction intended are:

- ✓ Providing Psychological testing facility
- ✓ Taking up socially relevant projects as consultancy work
- ✓ Professional consultancy to different schools by the faculty.
- ✓ Joint research programmes and field studies by faculty
- ✓ Establishing network activity with other Education Colleges and research institutions.
- ✓ Visit by faculty and technical staff to major research Institutions.
- ✓ Discussion and delivering lectures on teaching practices, trends and experiences by experts.

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2.5 Action plan for Academic Enhancement of weak students

Duration :4 weeks (2 weeks in the 1st term,2 weeks in 2nd term)

- Identifying of weak students in each subject on basis of interaction, lesson planning and short assignments
- Concerned teachers from each subject will be the expert

Tentative dates: July 1st to July 8th and October 1st to October 8th

Schedule: 1st term (2 weeks)

- average level test for checking English language
- writing exercises on common topics
- identifying the weakness in language and syntax
- exercises to correct the weaknesses
- writing answers to 1 or 2 short essay questions of all subjects
- lacunae identified by the concerned teacher
- discussion with the teacher concerned
- rewriting the short essays

Tentative dates : january 10th to january 17th and February 10th to February 17th

Schedule: 2nd term (2 weeks)

- group discussion about different topics subject wise
- presenting difficulties to the teacher concerned
- writing 2 essay type answers in all subjects
- writing 2 very short answers in all subjects
- lacunae identified by the concerned teacher
- discussion with the teacher concerned
- writing answers to an entire question paper
- lacunae identified by the concerned teacher
- discussion with the teacher concerned

Action plan for Finishing School for the B.Ed. students

Area of training	Objective	Duration (1 or 2hours per day)	Tentative date	Experts in concerned field	Phase wise schedule	
Communication Etiquette	<ul style="list-style-type: none"> • How to Make a Proper Introduction • Handshaking Etiquette • How to Sit Correctly • How to Enter a Room Correctly • Art of Public Speaking 	1 week	June 10th	All teaching staff and an expert of the concerned area of training		
Social Etiquette	<ul style="list-style-type: none"> • Hierarchy, Protocol Etiquette • Etiquette for Gentlemen • Etiquette for Lady • The Art of Listening 	2 weeks	June 18 th			

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	<ul style="list-style-type: none"> • The Skill of Diplomacy • Meeting Etiquette • Seating Protocol 					
Business Etiquette	<ul style="list-style-type: none"> • Art of being firm, polite, yet business like • Telephone Etiquette • E-mail and letter writing etiquette • Time Management 	2weeks	July 2nd			
Body Language	<ul style="list-style-type: none"> • How to leave a lasting impression • Understanding and Developing Body Language • Dressing for your Body Style • The Levels of Acceptable Professional Dress • Personal Presentation 	1 week	July 17th			

2.6 Strengthening of the present UG programme.

The present programme offered by the college is B.Ed. The present intake is 100 students with eight different methodologies. Subject methodologies and the number of seats for various categories are as follows

Methodology	No of seats
English	12
Hindi	12
Marathi	12
Konkani	12
Maths	12
Science	16
History	12
Geography	12
Total	100

The need for strenthening the present programme

Every year we get around 1000 applications for the course but we are able to provide admission only to a small percentage. There are many students who would like to teach at the higher secondary stage but we are

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not offering their subject methodologies in our college. We would like to increase the present strength to 140 and include two more methodologies especially for those who are seeking admission after post graduation to teach at the higher secondary level. We would like to include methodology of teaching Commerce, Accountancy and methodology of teaching Social Sciences. This would take care to a great extent the need of Post graduates who seek admission for B.Ed course in Goa.

Budgetary provision for introducing two new methodologies

1) 2 Additional teaching staff	Rs 700000
2) Two e classrooms	Rs 300000
3) Furniture for staff and students	Rs 200000
Total	1200000

Establishment of a Research Centre in Education

The Need

At present there is no institution in Goa offering any research programme in the faculty of education. Goa University has a faculty of Education but does not have a Department of Education to offer opportunities to the numerous graduates in Education for higher studies and research. Earlier the Nirmala Institute of Education was conducting M.Ed programme and registering students for Ph.D on behalf of Goa University. The Institute has closed down P.G studies and consequently the research programme since a number of years. In the entire State of Goa, only the GVM's College of Education has the required faculty to conduct research programme in Education. There is a great need for Ph.D degree holders in SCERT to conduct research programmes. Also the three B.Ed colleges in Goa are finding it difficult to get qualified and experienced teacher educators for new recruitments.

The college proposes to start a research centre immediately in the college to help those who have done their masters in education and waiting to register for Ph. Degree in Goa University.

Budgetary provision for Research centre

1) Strengthening of library facilities with research books, journals	Rs 500000
2) Furniture for research scholars and staff	Rs 200000
3) Application fee for research centre to be paid to University	Rs 25000
Total	Rs 725000

2.7.

The college has a small number of teaching and non teaching staff, so easier to have a small group discussion. In the discussions it was asked to suggest different training needs for different categories of staffs keeping in mind the weakness in SWOT analysis. The following the staff development plans for the first 18 months. Some training programmes could be organized by the college for all teaching staff. Sometimes the staff could be sent for attending different courses/ workshops conducted by ASCs. The following are different training needs for the teaching staffs.

- Writing minor and major research proposal
- Quantitative and qualitative research.
- Bench marking of practices

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- d. Advance courses in method of teaching different school subjects
- e. Using language lab
- f. Training on use of ICT in teaching and students management system
- g. Various soft skills in managing students and interpersonal relations, personality development
- h. On RTI

2.8. Action Plan for training technical and other staff.

- a. Training to librarian and the assistants: Library managemet
 - b. Head clerk: On rules and regulation of university
 - c. Office staff: On ICT of office and students information management, on RTI
 - d. Peons: Motivational training, interpersonal relation, personality development etc
 - e. E-Governnce
-



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2.9 Relevance and coherence of Institutional Development Proposal with State's / National Economic Development Plan.

The key policy objectives of the State, inherent in the States' vision statement can be represented as:

- Quality and Excellence in Education
- Academic and Administrative Reforms
- Equity and Inclusion
- Expansion of access to Higher Education
- Public Private Partnership
- Research-centered education
- Network cluster among institutions for resource sharing
- Accountability

The proposed IDP is coherent with State's vision and Nations vision towards advanced human capital and research development. Educational innovations require advanced professionals, researchers, and innovators as it has been declared a highly prioritized National development goal. This proposal will contribute to quality improvement in this area. This project is fundamental to consolidate and sustain research areas for the training of new UG/PG students and Ph. D. in Education and for a better knowledge management and commercialization of its contributing disciplines and research results. Better academic resources, improved research and investigation capabilities, more quality publications and services will result in better employability of B.Ed students and research scholars.

The key activity areas mentioned in the proposed IDP, namely trained academic staff, state-of-the art infrastructural ambience, innovative teaching methodology, association with Universities abroad for improved knowledge sharing and improved institutional management for overall performance optimization are all relevant and coherent with State and Nations approach towards betterment of students.


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2.10 Participation of departments / faculty in the proposal preparation and implementation.

The following Figure 3. depicts the participation hierarchy incorporating the entire constituents in formulating the Training Need Analysis and overall IDP

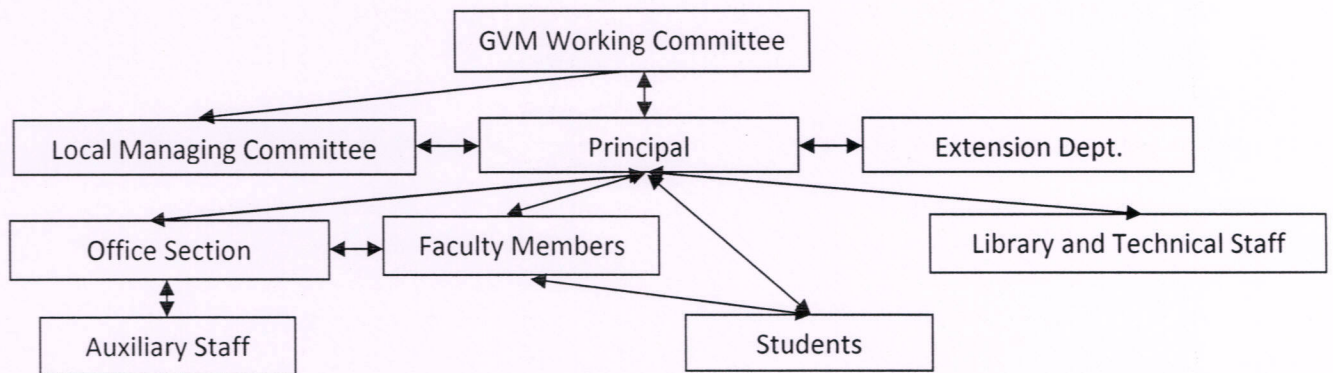


Fig: 3

Figure 3 : Involvement of the Departments/ faculty in IDP

- The authority collectively lead the entire process through setting up SWOT parameters for encouragement of all participating members by making them understand their responsibilities and duties not only during preparation of application for the IDP but also about the greater responsibility they may need to discharge in the future.
- Faculty, Students, non-teaching staff, from the college were actively involved during SWOT analysis & preparing the Strategic Plan
- It is evident from the SWOT Analysis. and in the above figure how each and everyone were involved and provided representation in IDP Development


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2.11 Institutional project implementation arrangements.

The guidelines provided in the Project Implementation Plan (PIP) brochure are practiced religiously in shaping up the Institutional project implementation plan.

The planned project organization structure at Institution level is presented in the following Figure 4 .

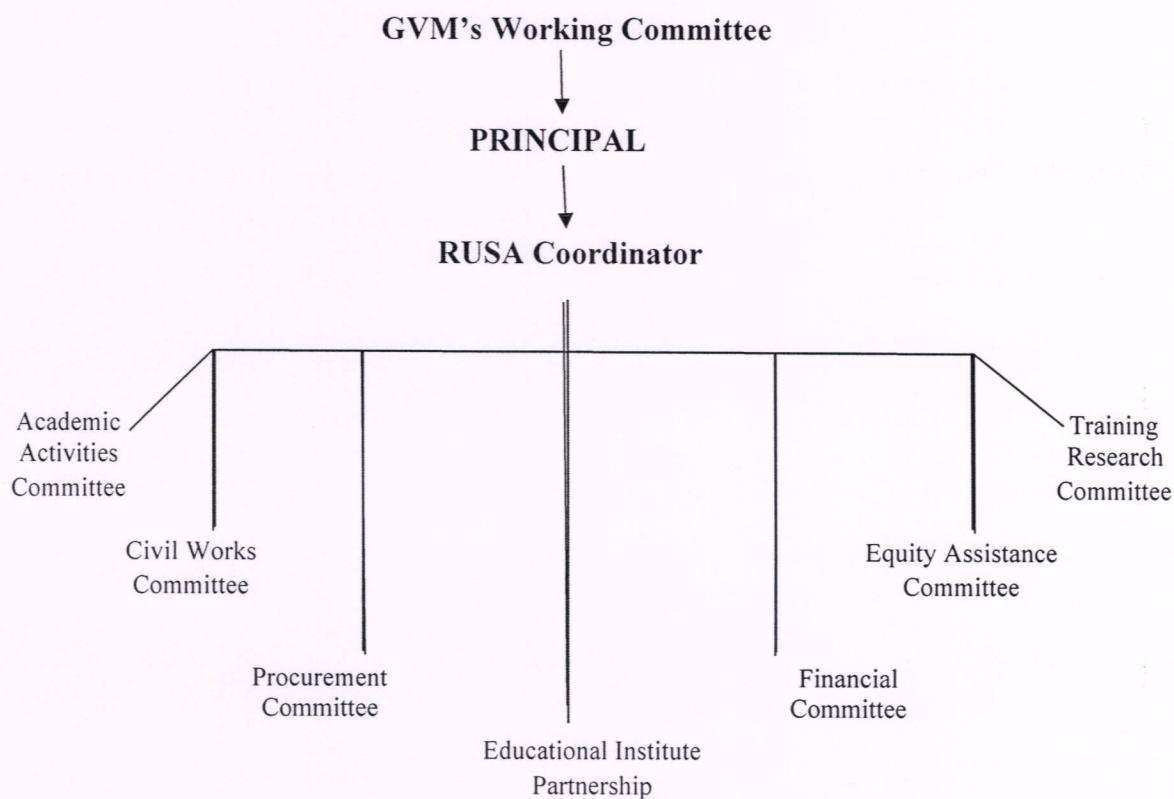


Figure 4 : Institutional Project Organizational Structure

N.B. The Project Nodal Officers detail is given under Section 1.1

The Institutional project management unit will ensure implementation arrangement of the following academic activities through the existing Institutional hierarchy, RUSA

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Coordinators and Project Nodal officers. The assigned responsibilities of the functions are as follows:

Guidelines:

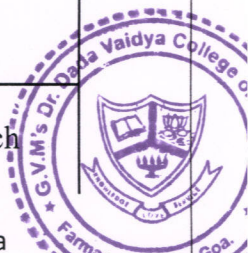
- Formation of Board of Governors (GVM's Working Committee) as per UGC guidelines, Institutional RUSA Units comprised of representative from Academic Officials, Faculty, Sr. Administrative Officer, Technical and Non-technical support staff and students.
- A senior Faculty will coordinate the activity of the projects in the institution
- RUSA Unit will operate through different committees

The Institutional project management unit will ensure implementation arrangement of the following academic activities:

Parameters / Functions	Responsibility assigned to
Admission of students based on merit as per State / NCTE Admission Policy through common entrance examination, counseling, and Reservation.	Project Nodal Officers (PNO)- Academic Activities, PNO- Equity assurance plan
Determination of change in course content, curricula implementation and method of training	PNO- Academic Activities
Introduce flexibility in curriculum with choice of electives in Paper VIII	PNO- Academic Activities
Development of new methods of summative evaluation and their frequency, conducting examination and declaring result	RUSA Coordinator PNO- Equity assurance plan
Develop new methods for formative and internal evaluation with Experts' advice.	RUSA Coordinator PNO- Academic Activities
Demand driven value added courses	PNO – Academic Activities and partnership with education institutions
Development of effective system for faculty evaluation by the students	RUSA Coordinator
Starting new courses, new programmes. Reorientation and restructuring and withdrawal of existing programme	RUSA Coordinator PNO- Academic Activities,
Introduction of innovative teaching learning process	PNO- Academic Activities
Conduction of Continuing Education, Distance Learning, and e-Learning and skill enhancement programmes as per market needs	RUSA Coordinator and partnership with education Institutes
Enter into collaborative arrangements with outside bodies /experts for curricula development, employment value addition to courses, new teaching learning	RUSA Coordinator PNO – Training and Research

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methodologies and innovations	
Development of Faculty for academic advancement	PNO – Training and Research
Development of Faculty Training assessment needs	PNO – Training and Research
Inviting experts including Institutional experts for special lectures	PNO – Education Institutes Partnership

2.12 Institutional project budget

Table-2.

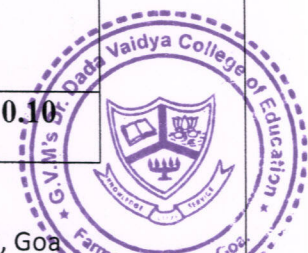
Note: details of permissible and non-permissible expenditures obtained from Table-17

(Rs. In crores)


S.No	Activities	Project Life Allocation	Financial Year		
			2018 - 19	2019-20	2020-21
1.	Infrastructure	2.00	1.00	0.52	0.48
	1.Modernization and strengthening of laboratories	0.05	0.02	0.02	0.01
	2.Establishment of new laboratories for existing UG and PG programs and for new PG programs	0.10	0.05	0.03	0.02
	3.Modernization of classrooms	0.70	0.50	0.10	0.10
	4.Updation of Learning Resources	0.15	0.08	0.04	0.03
	5.Procurement of furniture	0.20	0.14	0.03	0.03
	6.Establishment/Upgradation of Central and Departmental Computer Centers	0.30	0.20	0.05	0.05
	7.Modernization/improvements of supporting departments	0.20	0.10	0.05	0.05
	8.Modernization and strengthening of libraries and increasing access to knowledge resources	0.20	0.15	0.03	0.02
	9.Refurbishment (minor civil work) Old buildings	0.10	0.07	0.02	0.01
2.	Research and development support	1.20	0.62	0.35	0.23
	Providing Teaching and Research Assistantships to increase enrolment in existing and new PG programmes in teacher education disciplines	0.20	0.12	0.05	0.03
	Provision of resources for research support	0.50	0.25	0.15	0.10

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	Enhancement of R&D and institutional consultancy activities	0.50	0.25	0.15	0.10
3.	Faculty Development Support	0.50	0.20	0.15	0.15
	Faculty and Staff Development (including faculty qualification upgradation, pedagogical training and organising/participation of faculty in workshops, seminars and conferences) for improved competence based on TNA	0.50	0.20	0.15	0.15
4.	Institutional Reforms	0.40	0.10	0.10	0.20
	Technical assistance for procurement and academic activities	0.20	0.05	0.05	0.10
	Institutional management capacity enhancement	0.20	0.05	0.05	0.10
5.	Academic support	0.60	0.20	0.20	0.20
	Creation of new departments and courses	0.15	0.05	0.05	0.05
	Enhanced interaction with other educational institutions	0.15	0.05	0.05	0.05
	Student support activities (Economically weak students and meritorious students)	0.30	0.10	0.10	0.10
6.	Others(Development of Campus, Study tour,.....)	0.50	0.30	0.15	0.05
TOTAL		5.20	2.42	1.47	1.31


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