

Ursuline Women's Teachers' Training College, Lohardaga.
The Annual Quality Assurance Report (AQAR) of the IQAC

Academic Year – July, 1st 2017 to June, 30th 2018

Part – A

1. Details of the Institution

1.1 Name of the Institution	Ursuline Women's Teachers' Training College, Lohardaga.
1.2 Address Line 1	P.O.& P.S. Loharadaga
Address Line 2	Dist. Lohardaga
City/Town	Lohardaga
State	Jharkhand
Pin Code	835302
Institution e-mail address	uwttcollege@gmail.com
Contact Nos.	09431706036
Name of the Head of the Institution:	Dr. Sr. Shila Ergat
Tel. No. with STD Code:	06526-9471131994
Mobile:	09431706036
Name of the IQAC Co-ordinator:	Sr. Jacinta Kujur
Mobile:	9304901886
IQAC e-mail address:	uwttcollege@gmail.com

1.3 **NAAC Track ID**(For ex. MHC0GN 18879) JHCOTE 11908

1.4 NAAC Executive Committee No. & Date:

EC (SC)/05/RAR/143

*(For Example EC/32/A&A/143 dated 3-5-2004.**This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)***1.5 Website address:**

www.uwttcollege.org

Web-link of the AQAR:

http://www.uwttcollege.org/NAAC_QA_Report_YEAR_2017_18.pdf

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B+	76.50	2004	04-09
2	2 nd Cycle	B	2.57	2009	09-14
3	3 rd Cycle	B	2.77	2015	15-20
4	4 th Cycle				

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

02.08.2007

1.8 AQAR for the year :

2017- 2018

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

- | | | |
|--------------------|------------------------|-------------------------|
| i. AQAR 2010-11 | submitted to NAAC on | 09.06.2011 |
| ii. AQAR 2011-12 | submitted to NAAC on | 06.06.2012 |
| iii. AQAR 2012-13 | submitted to NAAC on | 13.06.2013 |
| iv. AQAR 2013-14 | submitted to NAAC on | 13.06.2014(old format) |
| v. AQAR 2013-14 | resubmitted to NAAC on | 06.01.2015 (new format) |
| vii. AQAR 2014-15 | submitted to NAAC on | 06.11.2015 |
| viii. AQAR 2015-16 | submitted to NAAC on | 23.08.2016 |
| xi. AQAR 2016- 17 | submitted to NAAC on | not send |

1.10 Institutional StatusUniversity State Central Deemed Private Affiliated College Yes No Constituent College Yes No Autonomous college of UGC Yes No Regulatory Agency approved Institution Yes No

(eg. AICTE, NCTE, BCI, MCI, PCI, NCI)

Type of Institution: Co-education Men Women Urban Rural Tribal

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

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

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phy. Edu.)

TEI (Edu.) Engineering Health Science Management

Others (Specify)

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

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc.

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

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

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

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

Non-Teaching Staff & Students Alumni Others

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

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

1. Spoken English
2. Emotional Intelligence in education
3. Hindi /English Day
4. HIV/AIDS
5. Alumnae Meeting
6. Science exhibition
7. 150th Birth Anniversary of Mahatma Gandhi
8. E- Monitoring Affidavit
9. Blood Donation Awareness Programme/Camp

2.14 Significant Activities and contributions made by IQAC

- ◆ Spoken English classes
- ◆ Folk dance competition
- ◆ Patriotic song competition
- ◆ Debate
- ◆ Workshop in HIV/AIDS
- ◆ Poster, Quiz, Rangoli, Alpana making competition
- ◆ Essay writing competition
- ◆ Educational tour
- ◆ Science day
- ◆ Annual Sports Day
- ◆ 150th Birth Anniversary of Mahatma Gandhi
- ◆ Blood donation Awareness/Camp
- ◆ One day of orientation programme for staff and students

2.15 Plan of Action by IQAC/Outcome:

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

Plan of Action	Achievements
1.Spoken English classes	❖ This helped the students to know one another and gain self-confidence. It also enhanced their speaking capacity
2. Group Formation	❖ It was to work together in group and promote healthy competition.
3. Committee formation	❖ This gave the opportunity to take the leadership. It promoted the capacity of decision making
4. Folk Dance competition	❖ It gave them opportunity to learn from one another and respect the culture of other society
5. Patriotic song competition	❖ Students gained the patriotic spirit which they will pass on to their students.
6. Special assembly	❖ Students learnt to respect other religion and their holy books when they read it.
7. Micro Teaching classes	❖ The trainees learnt the teaching skills.
8. Tulsi Jayanti cum Hindi Diwas	❖ Celebration of Tulsi Jayanti educated students to know the Ram Charitramanas and Hindi diwas promoted love for Hindi language.
9. Essay writing competition, Hindi and English elocution	❖ These competitions promoted them to furnish their language and learnt to express themselves before others in speech and writing.
10.Birth days of the great leaders eg. Mahatma Gandhi, Birsa Munda the freedom fighter, Baba Ambedkar.	❖ It gave them opportunity to know about these leaders which will help them to educate the young students in the schools.
11.Educational Tour	❖ Students were taken to Puri,Jagarnath temple, sea beech konark temple chilka lake etc. for educational tour. This gave the wide idea about the rich heritage of the country. This gives them the first-hand experience to be effective in their teaching – learning process. It developed their horizon in teaching and learning.
12.Annual Sports Day	❖ Students learnt self-discipline, concentration, team spirit, healthy competition and self-control etc. They also learn the rules of different games & events.
13.Basic Guide Captain training Programme	❖ It promoted the spirit of service, equality, brotherhood and fellow feeling, leadership and sensitivity for the needs of others.

14. Introducing Alumnae Association	❖ Introduction of Alumnae in the college brought the sense of oneness and belonging among the staff and students. It promoted the family spirit among the students.
15. Blood Donation Awareness/ Camp	❖ The students are motivated to understand the Community life and integrate themselves with the present society.
15.Guardians' meeting	❖ It gave the good opportunity for the teachers to meet the guardians of the students and the parents were happy to meet the teachers of their wards. The occasion created the environment of we feeling. It brought the community closer to institution which brought more understanding between the teachers and parents.
16.Workshop on "Emotional Intelligence"	❖ The institution organized two days' workshop on Emotional Intelligence for the B.Ed. students. It helped them to be aware of themselves and their emotions as a teacher. It was a good help to improve their behaviour with others, especially with students and their colleagues.
17.Mentoring	❖ It gave good opportunity to students to clear their doubts or quarries. It is a help for those who for any reason if did not attend the class. It helped the slow learners to understand the matter better.
18. Debate	❖ Students developed their reasoning and speaking capacity. They learnt to express themselves and present their thoughts before others.
19. Academic Audit	❖ It helped the teachers to be accountable towards their responsibilities and add quality in education
20. NSS	❖ It helped the students to come in contact with local authorities in planning out the outreach programme for the village adopted. Students learn to volunteer themselves for the community activities.

* Attach the Academic Calendar of the year as Annexure. -**Annexure I Attached**

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

1. Honestly follow the work plan of the institution.
2. Special attention was given to the weak students.

Part – B Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG				
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others - B.Ed.	01	Nil	01	-
	Nil	Nil	Nil	-
Total	01	Nil	01	
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	
Trimester	
Annual	01

1.3 Feedback from stakeholders*

Alumni Parents Employers Students

(On all aspects)

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

****Please provide an analysis of the feedback in the Annexure - Annexure II Attached***

Statements of Parents:

In the parents' meeting, the parents were asked to give their feedback about the college and their wards openly.

They replied,

- This college is a pride for Lohardaga district.
- The college has 100% result every year.
- The teachers are very committed in their duties.
- The college teaches the students to work hard.
- There has been significant change in their behaviour as well as in their attitude
- Their wards became bold.

- They had become responsible, hard-working and daring.
- They become self-dependent.

Statement by Students:

- Teachers were responsible, committed and helpful to their students
- There is discipline in the college.
- They have learnt to do their works by themselves.
- They have become mature and punctual.
- They learnt to work hard.

Statement by Alumni:

- ✕ This college has made them self-dependent.
- ✕ They are happy in their teaching career today.
- ✕ What they are today is because of the labour of their teachers in B.Ed. college.
- ✕ Their principals are happy and tell them to call more teachers from this college.
- ✕ Teachers from this college are outstanding in the schools wherever they go.
- ✕ They have learnt to work hard and face the hardships of life.
- ✕ What they learnt in this B.Ed. College is a great help today as teachers in the schools.
- ✕ Alumni said what they learnt here is a great help in the schools they are working.
- ✕ This college made them good human beings.
- ✕ They are able to develop creativity in the young minds.
- ✕ They are able to foster discipline among students.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.
No.

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

The Institution got the permission to conduct M.Ed. course with intake of 50 from new session 2018-2020 M.Ed.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	16	16	-	-	-

2.2 No. of permanent faculty with Ph.D. 05

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	16	-	-	-	-	-	-	-	16	-

2.4 No. of Guest and Visiting faculty and Temporary faculty - 01 01

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	03	05	-
Presented papers	03	05	-
Resource Persons	-	-	01

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

- Team Teaching
- Mentoring
- Group Discussion
- Seminar/Workshop/Debate/Symposium
- Improvement test for students with poor performance
- Peer Mentoring
- Academic Audit
- Flanders’s Model (FIACS)’ of evaluating the lesson was adapted.
- Teachers’ evaluation by the students.
- Case study of one student of practicing school by B.Ed. Students.
- Maintaining personal diary by students.
- Content Test
- Diagnostic Test/Remedial Teaching
- Orientation programme on Internship
- Microteaching classes
- Internal Examination
- Unit plan

2.7 Total No. of actual teaching days during this academic year 265 days

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

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

01	08	Nil
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2.10 Average percentage of attendance of students 97%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	100	96	04	-	-	100

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

- IQAC calls for meeting at least twice a year and evaluates the work plan of the institution, gives suggestions for improvement. The members are very regular to be present in all the important events of the institution. Under the guidance of IQAC, there are many innovative programmes undertaken which help the prospective teachers to improve their quality in teaching and learning.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	10
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	01
Faculty exchange programme	Nil
Staff training conducted by the university	01
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	-
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	05	Nil	-	-
Technical Staff	02	Nil	-	-

Criterion – III

3. Research, Consultancy and Extension

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

The IQAC is careful to provide the study atmosphere in the institution and gives guidance to the management to provide the needful facilities for the students. It encourages the individuals to go for different studies. Students are given different assignments and project works to promote research climate in the institution.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.4 Details on research publications

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

3.5 Details on Impact factor of publications:

Range	Average	h-index	Nos. in SCOPUS
×	√	×	×

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned	Received
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-

Projects sponsored by the University/ College	-	-	-	-
Students research projects (other than compulsory by the University)	-	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

3.7 No. of books published i) With ISBN No. Chapters in Edited Books
ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

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

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

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	-	-	-	-	-
Sponsoring agencies	-	-	-	-	-

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

3.13 No. of collaborations: International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College
Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution who are Ph. D.

Guides and students registered under them

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

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: University level State level

National level International level

3.22 No. of students participated in NCC events: University level State level

National level International level

3.23 No. of Awards won in NSS: University level State level

National level International level

3.24 No. of Awards won in NCC: University level State level

National level International level

3.25 No. of Extension activities organized:

University forum College forum

NCC NSS Any other (Girls' Guide)

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

- Alumnae meeting
- Guardians' meeting
- Awareness programme on Human Trafficking
- Sports' Day
- Basic Guide Caption Training Programme

- IQAC meeting
- Seminar on Cashless Transaction
- Awareness programme on HIV/AIDS
- 150th Birth Anniversary of Mahatma Gandhi
- Blood donation awareness/Camp
- Observing of National and International Days
- Celebrating Yoga Day
- International women's day
- Cleanliness drive/ Swachh Bharat
- Social Awareness Programme

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	10,120.81sq.mtr.	-	Establishing society	
Class rooms	09	-	Establishing society	09
Laboratories	05	-	Establishing society	05
Seminar Halls	02	-	Establishing society	02
No. of important equipments purchased (1-0 lakh) during the current year.	140	125	Institution	265
Value of the equipment purchased during the year (Rs. in Lakhs)		49,57,484.00	Institution	49,57,484.00
Others				

4.2 Computerization of administration and library

Library is computerized but the administration has not been computerized because there is only one department of hundred students.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	14,255	18,65,581.00	300	96,655	13,964	19,62,236
Reference Books	5,690	56,390.00	96	2,100.00	1388	58,490.00
e-Books	-					
Journals	07		03			
e-Journals	-					
Digital Database	-					

CD & Video	39	10,500/-				
Others (specify) Periodicals	27	-				

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	62	01	02	02	1	2	2	-
Added	00	01	00	-	-	-	-	-
Total	62	02	02	02	1	2	2	-

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

There is computer lab facility for students with 62 systems for students. Every day before classes begin they have practical. There is internet facility for the use of the office and the staff. Separate internet facility has been added for the students in their computer lab and there is network in ten systems.

4.6 Amount spent on maintenance in lakhs :

i) ICT	14,54,697.75
ii) Campus Infrastructure and facilities	45,93,243.87
iii) Equipments	6,40,777.00
iv) Others	87,20,541.08
Total :	1,54,09259.7

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

<p>Organizing</p> <ul style="list-style-type: none"> ✂ Educational Tour ✂ Science Day/Exhibition ✂ Mentoring Programme ✂ Spoken English class ✂ Awareness on Human Trafficking & HIV/AIDS ✂ Observing National and International days. ✂ Improvement Test for the weak students ✂ Debate and group discussion ✂ Extempore ✂ Quiz ✂ Outreach activities ✂ Regular activities ✂ Symposium ✂ National Seminar ✂ Workshop ✂ Brain storming/ Think Tank
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5.2 Efforts made by the institution for tracking the progression

<ul style="list-style-type: none"> ❖ Personal guidance/ Counselling to the weak students especially by correcting their answer copies. ❖ Improvement Test for the weak students ❖ Giving opportunities for personal development through seminar, stage programme, competitions eg. Speech, Quiz, Folk Dance, Patriotic song competition, Ex-Tempore and Sports etc. ❖ Teachers' evaluation by the students ❖ Evaluation of students' lessons by teachers through Flanders' (FIACS) Model. ❖ Mentoring classes ❖ Follow up programme ❖ Remedial teaching

5.3 (a) Total Number of students

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men

No	%
-	-

Women

No	%
100	100

Last Year (2015-17)						This Year 2016-18					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
08	-	78	14	03	100	06	02	71	21	00	100

Demand ratio - 100

Dropout % - Nil

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

The institution does not have any coaching for students but the college has provided guide books in the library for the competitive examinations like TET/CTET/NET.

No. of student's beneficiaries

5

5.5 No. of students qualified in these examinations

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

Note: There are many students who have qualified NET, TET and CTET but the institution has no record.

5.6 Details of student counselling and career guidance

The college does not have any counselling and career guidance because B. Ed itself is a professional course.

No. of students benefitted

Nil

5.7 Details of campus placement:

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
6	30	16	14

5.8 Details of gender sensitization programmes

The institution organizes different debate competition and awareness programme on gender sensitization, especially on "International Women's Day" and "Rashtriya Balika Diwas".

5.9 Students Activities:

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

State/ University level National level International level
No. of students participated in cultural events
State/ University level National level International level

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

Sports : State/ University level	<input type="checkbox"/>	National level	<input type="checkbox"/>	International level	<input type="checkbox"/>
Cultural: State/ University level	<input type="checkbox"/>	National level	<input type="checkbox"/>	International level	<input type="checkbox"/>

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	Nil	Nil
Financial support from government :2015-16 (Welfare Dept.)	So far no student has received any financial support yet	
Financial support from other sources		
Number of students who received International/ National recognitions	Nil	Nil

5.11 Student organised / initiatives

Fairs : State/ University level	<input type="checkbox"/>	National level	<input type="checkbox"/>	International level	<input type="checkbox"/>
Exhibition: State/ University level	<input type="checkbox"/>	National level	<input type="checkbox"/>	International level	<input type="checkbox"/>

5.12 No. of social initiatives undertaken by the students

- The students took part in social awareness programme like “Matdan Awareness Campaign”, AIDS Programme, Swachhata Abhiyaan, Pulse Polio Awareness Programme, Plantation,

5.13 Major grievances of students (if any) redressed:

1. More library books were bought for students.
2. Generator of 30 KVA was purchased for the computer and language labs to give enough electricity supply for the practical work.
3. B.Ed. is two-year course. Therefore, more beds, table, racks and stools have been ordered for the hostel girls.
4. Suggestion box is provided for the students and staff.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision : We, the faculty of Ursuline Women’s Teachers’ Training College Lohardaga, enable the students to become integrated persons, and torchbearers of future generation, face the challenges of life, recognize the human dignity and contribute to the building of the Nation.

Mission:

- To educate the young women in a spirit of service to the humanity.
- To prepare them for life, by promoting intellectual excellence, uprightness of character, emotional maturity, scientific temper, spirit of healthy competition and sportsmanship through co-curricular activities.
- To inculcate moral sensitivity to the needs of others especially the poor and marginalised.
- To foster religious tolerance and spirit of national integration.
- To help them to become integrated human persons who will be leaders and guides for the future generation.

6.2 Does the Institution has a management Information System

The management information system of the institution is the following:

- Regular evaluation after each activity together with the staff and students to assess the success and failures, to estimate strengths and weaknesses and to bring improvement in the near future.
- The class representative and the committee leaders make annual report of their work, which helps the management to review the activities.
- The IQAC is another means to ensure the valid information to the management.
- Frequent staff meetings are held for the appraisal of the daytoday functioning of the college.
- The guardians during guardians meeting are asked to give their feedback and their valuable suggestions. They speak directly to us about their observation or something they have heard outside.
- The feedback by students at the end of the session is the direct means to ensure the valid information in the hand of the institutional management.
- Students Council is the best means to pass the information.
- There is a suggestion box in the college, in which the students put their suggestions or the complaint in writing.

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

6.3.1 Curriculum Development

Various steps taken in the curricular development process:

- Assessment is done with the help of the staff members based on the performance of the students in the previous years and accordingly the improvement is made.
- Evaluation with the students and staff is conducted to assess the positive and negative aspects of the co-curricular activities. Thus, the evaluation of different activities leads to improvement.
- IQAC also helps to see the needs of the students of today. It works as think tank of the institution in bringing quality.
- Regular staff meeting is held to assess the present need. Data compilation accumulated from various sources viz. Students' assessment, evaluation of the staff members, feedback from other sources etc. are processed and presented in the staff meeting.
- Alumni are approached to get their views during their meeting so as to know how the curriculum is helping them in their teaching work.
- The principals of practicing schools where the student teachers go for teaching practice are asked to give their feedback concerning their teaching methods and co-curricular activities.
- Considering the need of the time different resource persons are invited to give awareness programmes.
- Expert's opinions are sought to assess and develop the present curricular.

6.3.2 Teaching and Learning

- The library reading has been specifically mentioned in the college timetable. Besides this the students can use the library during their free time.
- They are given concurrent topics for group discussions and present report of the same.
- Before the student teachers are sent to different schools for practice teaching every method teacher presents demonstration class.
- The simulation lessons conducted by the student teachers are observed by the subject teacher educator and the peer groups. They do the peer teaching for practice before they present their simulation lesson. The poor students are given more time to practice and present their lesson before the subject teacher even twice or thrice.
- Their lessons are observed by the teachers in the practice teaching schools. The teacher educators are the regular supervisors during their internship. The principal of the practicing schools gives their observation report at the completion of their internship.
- Flander's Model of teaching has been adopted by the teachers to assess the teaching of student teachers.
- Mentoring period once a week (Saturday) when students go to teachers to clear their doubts.
- Teachers' evaluation by students helps everyone to take initiative to do well.
- Remedial classes organized as per the need.
- Improvement test is being conducted.

6.3.3 Examination and Evaluation

- Questions given after each chapter, students are asked to write the question answer and show the subject teachers and get it corrected.
- Those who bring less than 50 marks in the college examination are given opportunity for improvement test.
- Result of first terminal examination is given in their hand to show to their guardians and get their signature.
- Teachers show the answer copy to students who do not do well and are helped by the teachers.

6.3.4 Research and Development:

- The institution is open to research work by the staff members.
- Staff members are encouraged to attend seminars/workshops both national and International for which the institution bears the expenses.
- Teachers are given opportunity to present their papers in the college.
- They are encouraged to write articles and publish it.
- The institution encourages the staff for updating oneself or taking any higher studies or research work.
- Institution subscribes variety of magazines and journals for the staff and students to update themselves.
- Students were asked to do the case study of one student of their practicing school.
- They conducted action research each during their internship.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library:

- The institution has a very rich library with varieties of books.
- It is updated every year with new addition of books.
- There is open access system in the library.
- There are two reading rooms for 200 students and also for the staff.

Facility of ICT:

1.	Computer	-	41
2.	Language Lab software	-	21
3.	Printer & Scanner	-	10
4.	Air Conditioner	-	9
5.	T.V.	-	01
6.	V.C.R.	-	1
7.	Over Head Projector	-	1
8.	Camera	-	1
9.	Tape Recorder + CD player	-	6
10.	Photocopier	-	2
11.	Amplifier	-	3
12.	Loudspeaker	-	6
13.	Lap Top	-	7
14.	DVD Player	-	1
15.	Still Camera	-	1
16.	Handicam	-	1
17.	Stabilizer	-	8
18.	Satellite T.V.	-	1
19.	Satellite Camera	-	16
20.	Inverter	-	2

21.	Batteries	-	4
22.	Stage Light (standing)	-	4
23.	Megaphone	-	1
24.	LCD projectors	-	5
25.	screen	-	4
26.	Video Camera	-	1
27.	Digital Camera	-	1
28.	Generator	-	2

The physical infrastructure facilities: Land & buildings (2.5 Acres):-

1.	Computer lab	-	1
2.	Technology lab	-	1
3.	Psychology lab	-	1
4.	Science lab	-	2
5.	Language Lab	-	1
6.	Library with reading room	-	2
7.	Playground	-	2
8.	Sports & games room	-	1
9.	Multipurpose Hall	-	1
10.	Class Rooms	-	9
11.	Office	-	3
12.	Staff Room	-	3
13.	Parlour	-	2
14.	Hostel for 100 students	-	1
15.	Cultural / Musical instruments	-	15

6.3.6 Human Resource Management

- It is a private unaided College, its resources are limited and it depends upon the contribution collected from the students. There is no separate means to support and ensure professional development of the faculty. However, the institution is open to change and newness. Hence, teachers are given opportunity to participate in local, state, national and international programmes. There is a separate budget allocation for staff development. Therefore, when teachers go for seminars, conferences, workshops, or any such programme, the institution bears the expenditure of the programme and TA/DA. For the permanent members of the administering society the society bears the expense for their complete studies.
- The birthday of each staff member is celebrated. The person concerned is honoured for her contribution to the college. She is given personal recognition for her being.
- Teachers' day is another occasion when each and every staff member is gratefully remembered and honoured for her service rendered. Being a teacher's training college, the students are instructed to acknowledge the value and sacredness of the teaching profession and express it concretely.
- Any achievement of one staff member is celebrated by the whole college. Any good work done by the staff is remembered and the person is congratulated before the whole college staff and students. On the important days or any important event of the college the principal organizes a small party for the staff. This brings everyone together and promotes "WE" feeling. Both teaching and non-teaching staff are equally recognized.

6.3.7 Faculty and Staff recruitment:

- The college has both religious and lay (non-religious) staff. The religious staff is appointed by the provincial of the society consulting her team and are approved by the governing body of the college. The lay staff has to undergo the normal process of recruitment. After the publication of classified advertisement in the newspaper any candidate can apply for the desired post. The Governing Body scrutinizes the applications, forms a committee including a university representative and calls for interview. The final decision is with the panel and it is approved by the Governing body. Thereafter it is presented for the signature of the registrar, Ranchi University.
- The requirement of NCTE is being followed for the recruitment of the staff.
 1. The advertisement for the applications
 2. Request for the University representative
 3. The interview board is made
 4. On the given date the interview is conducted
- Only those applicants who fulfil the requirements of the statutory and regulatory bodies like NCTE, and University etc. and are ready to abide by the service conditions of the institution are selected and appointed for the required post.

6.3.8 Industry Interaction / Collaboration

There is very good industry interaction/ collaboration among the staff. Teachers feel free to take initiative and use their creative power. There is a very good co-operation and understanding among them. Staff visits the family of teachers in joys and sorrows. There is openness in the staff.

6.3.9 Admission of Students

It is a private unaided, established and administered by religious minority. Therefore, to preserve the minority character of the institution the three Christian minority colleges: Ursuline Women's Teachers' Training College, Lohardaga, Loyola College of Education, Jamshedpur and Bethesda Women's Teachers' Training College, Ranchi formulated the criteria of admission in all three minority colleges. Accordingly issuing the forms the Common Entrance Test is conducted. Those who qualify this test are called for interview and thereafter a list of selected candidates for different subjects is displayed on the notice board of the college

6.4 Welfare schemes for

Teaching	<ul style="list-style-type: none">• Except religious staff all have their P.F.• In the time of their need college gives financial help
Non teaching	<ul style="list-style-type: none">• Except religious staff all have their P.F.• In the time of their need college gives financial help to them also.
Students	<ul style="list-style-type: none">• Those who cannot pay the fees are given more time. In some cases they pay when they start earning.• Placement Cell of the college helps the students to find job.

6.5 Total corpus fund generated

Nil

6.6 Whether annual financial audit has been done

Yes No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Univ/NCTE	Yes	Secretary
Administrative	Yes	Univ.	Yes	Governing Body

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

For UG Programmes

Yes No

For PG Programmes

Yes No

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

There has not been any specific reform regarding University examination but the examinations are being held on time.

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

There is limited autonomy given to the affiliated colleges. However, the colleges can take admission of their own choice.

6.11 Activities and support from the Alumni Association

Activities:-

Support from Alumni Association:

The Alumni Association is still in its infancy. It needs to be strong to stand in order to support the institution in its growth and development. The members of the alumni need to be aware of their commitment towards the institution and develop the sense of belongingness. However, some of the alumni had been invited as chief guests or guest of honour on some special occasions. They were requested to give speech and address the student teachers. Three staff members are the alumni of the institution who are giving their service. They have a small fund which according to their plan they would spend on the needy alumni in emergency mainly for their treatment. Their general meeting takes place on every second Sunday of December every year.

6.12 Activities and support from the Parent – Teacher Association

The institution has not made parent – teacher association but every year there is parent – teachers meeting in the college. There is discussion about the academic improvement of their ward. They also are asked if they have any suggestions to say how to bring quality improvement in the performance of the college and the students. The institution is enjoying the support of the parent – teacher association.

6.13 Development programmes for support staff

There has not been any development programme for support staff. However, the institution organizes three days programme for personal and spiritual development programme. When needed the experts are being called to help the support staff and solve their problems regarding their work. Sometimes principal calls them informally and talk about their work and their family.

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

- ☞ Constant care for the cleanliness of the campus and college building.
- ☞ Keep the campus green.
- ☞ Planting trees and medicinal plants.
- ☞ Maintain the flower garden and planting varieties of seasonal flowers.
- ☞ Once a week students do the social service and clean their surroundings.
- ☞ Once a year the trees are pruned to maintain the natural beauty.
- ☞ Students do the cleaning of their own rooms once a week by themselves.
- ☞ Hostel vegetable gardens are clean and varieties of vegetables are planted and taken care of.

Criterion – VII

7. Innovations and Best Practices

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

- ☞ Every Saturdays in the afternoon there was time for self-study and time when teachers sat in different rooms and students came to them with their personal/academic problems. It was observed that students were waiting for this day to come. Improvement test was conducted for those students who scored less than 50 marks in the first and second terminal examinations.
- ☞ Special assemblies conducted by ten students with one teacher in turn were organised. This gave opportunity to all students to learn punctuality, to plan the programme according to the theme, speak before the audience and take leadership.
- ☞ Plantation of medicinal plants by students.
- ☞ Debate and speech competitions were organized
- ☞ Inter house Quiz competition.

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

- Teachers are involved in preparing the plan of action that is made in the beginning of the academic year and put it on the common notice board for the students to see and also on the notice board in the staff room for the staff. Thus, everyone reads it and is prepared for the programmes before-hand.
- There are different committees with a teacher to conduct the programmes mentioned in the plan.
- The student leaders have been given the responsibility to write the report of the programmes.
- At the end of the year there is an evaluation with the staff members to see how the plan was carried out during the year.

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

- Content Test – (Annexure – 3)
- Mentoring - (Annexure – 4)

7.4 Contribution to environmental awareness / protection.

- The institution has done the simple water harvesting in the campus.
- Block tiles have been used on the ground in some area of the campus which absorbs water in the soil.
- There are specific place made to throw the waste materials which from time to time is covered by the soil.
- The institution is plastic free. Students are taught not to throw it. The drains are cleaned regularly to keep the campus pollution free.
- Students are taught not to drop papers anywhere in the campus. They throw it in the waste paper basket.

7.5 Whether environmental audit was conducted? Yes No

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

- The institution sent the online application for M.Ed. course.
- There was an inspection by VT members of NCTE.
- There was inspection by the University for the extension of the affiliation of B.Ed. course.
- The college was affiliated for three consecutive sessions by the University.
- The extension to second floor on the computer lab is completed for M.Ed. course.
- The entrance of the college is renovated.
- Hostel for M.Ed. students.
- The Oven system is updated.

8. Plans of institution for next year

- ❖ The institution will start M.Ed. course after it gets permission by NCTE.
- ❖ Extension of the hostel building for M.Ed. students will be complete.
- ❖ An elevator will be provided to have disabled friendly building.
- ❖ More beds and toilets facilities will be provided.
- ❖ Table, desks and benches could be purchased.

Name - Sr. Jacinta Kujur

Sr. Jacinta

Signature of the Coordinator, IQAC

COORDINATOR IQAC

Name - Dr. Sr. Shila Ergat

Sr Shila

Signature of the Chairperson, IQAC

PRINCIPAL
URSULINE WOMEN'S TEACHERS'
TRAINING COLLEGE
LOHARDAGA, JHARKHAND-835302

Annexure- I

URSULINE WOMEN'S TEACHERS' TRAINING COLLEGE, LOHARDAGA TENTATIVE ACADEMIC CALENDER FOR 2017 – 2018

First Year & Second Year

July	1 st	-	College Reopen (2 nd Year)
	3 rd	-	Inauguration and Orientation
	4 th – 5 th	-	Spoken English Class
	6 th	-	Holy Spirit Mass
	7 th – 8 th	-	Motivation Programme
	10 th	-	Group Formation
	13 th	-	Talent Show by the First Year
	15 th	-	Election of Group Leaders & Committee Formation
	17 th	-	Election of Group Leaders & Committee Formation (2 nd Year)
	19 th	-	Oath Ceremony
	26 th	-	Special Assembly (Dr. Sr. Shila)
	27 th	-	Folk Dance Competition
	31 st	-	Submission of Task Work
	August	8 th	-
12 th		-	Patriotic Song Competition
15 th		-	Independence Day Celebration
21 st		-	Special Assembly (Dr. Punam)
31 st		-	Submission of Task Work
September	3 rd	-	Principal's Day
	5 th	-	Teacher's Day Celebration
	6 th – 9 th	-	Study Leave (2 nd Year)
	11 th	-	Special Assembly (Sr. Regina)
	11 th – 19 th	-	1 st Terminal Exam. (2 nd Year)
	18 th	-	Special Assembly (Sr. Jacinta)
October	25 th -1 st Oct.	-	Puja Vacation
	2 nd	-	College Reopen + Gandhi Jayanti
	3 rd - 5 th	-	Study leave
	6 th -17 th	-	First Terminal Exam.
	16 th Oct. – 15 th Feb.	-	Internship (2 nd Year)
November	31 st	-	Submission of Task work.
	2 nd – 4 th	-	Micro – Teaching Class
	8 th – 13 th	-	Micro – Teaching Practice
	15 th – 21 st	-	Demonstration Classes
December	24 th – 30 th	-	Simulation Classes
	1 st	-	Evaluation + AIDS Day
	4 th	-	Special Assembly (Dr. Sr. Clara)
	10 th	-	Alumnae meeting
	13 th	-	Special Assembly (Mrs. Farhat)
	17 th	-	Quiz Competition
	18 th	-	Going to School
22 nd	-	Christmas Gatherings	

January	23 rd	-	Christmas Holidays
	3 rd	-	College Re-open
	4 th – 30 th	-	Practice Teaching
February	31 st	-	Evaluation
	6 th	-	Special Assembly (Sr. Nirmala)
	8 th	-	Fr. Lambertz Day
	12 th	-	Hindi, English Essay Competition
	15 th	-	Special Assembly (Sr. Sr. Prabha)
	16 th	-	Evaluation (2nd Year)
	23 rd	-	Sports Day
	25 th	-	Educational tour
	28 th	-	Science Day
March	28 th	-	Science Day & Submission of Task Work (2ndYr)
	5 th	-	College Re-open
	9 th	-	Special Assembly (Mrs. Shabnum)
	15 th	-	Elocution (Hindi)
	17 th	-	Elocution (English)
	20 th	-	Special Assembly (Ms. Benedicta)
	26 th	-	Display of Rangoli Competition
	31 st	-	Submission of Task work
	3 rd	-	Special Assembly (Ms. Premlata)
April	14 th	-	Ambedkar Jayanti & Social Science Day
	28 th	-	College Annual Day
	29 th – 4 th	-	Study Leave
May	5 th – 17 th	-	2 nd Terminal Exam. (2nd Year)
	5 th – 19 th	-	2 nd Terminal Test
	18 th	-	Filling up Forms (2nd Year)
	20 th -26 th	-	Submission of all the project and assignments
	22 nd	-	Farewell (2nd Year)

The End

Annexure-II

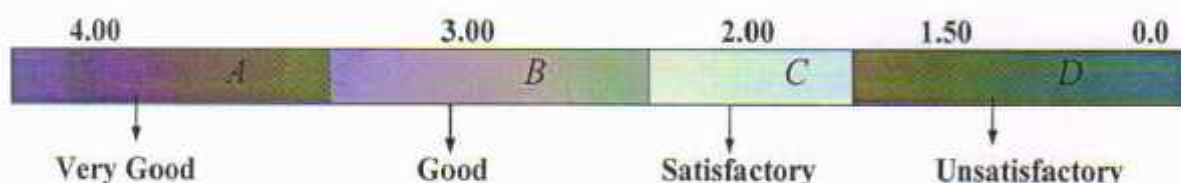
Ursuline Women's Teachers' Training College, Lohardaga

Students' Feedback on Teachers

Department :

Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

<i>Parameters</i>	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Evaluation of Teacher's teaching performance by the students

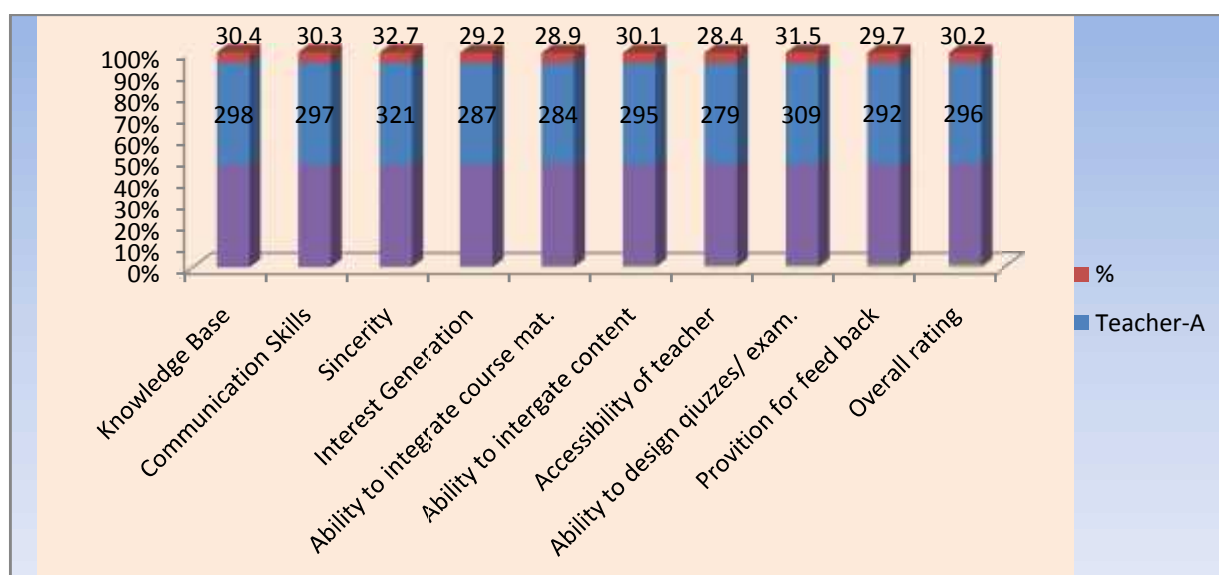
Evaluation of teacher performance is a continuous process and mandatory exercise in educational setting. Its relevance on students' learning outcomes and accountability is enormous and cannot be underestimated. It is well known fact that the institution is only as good as its teachers'. The only way to determine the effectiveness of a teacher is through assessment or evaluation. This will also provide valid information on the effectiveness of teacher which may serve as basis for improvement in teacher professional development, practice, policy- making and by extension lead to improved learning condition, quality education and effective learning outcomes which are the top- most priorities for the sustainable development goals.

It is also important to observe and evaluate the teaching performance of the teachers in order to bring some modification in the teaching behavior of the teachers. The purpose of teacher performance evaluation is-

- To determine competence
- To assess strengths
- To provide support and mentoring
- To assure continued growth differential experiences.

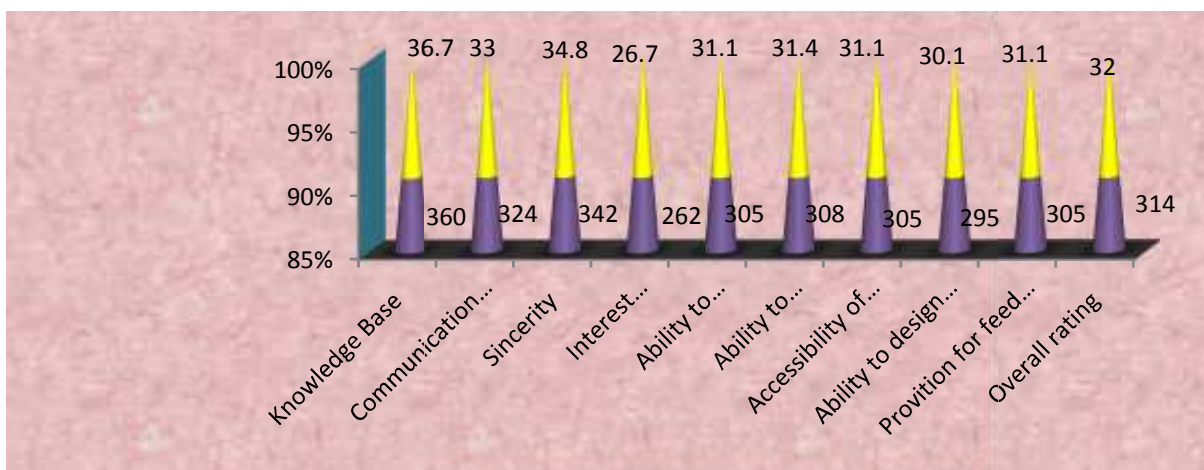
When teaching performance of a teacher is evaluated regularly, the quality of the education is sure to improve for both the teacher and the students. Here to evaluate the teaching performance of the teachers three point rating scale has been used. And items are given a score of '3', '2', and '1' for 'Very Good', 'Good', and 'Poor'. Based on teaching performance, there were ten items prepared. Each item was given the score. There after the total score was calculated and find out the percentage. The graph below indicates the total scores and percentage of every teacher's teaching performance.

TEACHER- A



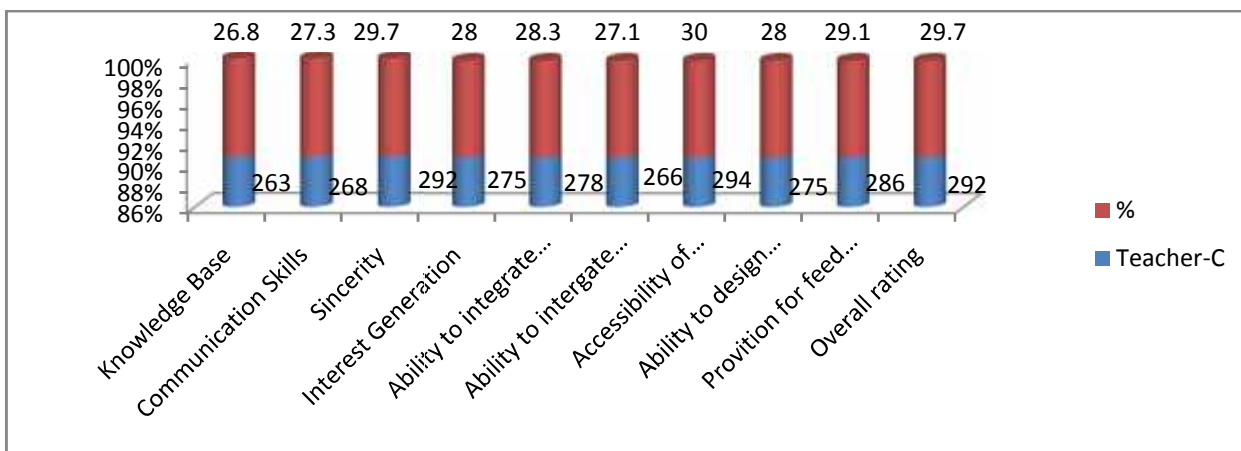
In the above figure Sincerity of Teacher- A is (32.7%) which is higher than the other Parameters such as, Knowledge Base (30.4), Communication Skills (30.3%), Interest Generation (29.2%), Ability to integrate course material (28.9%), Ability to integrate content (30.1%), Accessibility to teacher (28.4%), Ability to design quizzes/exam(31.5%), Provision for feedback (29.7%) and overall rating (30.2%). This may be due to the fact that the Teacher-A may be more sincere in her teaching and interacting with the students. She may be sincere in preparing her lesson well due to which the students have better understanding of the subject matter.

TEACHER- B



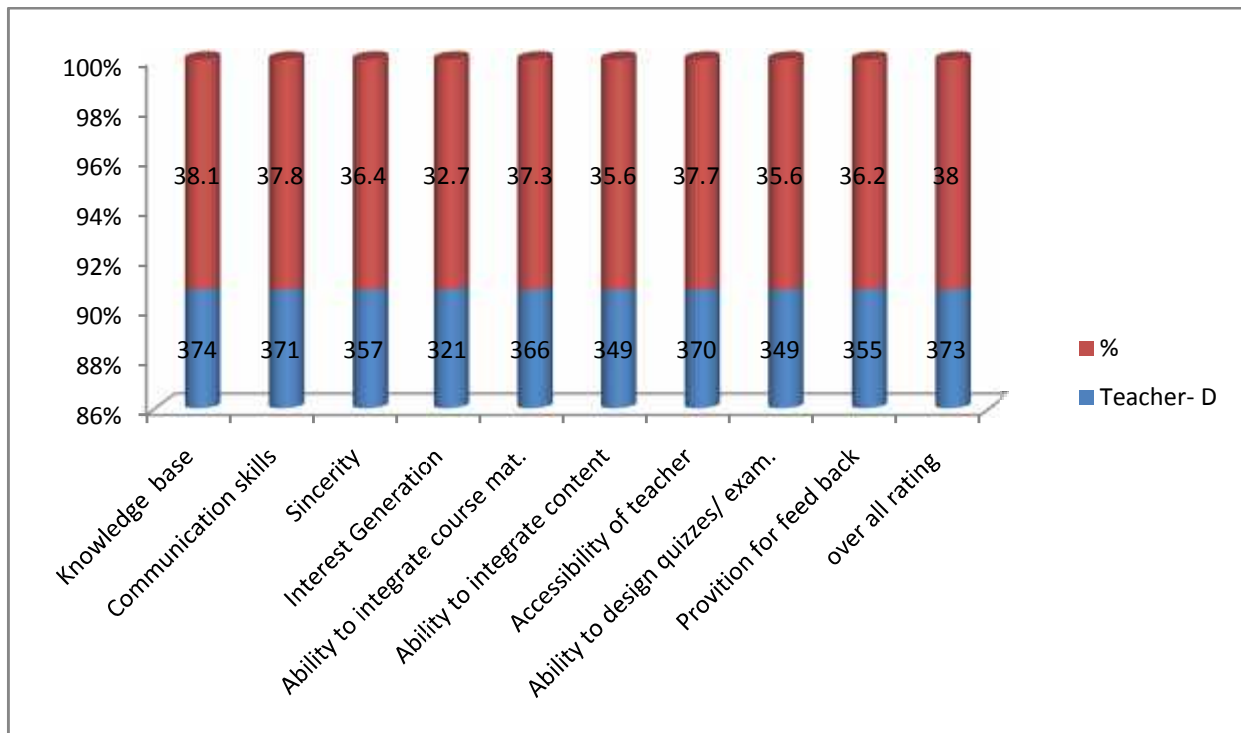
In the above figure Knowledge Base of Teacher- B is (36.7%) which is higher than the other Parameters such as, Communication Skills (33%), Sincerity(34.8), Interest Generation (26.7%), Ability to integrate course material (31.1%), Ability to integrate content (31.4%), Accessibility to teacher (31.1%), Ability to design quizzes/exam(30.1 %), Provision for feedback (31.1%) and overall rating (32%). This may be due to the fact that the Teacher-B may have more knowledge about the subject matter. She may be having good communication skills and sincere in her teaching and interacting with students freely and due to which the students are freer to interact with different course material and have better understanding of the content.

TEACHER- C



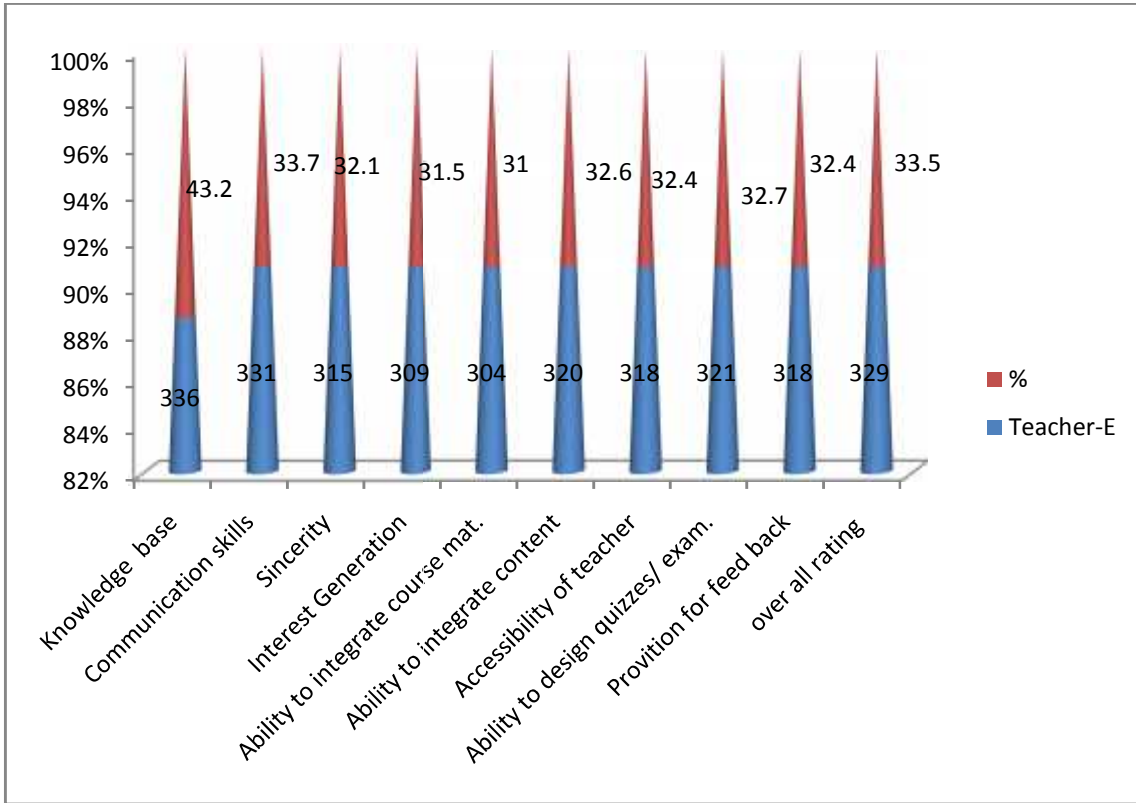
In the above figure Accessibility of Teacher-C is (30%) which is higher than the other parameters such as Knowledge Base (26.8%), Communication Skills (27.3%), Sincerity (29.7%), Interest Generation (28%), Ability to integrate course material (28.3%), Ability to integrate content (27.1%), Ability to design quizzes/exam(28%), Provision for feedback (29.1%) and overall rating (29.7%). This may be due to the fact that the Teacher-C may be giving more time to the students in making them understand the problem. She may be more sincere and may have the ability to integrate the course material integrate different contents due to which the students may having better understanding of the subject matter and have better academic achievement.

TEACHER-D



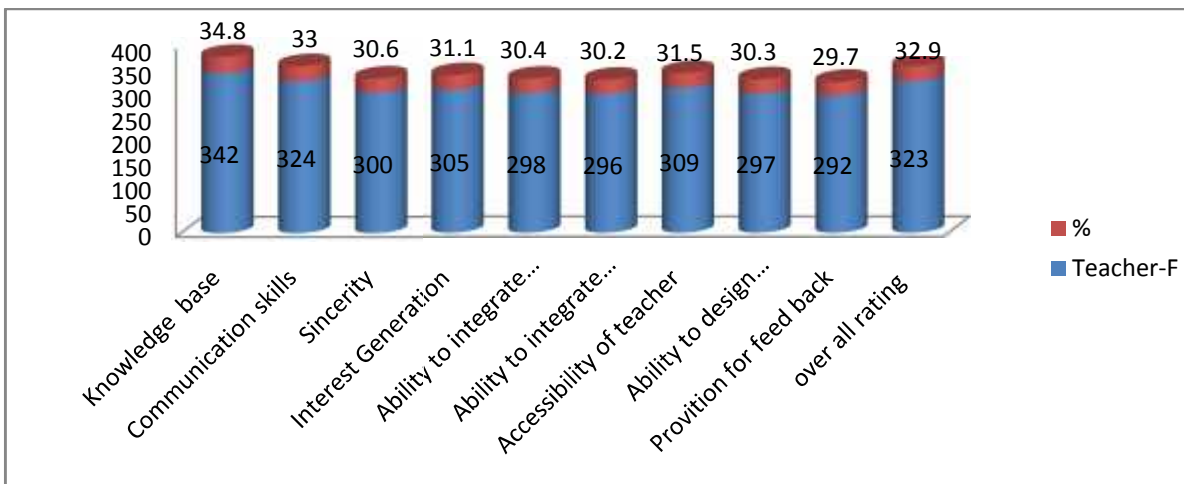
In the above figure Knowledge Base of Teacher- D is (38.1%) which is higher than the other Parameters such as, Communication Skills (37.8%), Sincerity (36.4%), Interest Generation (32.7%), Ability to integrate course material (37.3%), Ability to integrate content (35.6%), Accessibility to teacher (37.7%), Ability to design quizzes/exam(35.6%), Provision for feedback (36.2%) and overall rating (38%). This may be due to the fact that the Teacher-D may be having better knowledge of the subject matter and may have the ability to integrate course material and content.

TEACHER- E



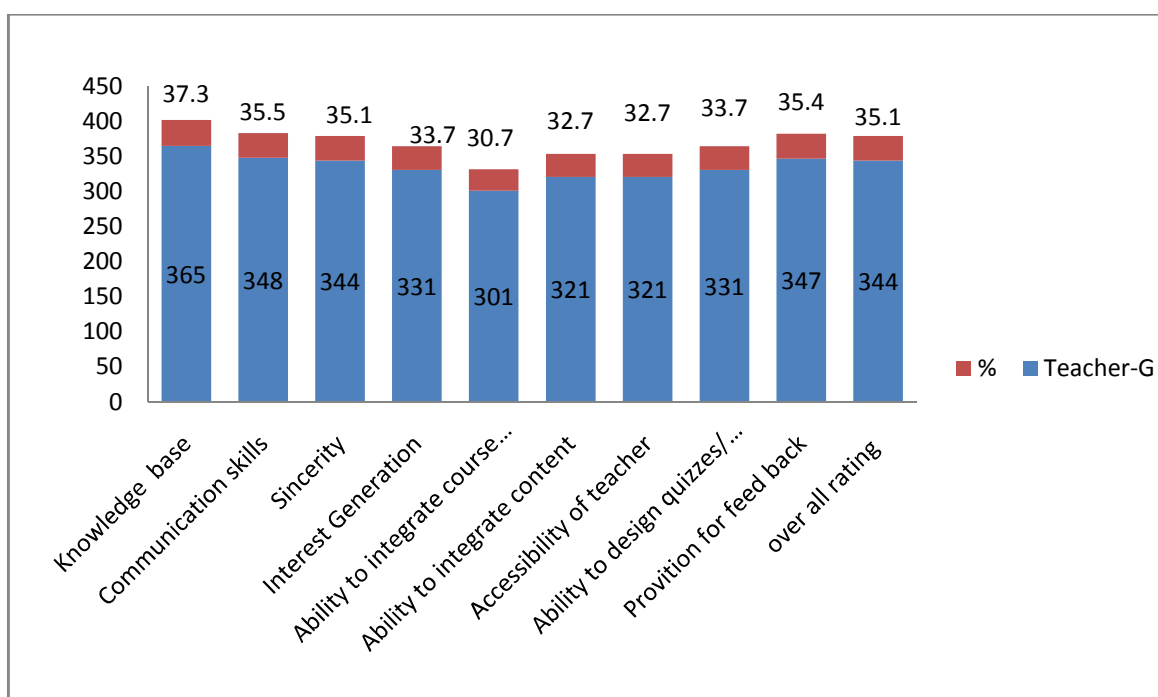
It is inferred from the above figure that Knowledge base of Teacher- E is (43.2%) which is higher than the other parameters such as, Communication Skills (33.7%), Sincerity (32.1%), Interest Generation (31.5%), Ability to integrate course material (31%), Ability to integrate content (32.6%), Accessibility to teacher (32.4%), Ability to design quizzes/exam(32.7%), Provision for feedback (32.4%) and overall rating (33.5%). This may be due to the fact that the Teacher-E may also be having better knowledge of the subject matter, communication skills and may have the ability to integrate course material and content. Teacher- E may be getting better facilities and environment to express her ideas and knowledge to the students.

TEACHER- F



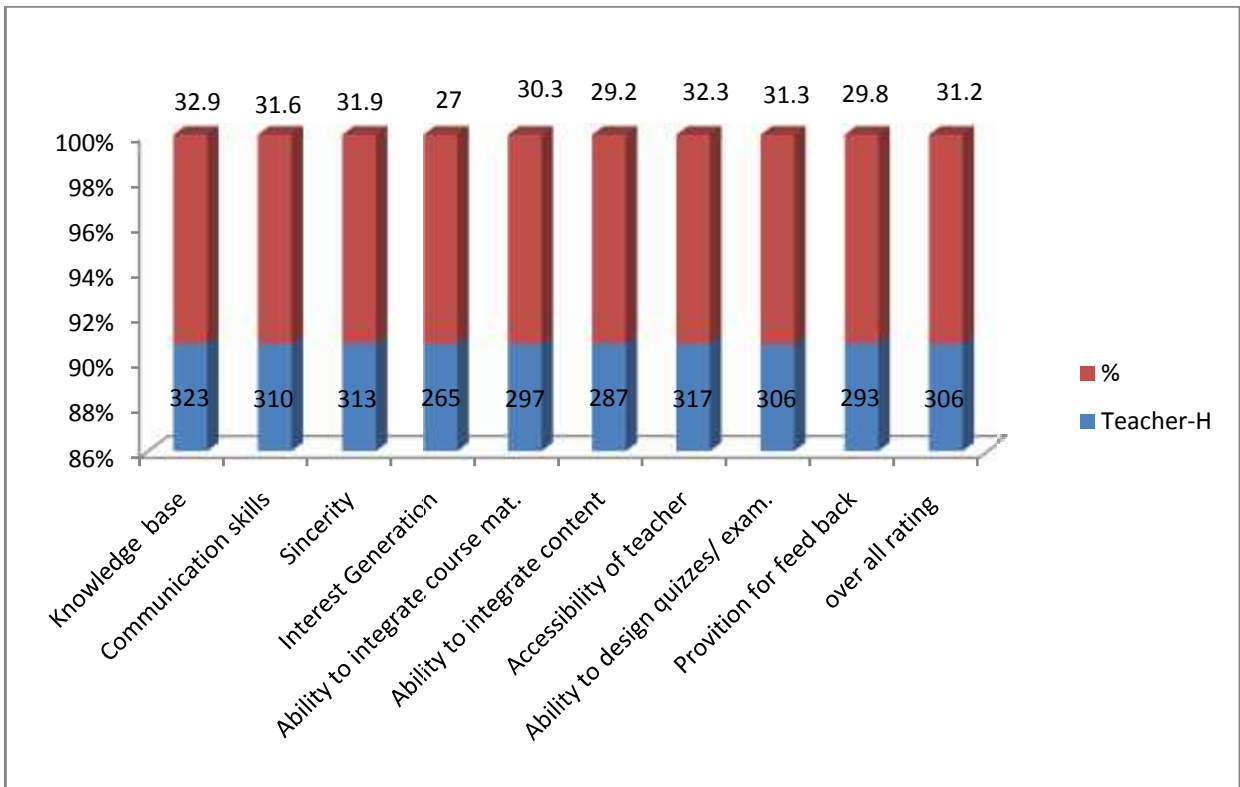
It is inferred from the above figure that Knowledge base of Teacher- F is (34.8%) which is higher than the other parameters such as, Communication Skills (33%), Sincerity (30.6%), Interest Generation (31.1%), Ability to integrate course material (30.4%), Ability to integrate content (32.2%), Accessibility to teacher (31.5%), Ability to design quizzes/exam(30.3%), Provision for feedback (29.7%) and overall rating (32.9%). This may be due to the fact that the Teacher-E may also be having better knowledge of the subject matter, communication skills and may have the ability to integrate course material and content. Teacher-F may also be sincere in interacting with the students regularly and giving enough time to help the students in their needs due to which the students have better understanding of the subject matter may be getting better facilities and environment to express her ideas and knowledge to the students.

TEACHER- G



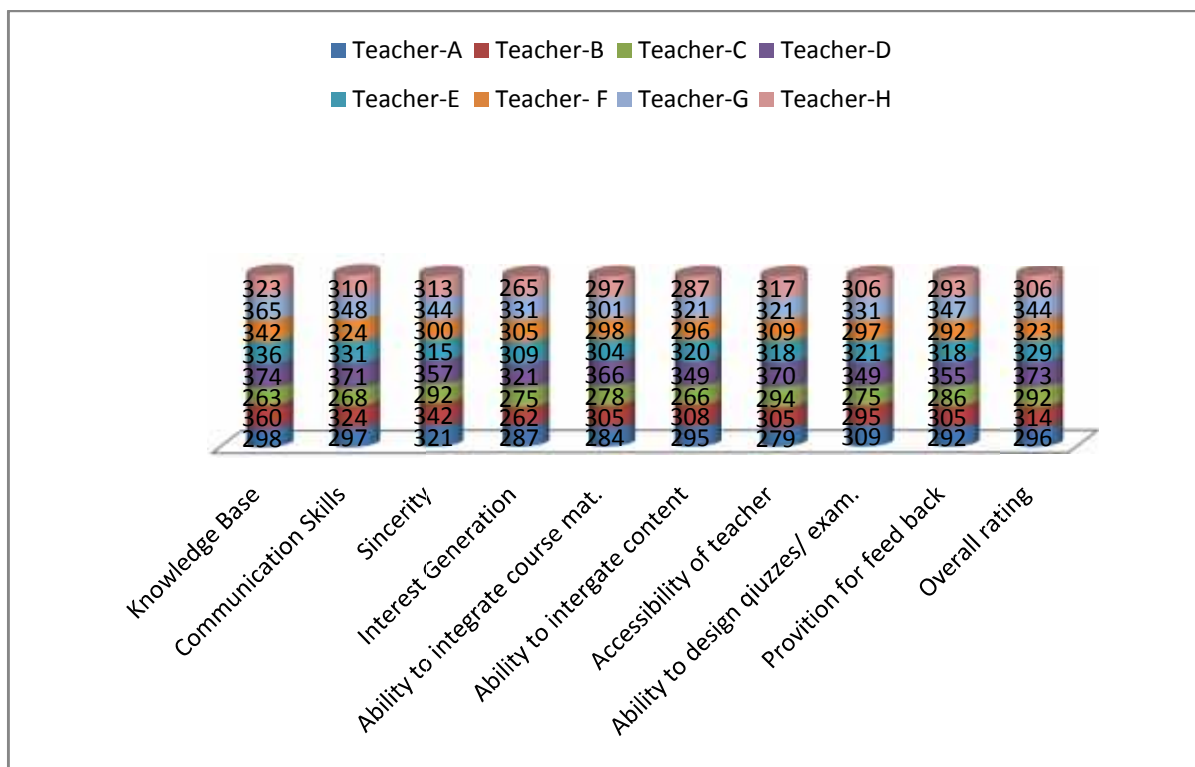
It is inferred from the above figure that Knowledge base of Teacher- G is (37.3%) which is higher than the other parameters such as, Communication Skills (35.5%), Sincerity (35.1%), Interest Generation (33.7%), Ability to integrate course material (30.7%), Ability to integrate content (32.7%), Accessibility to teacher (33.7%), Ability to design quizzes/exam(33.7%), Provision for feedback (35.4%) and overall rating (35.1 %). This may be due to the fact that the Teacher-G is good in all the other area of the subject matter, she may be having the good communication skills, she may be sincere in her responsibility and providing better feedback facilities due to which the students are having good academic achievement.

TEACHER-H



It is inferred from the above figure that Knowledge base of Teacher- H is (32.9%) which is higher than the other parameters such as, Communication Skills (31.6%), Sincerity (31.9%), Interest Generation (27%), Ability to integrate course material (30.3%), Ability to integrate content (29.2%), Accessibility to teacher (32.3%), Ability to design quizzes/exam(31.3%), Provision for feedback (29.8%) and overall rating (31.2 %). This may be due to the fact that the Teacher-H may have better knowledge of the subject matter and giving sufficient time to the students to solve their problem due to which the students have better understanding of the subjects and better academic achievement. The teacher is also better in communication skills sincere and has ability to integrate course material and content.

Overall analysis of Teacher's teaching performance



Overall analysis of Teacher's teaching performance reveals that all the teachers have better knowledge of the subject matter, ability to integrate content material. They are sincere in their teaching, lesson planning and give enough time to the students to solve their problem. Teachers provide appropriate feedback so that the students have better understanding of the subject matter. The teachers are very much dedicated to their duty and have better communication skills due to which the students do not have problem to understand the content matter. The students are helped in others area of life. The teachers have the ability to organize different quizzes and exams due to which the students are free to interact with others and grow in better relationship with the teachers and others.

Annexure- III

Best Practices: 1

1. Title of the practice: "Content Test"

2. The Context:

The students are sent to different government and non-government schools for their practice teaching for a month in first year and for four months internship in second year. Before they go to schools they need to be well acquainted with the syllabus and content of their method subjects. In doing so they come to know the topics they are going to teach within those days, they learn the content. It is easy to make lesson plans and also teach the subjects, thus they are confident in teaching their subjects.

3. Objectives:

- To maintain the academic standards.
- To be able to teach confidently.
- To become well versed in their subjects and content.
- To make the students understand the lesson properly.
- To help the students gain the communication skill.

4. The Practice:

When the students go to schools, they have all the question answers in their hands so it is very helpful for the students, they are confident to teach the students as they are thorough with the topic. For this the students are divided in groups to study the different chapters of a class subject. They study and prepare the question answers of different types. On the stipulated time they submit all the answers of all the classes to the teacher. After correction the teacher returns back the answer sheets to the students for their corporate or individual studies as the answers are shared with all. Mean time the subject teacher prepares the varieties of questions e.g. long answer type questions, short answer type questions and all different types of objective questions. Then according to the convenience, the test is taken. Since the students write the content test, they gain confidence to teach the students. They come across with variety of questions and answer which help them to have command over the topics.

5. Obstacles faced and strategies adopted to overcome:

- ✗ Within short period of time to study the whole portion becomes difficult to the students to study thoroughly.
- ✗ Some of the students find difficult to grasp the whole thing in short span of time.
- ✗ Some feel it is a tedious job, some are slow so, others face difficulty to cope with.
- ✗ Time management is another problem.

6. Strategies adopted to overcome:

- ✗ Group study is very helpful so each one takes the responsibility seriously. They are encouraged and supported.
- ✗ Each one learns and does the work within the stipulated time.
- ✗ Corporate and individual study is encouraged and supported for the good of all.

Impact of the practice:

Sr Shila

- ☒ Each one learns to take responsibility.
- ☒ They become confident, and bold to share the knowledge with peers and students.
- ☒ They enrich each other by their sharing.
- ☒ Co-operation, understanding, support values increase in the students.
- ☒ Student's progress can be seen very quickly.

Resources Required:

- ☒ Committee personnel with co-operating attitude are a blessing for this type of work in the institution.
- ☒ A resourceful and committed principal who can motivate the staff members to work with honesty.

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Annexure- IV

Best practice-2

1. Title of the practice: "Mentoring"

2. Context: General and regular lectures are delivered on routine basis. It continues till the syllabus is complete and then the different tests are conducted to know the understanding level of the students. Very often the teachers come to know the academic problems of the students only after the tests and examinations. But apart from this there is another time set apart which can be named as mentoring. During the mentoring period all the subject teachers are available in the allotted places and the students are free to approach any teacher individually or in a group of two and three. If individually, the students either share their personal problems too be it related to syllabus or personal matter. The teacher after listening tries to understand and repeat the lesson, give suggestions or refer any particular reference book which can be helpful to the students. If in the group also teacher tries to deal as above. The students freely approach the teachers as their problems require to be solved.

It helps the teacher or mentor to motivate and encourage the students who come to her. It helps her to improve the communication skills as she tries her best. The teacher can get new perspectives as she learns in a new way of thinking in work and in personal life. It helps in refining her leadership skills and can strengthen her performance. It gives chance to gain personal satisfaction as it makes one to involved directly in contributing to some one's growth and development.

Benefit to the students: Gain valuable advice as mentor or teacher can offer valuable advice, can be guide, helping her to develop on the best course of action in different situations. Develop her knowledge and skills, improve her communication skills, learn new perspectives and build her networks.

3. Objectives:-

- To help the students gain confidence.
- To help them overcome the fear emotionally psychology.
- To listen to their personal problems and help them to overcome.
- To support them academically to understand the subject matter.
- To help them to adjust with the situations- mentally, physically, emotionally and socially.

4. Obstacles faced and strategies to overcome:-

- It has been observed that some of the students lack openness feel shy and are afraid and hesitant. Teachers are there to help and encourage them to express their doubts and fears.
- It has also been observed that many of the students lack knowledge of the subject matter so they are hesitant to interact. But it is the encouraging presence of the teachers which help them overcome slowly.
- One of the biggest obstacles which we observed is group fear due to the poor condition of the family where the students have not got enough time to study and read the books. They have not got the opportunity to attend the seminars and social function so that they could gain self- confidence and gain some extra knowledge. The college provides them different opportunities to come to know each other through group works, seminars and workshop etc.
- It has been also observed that some students were not regular students in the schools and colleges, so they were not paid attention by the teachers. They missed the library facilities and other co- curricular activities. The teachers in this institution give individual attention to these students and help them to find good books to inculcate in them the reading habits. The language teachers give time for their news reading practice every day.

5. The impact of the practice:

- The students have gained self-confidence and self-esteem.
- It has been observed that they have grown in speaking fluently and clear communication.
- It provided meaningful connections that involve people and influence their lives at home and in their communication. The relationship can build leadership and management skills.
- It provided an empowering opportunity to give back to the community-the personal growth and development and social and economic opportunity.
- It developed understanding among themselves and among the teachers and students.

Sources required:

- One of the best sources is teacher himself. Because it is always under the guidance of teacher. Teacher always looks for the best materials and provides them if the students are unable to find it.
- Our institution implements the four pillars of education that is living together staying together eating together and sleeping together which helps the students in every way and at the end of the training session they come out completely mature and with developed personality.

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