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

Academic Year – July, 1st 2019 to June, 30th 2020

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. MHCOGN 18879*)

JHCOTE 11908

1.4 NAAC Executive Committee No. & Date:
    (For Example EC/32/A&A/143 dated 3-5-2004.
    This EC no. is available in the right corner- bottom
    of your institution's Accreditation Certificate)

EC (SC)/05/RAR/143

1.5 Website address:

www.uwttcollege.org

Web-link of the AQAR:

http://www.uwttcollege.org/NAAC_QA_Report_YEAR_2019_20.pdf

1.6 Accreditation Details

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

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

02.08.2007

1.8 AQAR for the year   :

2019- 2020

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted 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
ix	AQAR 2016-17	submitted to NAAC on	Not sent
xi	AQAR 2017-18	submitted to NAAC on	Not sent
x.	AQAR 2018 -19	submitted to NAAC on	---
xi.	AQAR 2019 – 20	submitted to NAAC on	----

1.10 Institutional Status

University   State [ ] Central [ ] Deemed [ ] Private [√]

Affiliated College   Yes [√] No [ ]

Constituent College   Yes ☐   No ☑

Autonomous college of UGC   Yes ☐   No ☑

Regulatory Agency approved Institution   Yes ☑   No ☐

(eg. AICTE, **NCTE**ð**,** 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*)   Ranchi University

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

Autonomy by State/Central Govt. / University   No

University with Potential for Excellence   No   UGC-CPE   No

DST Star Scheme   UGC-CE   No   No

UGC-Special Assistance Programme   ☑ T   No

UGC-Innovative PG programmes   No   er (*Specify*)   No

UGC-COP Programmes   No

2. IQAC Composition and Activities

2.1 No. of Teachers   16

2.2 No. of Administrative/Technical staff   02

2.3 No. of students

02

2.4 No. of Management representatives

01

2.5 No. of Alumni

02

2. 6 No. of any other stakeholder and Community representatives

02

2.7 No. of Employers/ Industrialists

01

2.8 No. of other External Experts

01

2.9 Total No. of members

27

2.10 No. of IQAC meetings held

02   per annum

2.11 No. of meetings with various stakeholders: No.   01   Faculty   10

Non-Teaching Staff & Students   Alumni   02   Others   02   ----

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. 16   International ×   National ×   State ×   Institution Level 16

(ii) Themes

1. Spoken English seminar for three days
2. Three days seminar on Enneagram
3. Three days Motivational Course
4. Teachers as Mentors, Resource Management & How to become a Classroom Super Hero
5. Hindi /English Day
6. Science Day/ Exhibition
7. Orientation for NSS Volunteers
8. Personal and spiritual development programme of three days
9. Cashless Transaction
10. Three days Workshop on Fine Art
11. Eight days Seminar cum workshop on Micro Teaching Skills
12. Demonstration and Simulation classes of 15 days
15. Workshop on HIV/AIDS Awareness
16. National Seminar on **"Quality and Excellence in Teacher Education: Continuous improvement and its challenge in present scenario"**

1.

2.

2.14 Significant Activities and Contributions made by IQAC

- Spoken English classes
- Folk dance completion
- Patriotic song competition
- Quiz, Rangoli & Alpana making competition on the theme" Jal Hi Jeewan Hai"
- Celebration of world Earth Day
- Celebration of Environment Day Online through Zoom
- International Yoga Day
- International women's Day in virtual
- World Health Day in virtual
- Essay writing competition
- Science day/ Exhibition
- Annual College Day
- IQAC Meeting organised annually
- 150th Birth Anniversary of Mahatma Gandhi
- Inter group Quiz Competition.
- Extempore

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 7. Micro Teaching classes 8. Hindi diwas	❖ Students learnt to respect other religion and their holy books when they read it. It helps them to develop creativity in themselves and cultivate respect. ❖ The trainees learnt the teaching skills. ❖ Hindi Diwas added the knowledge and 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.
10.Birth days of the great leaders eg. Mahatma Gandhi, Birsa Munda the freedom fighter, Baba Ambedker.	❖ It gave them opportunity to know about these leaders which will help them to educate the young students in the schools.
11. Seminar/ Workshop on Enneagram	❖ The institution organized two days' workshop on Enneagram for the B.Ed. students. It helped them to be aware of themselves and their behavior as a person and teacher with others. It was a good help to improve their behavior with others, especially with students and their colleagues.
12.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

13. Debate	learners to understand the matter better.
	❖ Students developed their reasoning and speaking capacity. They learnt to express themselves and present their thoughts before others.
14. Internal Academic Audit	❖ It helped the teachers to be accountable towards their responsibilities and add quality in education.
15. Bio-Metric Attendance of Teachers and students	❖ It helped the students and staff to be regular in their attendance for their duties.
16. Social Awareness programme through social media	❖ It helped the students to engage themselves to serve the old/sick men and women at home and in neighborhood during the lockdown. They learned to share their material goods for the less privileged.

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.   The institution is faithful to follow the academic calendar. Every teacher in the institution is given the responsibility/duty to execute different plan mentioned in the academic calendar.

2.   Equal opportunities are given to the students. The students are given the platform to express themselves on the various occasions like, debate, quiz, painting, poster, Rangoli, speech and sports and game etc.

3.   During the lockdown period, the online classes were held regularly. Thereafter, in offline classes, the chapter/lessons were revised.

4. The students were given the opportunity to clear their doubts whenever they wanted.

5.   The teachers were available all the time and the extra classes were provided to the 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	-
M.Ed.	01	Nil	Nil	NET Coaching Class
Total	02	Nil	02	-
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

Pattern	Number of programmes
Semester	4 Sem. (M.Ed.)
Trimester	
Annual	01 (B. Ed.)

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 was called and 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 so committed in their duties.
- The college teaches the students to work hard.
- There have been significant change in their behaviour as well as in their attitude
- Their wards became bold.
- They had become responsible, hard working and daring.
- The students have learned the value based practicalities.
- The students have learned time management, have become integrated person.

Statement by Students:

- Teachers were responsible, committed and helpful to their students.
- The teachers have the better knowledge regarding ICT.
- The teachers give the equal opportunities to each and every student in the class and outside the class.
- There are well established infrastructures and better facilities.
- There is eco friendly environment to develop and gain knowledge.
- 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 have learned time management.
- The alumni have learned leadership, adjust themselves in the various situations and the practical knowledge.
- 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 helping in the schools they are working.
- This college made them good human beings.
- They have learned to be responsible citizens.

Note: During the lockdown the students were assessed virtually time and again. As a result, their performance was excellent. The students learned to access the meeting, webinar and classes.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- The B.Ed. Course has no any revision or updates in the syllabus.
- The teaching learning programmes are being continued as prior set programme of B. Ed. course.
- In B.Ed. course, the number of Co-Curricular activities has been increased according to the interests, needs and demand of the society.
- The National Service Scheme has been introduced in the Teacher Education Institution.
- This helps the students to have the mind "Not Me but You".
- This also helps the students to expose themselves in the community for the selfless service.
- For the M.Ed. Course, the new syllabus was prepared.
- There are four semesters in the syllabus.
- The students have to go for 15 days of Internship programme.
- The students' observation schedule for Flinders' Interaction (FIACS) has been introduced.
- Apart from the syllabus the NET preparation programme also has been provided.
- The institution was regular in online classes for M.Ed. and B.Ed. students.
- The students were given enough platforms to come up with their ideas in the discussion forum, debate, quiz and other cognitive co curricular activities.

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

No new department /Centre have been introduced.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
22	14	2	2	4

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
14	-	02	-	02	-	4	-	22	-

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 ((Seminars/	12 (online mode)	15	-
Presented papers	00	06 (online mode)	-
Resource Persons	-	-	01

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

> - Team Teaching
> - Mentoring
> - Group Discussion
> - Seminar/Workshop
> - Improvement test for students with poor performance
> - Peer Mentoring
> - Academic Audit process (self evaluation and evaluation by other teachers).
> - Flanders's Model (FIACS)" of evaluating the lesson was adapted for M.Ed. Students.
> - Teachers' evaluation by the students.
> - Evaluation of Principal's leadership behaviour by Teachers of the staff.
> - Case study of one student of practicing school by B.Ed. students.
> - Maintaining personal diary by students.
> - Orientation programme/ Training Programme for online classes.
> - Orientation programme/ English spoken class
> - Debate/quiz/content test,
> - Different competitions like essay writing, poster and pa[...]h, collage making competition were held virtually.
> - The new session of M.Ed. was held in virtual.

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

Note: During the lockdown period the institution organized first terminal exam in virtual mode.

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

-	-	-

> **This Academic session there was no any curriculum restructuring/ revision/ syllabus development as such.**

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.(2019-20)	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. After every co-curricular activity, the evaluation of the programme takes place.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	18
UGC – Faculty Improvement Programme	-
HRD programmes	02
Orientation programmes	03
Faculty exchange programme	Nil
Staff training conducted by the university	-
Staff training conducted by other institutions	04
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. Teachers avail themselves to guide the students in their subjects. The institution encourages and promotes higher studies for the students as well as teachers. In every month, the IQAC member organizes brain storming competitions, discussions, think tank for the students.

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. | Nil | Chapters in Edited Books | Nil |

ii) Without ISBN No. | Nil |

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) | NSS |

3.10 Revenue generated through consultancy | Nil |

3.11 No. of conferences   organized by the Institution

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

3.12 No. of faculty served as experts, chairpersons or resource persons | 01 |

3.13 No. of collaborations: International | Nil | National | Nil | Any other | 02 |

3.14 No. of linkages created during this year | 04 |

3.15 Total budget for research for current year in lakhs:

From funding agency | Nil | From Management of University/College | Nil |

Total | Nil |

Type of Patent		Number

3.16 No. of patents received this year

National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

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

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

3.18 No. of faculty from the Institution   who are Ph. D. Guides and students registered under them   None

3.19 No. of Ph.D. awarded by faculty from the Institution   05

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

JRF   Nil   SRF   Nil   Project Fellows   Nil   Any other   Nil

3.21 No. of students Participated in NSS events: University level   100   State level   Nil

National level   Nil   International level   Nil

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

National level   Nil   International level   Nil

3.23 No. of Awards won in NSS: University level   25   State level   Nil

National level   Nil   International level   Nil

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

National level   Nil   International level   Nil

3.25 No. of Extension activities organized:

University forum   Nil   College forum   Nil

NCC   Nil   NSS   24   Any other   Nil

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

Responsibility

- Awareness programme through social media on Corona Virus
- IQAC meeting
- NSS Programmes offline and online both
- Science exhibition
- 150th birth anniversary of Mahatma Gandhi
- Run for Unity 31st October
- Social awareness programmes in the adopted village, Juria
- Swachhata Abhiyaan in the campus and in the village.
- Plantation, Van Mahatsav,
- Celebration of National Water day Online mode
- Workshop on AIDS/HIV
- Visit to Rehabilitated centre – Hospital to serve the patients, staff nurses and doctors.

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	10,120.81 sq.mtr.	-	Establishing society	
Class rooms	04	04	Establishing society	08
Laboratories	05	00	Establishing society	05
Seminar Halls	02	-	Establishing society	02
No. of important equipments purchased (1-0 lakh) during the current year.	97	203	Institution	300
Value of the equipment purchased during the year (Rs. in Lakhs)		25,00,000.00	Institution	25,00,000.00
Others				

4.2 Computerization of administration and library:

> Library and the administration are computerized partly.There are two departments of two hundred 50 students. (M.Ed. & B. Ed.)

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	14326	17,48,222.53	140	40,663	14466	1,925906.53
Reference Books	1388	58,490.00	4,302	2,12,240.00	5690	2,70,730.00
e-Books	-					
Journals	05		03			
e-Journals	-					
Digital Database	-					
CD & Video	39	10,500/-				
Others (specify) Periodicals	28	-				

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart -ments	Others
Existing	62	2	2	02	2	2	2	-
Added	00	00	00	-	-	-	-	-
Total	62	02	2	02	2	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 48 systems for students. Language Lab has 21 computers. Every day the computer and Language classes is being conducted for the students. There is internet facility for the use of the students, office and the staff. Separate internet facility has been added for the students in their computer lab and there is Internet facilities.

4.6 Amount spent on maintenance in lakhs:

i) ICT   3,61,650.00

ii) Campus Infrastructure and facilities   17,64,500.25

iii) Equipments   8,94,257.00

iv) Others   20,34,769.90

Total :   **50,55,177.15**

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Organizing
- Spoken English class
- Motivation programme
- Science Day
- Mentoring Programme
- Spoken English class
- Celebration of the B' days of National leaders
- Improvement Test for the weak students
- Debate and group discussion
- Extempore
- Quiz
- Counselling and guidance
- Maintaining Eco friendly campus
- Support to the financial backward students
- Orientation on health and hygiene
- Conducting the test lesson
- Peer group practice teaching

5.2 Efforts made by the institution for tracking the progression

- Personal guidance 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, Extempore and Sports etc.
- Teachers' evaluation by the students
- Evaluation of students' lessons by teachers through Flanders's Model.
- Conducting class test
- Providing equal opportunities to the students
- Diagnostic test
- Test lesson
- Content test
- Evaluation of their lesson.
- Terminal examination

5.3 (a) Total Number of students

(b) No. of students outside the state

| Nill |

(c) No. of international students

| Nil |

Men	No	%	Women	No	%
	-	-		--	--

Last Year (2018-19)						This Year 2019- 20					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
07	02	81	10	00	100	03	01	83	13	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 students beneficiaries   22

5.5 No. of students qualified in these examinations

NET [ ]   SET/SLET [ ]   GATE [ ]   CAT [ ]

IAS/IPS etc [ ]   State PSC [ ]   UPSC [ ]   Others [ ]

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

5.6 Details of student counseling and career guidance

> The college does not have any counseling and career guidance because B. Ed itself is a professional course. The institution has created Guidance and Counseling Cell to help the students in need.

No. of students benefitted   35

5.7 Details of campus placement:

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
04	20	22	25

5.8 Details of gender sensitization programmes

> The institution has organized gender sensitization programme on 24th January 2020 as **"National Balika Diwas"** and 8th March 2020 as "International Women's Day". On this occasion we organized different competitions and awareness programme like Rangoli competition on **"Beti Bachao, Beti Padhao",Speech and slogans**, One Act Play on the theme **"Gender Sensitization", Painting and Poster making competition.** Some of the activities were organized in virtual mode.

5.9   Students Activities:

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

State/ University level | 50 | National level | × | International level | × |

No. of students participated in cultural events | × |

State/ University level   National level | | International level | × |

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

Sports : State/ University level | × | National level | × | International level | × |

Cultural: State/ University level | 20 | National level | × | International level | × |

5.10   Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	Nil	Nil
Financial support from government :2019-20 (Welfare Dept.)		
Financial support from other sources		
Number of students who received International/ National recognitions	Nil	Nil

5.11   Student organized / initiatives
   Fairs: State/ University level | × | National level | × | International level | × |

   Exhibition: State/ University level/college level nal level | × | ional level | × |

   ➢ **The students have conducted Science exhibition at college level.**

5.12   No. of social initiatives undertaken by the students through online mode | 15 |

5.13   Major grievances of students (if any) redressed:

   1. More library books were bought for students. Reference books were bought.

   2. Toilet of the students were repaired and renewed.

   4. More beds, table, racks and stools have been ordered for the students in the hostel.

   5. Drinking water facility was updated.

   6. Running water facility for 24x7.

   7. Online classes were administered.

   8. The more facilities were provided during lockdown such as three beds in one room, toilet and bathing rooms, and hygiene were maintained.

   9. Rooms were sanitized every day.

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 day today 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 complain in writing.
➢ Paperless information through mail and Whatsapp were practiced.
➢ Online Zoom meeting with the staff and students were held during Lockdown.

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.

➢ Academic and Administrative Audit has been introduced in the college, which helps the teachers and the principal to bring qualitative improvement.

➢ The institution organizes different co-curricular activities every month for the all-round development of the students like debate symposium, extempore quiz and speech etc.

➢ Students are given the opportunity for the community experiences through NSS Programme.

➢ For the practical knowledge and experiences, the students are taught to make penile, surf, candle and greeting cards, photo frame etc.

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.

➢ Science practical like Biology, Chemistry physics and mathematics are conducted in the 2nd year course.

➢ Psychological practical is being held in the 1st year course.

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 and second terminal examinations 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.

➢ Project work in each subject is given to the students and is evaluated regularly.

➢ Mentoring classes are held on Saturday to help the students to clear the concepts.

➢ During lockdown evaluation was done through virtual mode and the hard copy of it was send to the respective 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.
>
> The NET Preparatory class is organized for the students and teachers.
>
> Webinar is conducted for the teachers in the field of research.

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	-	8
4.	Air Conditioner	-	10
5.	T.V.	-	01
6.	V.C.R.	-	1
7.	Over Head Projector	-	1
8.	Camera	-	2
9.	Tape Recorder + CD player	-	6
10.	Photocopier	-	2
11.	Amplifier	-	2
12.	Loudspeaker	-	6
13.	Lap Top	-	4

14.	DVD Player	-	1
15.	Still Camera	-	1
16.	Handicam	-	1
17.	Stabilizer	-	10
18.	Satellite T.V.	-	1
19.	Satellite Camera	-	16
20.	Inverter	-	3
21.	Batteries	-	4
22.	Stage Light (standing)	-	4
23.	Megaphone	-	1
24.	LCD projectors	-	3
25.	Screen(01 ordinary & 02 motorised)	-	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	-	1
5.	Language Lab	-	1
6.	Library with reading room	-	2
7.	Playground	-	1
8.	Sports & games room	-	1
9.	Multipurpose Hall	-	1
10.	Class Rooms	-	3
11.	Office	-	2
12.	Staff Room	-	2
13.	Parlour	-	1
14.	Hostel for 100 students	-	1
15.	Cultural / Musical instruments	-	12

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 statuary 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. Each staff is valued with their own individualities.

6.3.9   Admission of Students

It is a private unaided, established and administered by religious minority Therefore, initially 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. But the year 2018-2020, the admission procedure is being conducted by the JCECEB. In the stage the candidate fills the form, then, combined entrance test is held, counseling and the placement of the deserving candidate according to their preferences.

Though the names are sent to the colleges but due to distance and other problems all students do not take admission. Only all those who are willing to study in our college, take the admission. During lockdown online counseling was done.

6.4 Welfare schemes for

Teaching	• Except religious staff all have their P.F. • In the time of their need college gives financial help
Non teaching	• Except religious staff all have their P.F. • In the time of their need college gives financial help to them also.
Students	• 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 declare 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. Even the session is late but the examination is being held regularly.

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. The College has to abide with the rule of the university and JCECEB.

6.11 Activities and support from the Alumni Association

> **Activities:**
>
> **Support from Alumni Association:**
>
> The Alumni Association 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. Every year the outgoing trainees of the college take the membership contributing Rupees one hundred only. 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. For the annual college day, sports day and other events, the parents and guardians are invited for the programmes and encourage the students.

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.
- ☞ Waste water is used to water the garden.
- ☞ The students are allowed to park their two-wheeler at the main college gate.
- ☞ The students are motivated to maintain plastic free bag campus.
- ☞ The use of tharmacol is forbidden, keeping in view the eco friendly campus.
- ☞ Time and again the awareness programmes are held towards protection of environment.
- ☞ To maintain the campus clean, the garbage is disposed in the pit and later it is being used for the plants and vegetable garden.
- ☞ Every year the National Water-day is celebrated.
- ☞ Every student and staff were initiated to put on mask.

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.
- ☞ NSS unit in the college adopted a village for four years.
- ☞ Science exhibition was organised.
- ☞ Content test before the students went for internship.
- ☞ They were given the platform for work experience like making the detergent powder, candle and phenyl.
- ☞ HIV/AIDS awareness programme was held.
- ☞ At the time of assembly reading the news of the day is practiced.
- ☞ Test lesson is conducted for the students.
- ☞ Revision of the topics in different subjects by the teachers.
- ☞ Teachers conducted discussion session through Zoom meeting.
- ☞ Teachers provided the study materials in PPT in their whatsapp and mail.

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.
- ✍ Orientation programme is being held for the staff, students and the support staff.
- ✍ There are different students' committees are formed like, literary committee, cultural committee, sports committee, community living committee, and social service committee.
- ✍ For each committee leaders are elected by the students. Thereafter, the Oath ceremony takes place.
- ✍ Since it is residential college so to maintain discipline in the hostel the leaders are elected for the smooth running of the hostel.
- ✍ Social service every Saturday is being continued by the students. The teachers supervise the work.

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

- ✍ "Online Learning" online classes, online College Examination and participation in online competition by the students. **– (Annexure – III)**
- ✍ **"**The maintenance of eco friendly and green campus" **Annexure – IV)**

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.
- ➢ Every year clean India campaign is being organized.
- ➢ Swachhata Pakhawara is celebrated from 1st August to 15th August.
- ➢ Awareness campaign is organised in the adopted village.
- ➢ On the occasion of birthdays and feast days of a person, the new plants are offered to them.
- ➢ Through SAP, the institution had formed the different committees to observe and maintain the campus clean and green.

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 got recognition for the new M.Ed. Course from session 2018-19. There was an inspection by VT members of NCTE.
> There was inspection by the University for the Affiliation of two-year M.Ed. course.
> The college was affiliated for three consecutive sessions by the University.
> The extension of second floor on the computer lab is completed for M.Ed. course.
> The entrance of the college is renovated.
> The institution is going to start M.Ed. course for session 2018 – 20 in the month of September after the affiliation granted by the state Govt.
> There was inspection by the University for the Extension of the affiliation of B.Ed. course.
> An elevator will be provided to have disabled friendly building.
> New books for the M. Ed. Students were purchased.
> The renovation of multipurpose hall was started.
> The institution is practicing paperless communication i.e., through whatsapp, mail, Google classroom etc.
> Celebrations of Birth days and Feast days /Teachers' Day were celebrated in virtual mode.

8. Plans of institution for next year

❖ Preparation for the National Seminar.
❖ Preparation for the NAAC visit.
❖ The New cell will be added for the smooth functioning of the college.
❖ The NSS will continue to serve the old men and women in the village and provide the services they need.
❖ Celebration of Azaadi Ka Amrit Mahatsav.
❖ Under the NSS, different activities will continue in the College as well as in the adopted villages.
❖ NSS will go to the adopted village for 7 days special camping.
❖ Annual sports day
❖ Annual college day
❖ Celebration of International Yoga Day/ awareness programme through social media.

Name - Sr. Jacinta Kujur

Sr Jacinta

Signature of the Coordinator, IQAC

COORDINATOR IQAC

Name - Dr. Sr. Shila Ergat

Sr Shila

Signature of the Chairperson, IQAR

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

Annexure- I

URSULINE WOMEN'S TEACHERS' TRAINING COLLEGE, LOHARDAGA
TENTATIVE ACADEMIC CALENDER FOR 2019 – 2020
First Year & Second Year

June	24th	-	College Re-Open/Yoga Activities
July	1st	-	Election of Group Leaders & Committee **Formation**
	6th	-	Holy Mass
	9th	-	Special Assembly
	18th	-	Content Test Class **VIII & IX (2nd Year)**
	20th	-	Content Test Class **X,XI & XII (2nd Year)**
	31st	-	Oath Ceremony
August	**-**	**-**	College Open/ Inauguration and
Orientation			
	-	-	Spoken English Class
	-	-	Holy Spirit Mass
	-	-	Group Formation
	-	-	Welcome Programme
	-	-	Election of Group Leaders & Committee Formation -
	-		Oath Ceremony
	13th	-	Patriotic Song Competition (**1st & 2nd Year**)
	15th	-	Independence Day Celebration (**1st & 2nd Year**)
	28th	-	Special Assembly (**Sr. Prabha**)
	31st	-	Feast Day of St. Augustine
	31st	-	Submission of Task Work
September	3rd	-	Principal's Day
	5th	-	Teacher's Day Celebration
	11th	-	Special Assembly
	12th – 14th	-	Study Leave (**2nd Year**)
	13th	-	Language Day (**1st Year**)
	23rd	-	Special Assembly
	30th	-	Submission of Task Work
October	4th-9th	-	Puja Vocation
	10th	-	College Re-Open
	10th -13th	-	Study Leave (**2nd Year**)
	11th-14th	-	Micro Teaching Class (**1st Year**)
	14th Oct- 30th Jan2020	-	Internship (**2nd Year**)
	18th-23rd	-	Micro Teaching Practice (**1st Year**)
	21st	-	Feast Day of St. Ursula
	28thOct.-2ndNov.	-	Demonstration Class by the Teachers. (**1st Year**)
November	5th -14th	-	1st Terminal Exam. (**1st Year**)
	7th-15th	-	Simulation Class (**1st Year**)
	16th	-	Evaluation
December	1st	-	AIDS Day
	22nd	-	Christmas Gathering
	23rd	-	Christmas Holidays
January	3rd	-	College Re-Open/ Prayer Service
	3rd – 30th	-	Practice Teaching (**1st Year**)

	26th	-	Republic Day Celebration
	27th	-	Feast Day of St. Angela
	31st	-	Submission of task work
February	2nd	-	Alumnae Meeting
	6th – 14th		1st Terminal Exam. (**2nd Year**)
	8th	-	Feast Day of Fr. John Lambertz
	17th	-	Special Assembly(**Miss Benedicta**)
	20th	-	Special Assembly(**Mrs. Premlata**)
	28th	-	Sports Day & Science Day
March	3rd – 8th	-	Education Tour (1st Year)
	9th -12th	-	Holi Holiday
	13th	-	College Re- Open
	16th	-	Hindi / English Essay Competition (**1st Year**)
	20th	-	Special Assembly(**Sr. Regina**)
	21st	-	Quiz Competition (**1st Year**)
	23rd	-	Display of Rangoli Competition
	27th	-	Special Assembly (**Mr. Anish**)
	31st	-	Submission of Task of Work
April	2nd	-	Hindi Elocution (**1st & 2nd Year**)
	4th	-	English Elocution (**1st & 2nd Year**)
	6th	-	Special Assembly (**Sr. Nirmala**)
	10th	-	Special Assembly (**Mrs. Asha Toppo**)
	14th	-	Ambedkar Jayanti & Social Science Day
	16th	-	Special Assembly (**Mrs. Archana Sharma**)
	30th	-	Submission of Task Work
May	2nd	-	College Annual Day
	3rd - 9th	-	Study Leave (**1st & 2nd Year**)
	11th-23rd	-	2nd Terminal Examination (**1st & 2nd Year**)
	24th – 29th	-	Submission of All task work
	28th	-	Filling Up Forms

<u>End</u>

Annexure-II
Students' overall evaluation of the programme and teaching

Ursuline women's Teachers Training College, Lohardaga

Students' Overall Evaluation of the programme and teaching

Department	:	Course	:
Teachers	:	Year	:

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was
   - a) Adequate
   - b) Inadequate
   - c) Challenging
   - d) Dull

2. Background for benefiting from the course was
   - a) More than adequate
   - b) Adequate
   - c) Inadequate
   - d) cannot say

3. Was the course easy or difficult to understand
   - a) Easy
   - b) Manageable
   - c) Difficult
   - d) Very difficult

4. How much of the syllabus was covered in the class?
   - a) 85 to 100%
   - b) 70 to 85%
   - c) 55 to 70%
   - d) Less than 55%

5. What is your opinion about the library material and facilities for the course?
   - a) More than adequate
   - b) Adequate
   - c) Inadequate
   - d) Very poor

6. To what extent were you able to get material for the prescribed readings?
   - a) Easily
   - b) with some difficulty
   - c) Not available at all
   - d) with great difficulty

7. How well did the teacher prepare for the classes?
   a) Thoroughly   b) Satisfactorily
   c) Poorly   d) Indifferently

8. How well was the teacher able to communicate?
   a) Always effective   b) sometimes effective
   c) Just satisfactorily   d) generally ineffective

9. How far the teacher encourages students participation in class?
   a) Mostly yes   b) Sometimes
   c) Not at all   d) Always

10. If yes, which of the following methods were used?
   a) Encouraged to raise questions   b) Get involved in discussion in class
   c) Encouraged discussion outside class   d) did not encourage

11. How helpful was the teacher in advising?
   a) Very helpful   b) Sometimes helpful
   b) Not at all helpful   d) did not advise

12. The teacher's approach can best be described as
   a) Always courteous   b) Sometimes rude
   c) Always indifferent   d) cannot say

13. Internal assessment was
   a) Always fair   b) sometimes unfair
   b) Usually unfair   d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
   a) Helps to improve   b) Discouraging
   b) No special effect   d) Sometimes effective

15. How often did the teacher provide feedback   on your performance?
   a) Regular/ in time   b) With helpful comment
   b) Often/ late   d) without any comments

16. Were yours assignments discussed with you?
   a) Yes, fully   b) yes, partly
   b) Not discussed at all   d) sometimes discussed

17. Were you provided with a course contributory lecture at the beginning?
   a) Yes   b) No
   If yes, was it helpful?
   a) Yes   b) No

18. If you have comments to offer on the course and suggestion for the teacher you may do so in the space given below or on a separate sheet

Appendix 3
National Assessment and Accreditation Council (NAAC)
Student Satisfaction Survey
Key Indicator - 2.8.1
Under Criterion II of Teaching – Learning and Evaluation

A. Age of the Participants
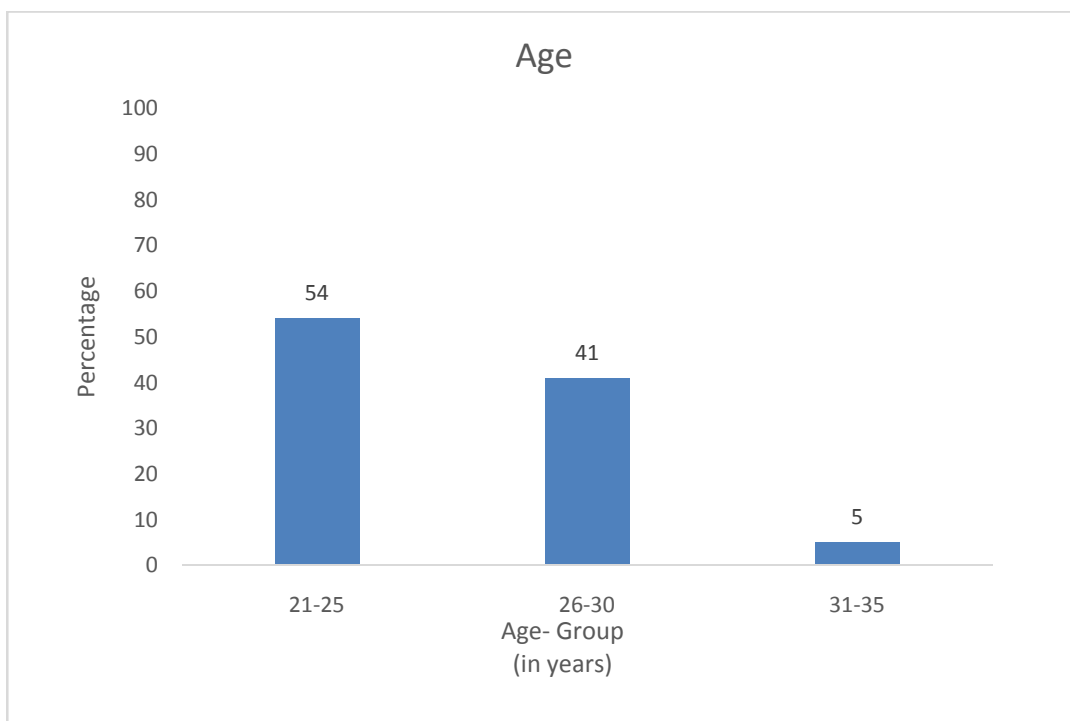
Fig. A- Age Group of the Students

Fig. A shows the age group of the students. 54 per cent of the students were in age group of 21-25 year, whereas 41 per cent and 5 per cent belonged to age group of 26-30 and 31-35 year respectively.

Section – B

1. When you joined the College, you were oriented about expectations from you and the competencies you should develop on completion of the Programme?
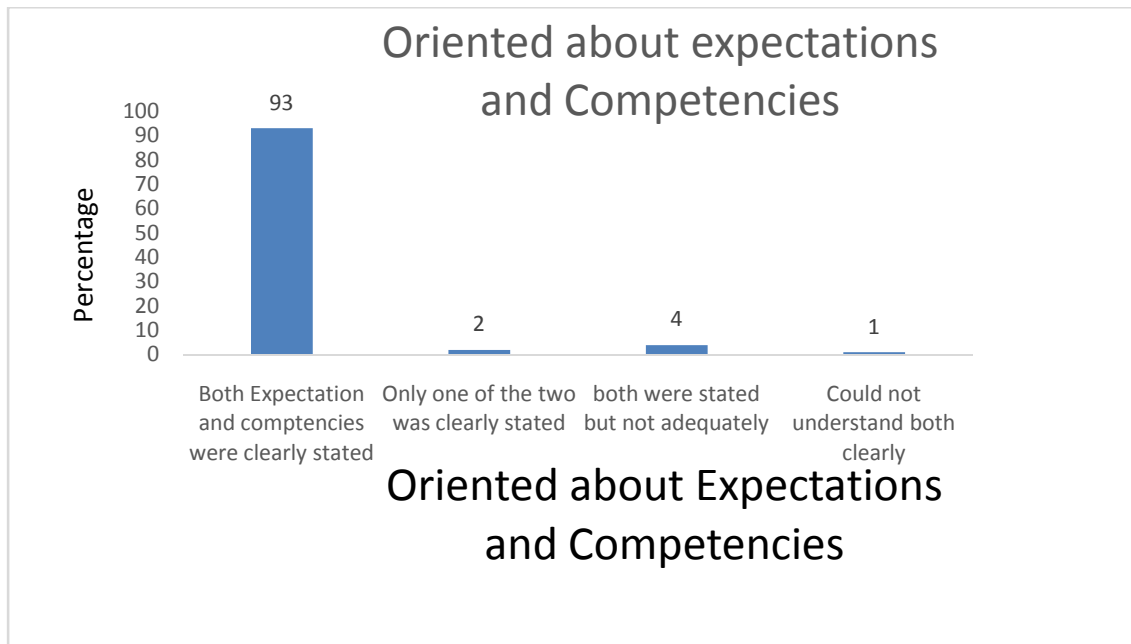
Fig. 1 Oriented about expectations and the competencies

To the questions regarding expectation and the competencies development, 93 per cent students were responded as both expectation and competencies were clearly stated, where as 4 per cent, 2 per cent and 1 percent responded as both were stated clearly but not adequately, only one of the two was clearly stated and could not understand both clearly respectively.

2. The teaching of theory courses helped you to become aware about the working of school system in the country.
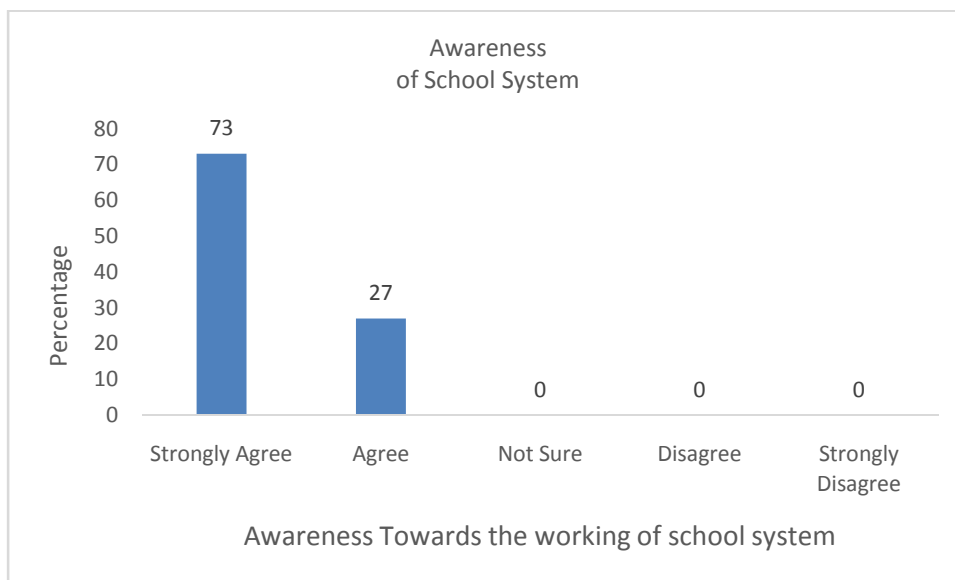
Fig. 2 Awareness about the working of School System in the Country

Figure 2 reveals the responses regarding the awareness about the working of school system in the country to which 73 per cent of students were strongly agreed and 27 per cent were agreed that they were being aware about the working of school system in the country through the teaching of theory courses.

3. Did the educational documents/reports available at the institution help you to understand the educational functioning?
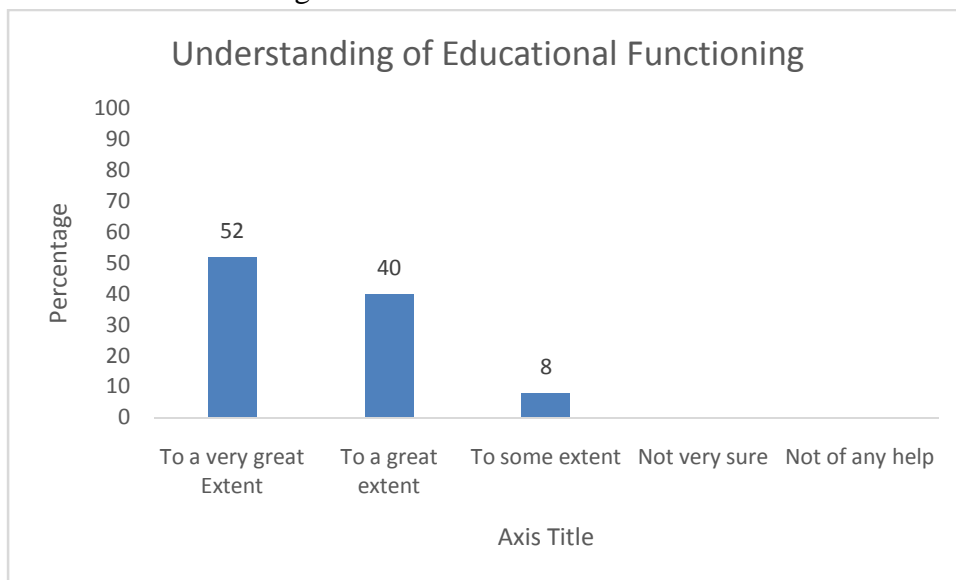
Figure 3 -   Educational documents/reports available at the institution help you to understand the

educational functioning

Figure 3 shows the responses of the students in respect to the educational documents/ reports available at the institutions helped them to understand the educational functioning. 52 per cent of students responded to a very great extent, where as 40 percent and 8 per cent responded to a very great extent and to some extent respectively.

4. You got an exposure to multiple modes of teaching learning in the college?
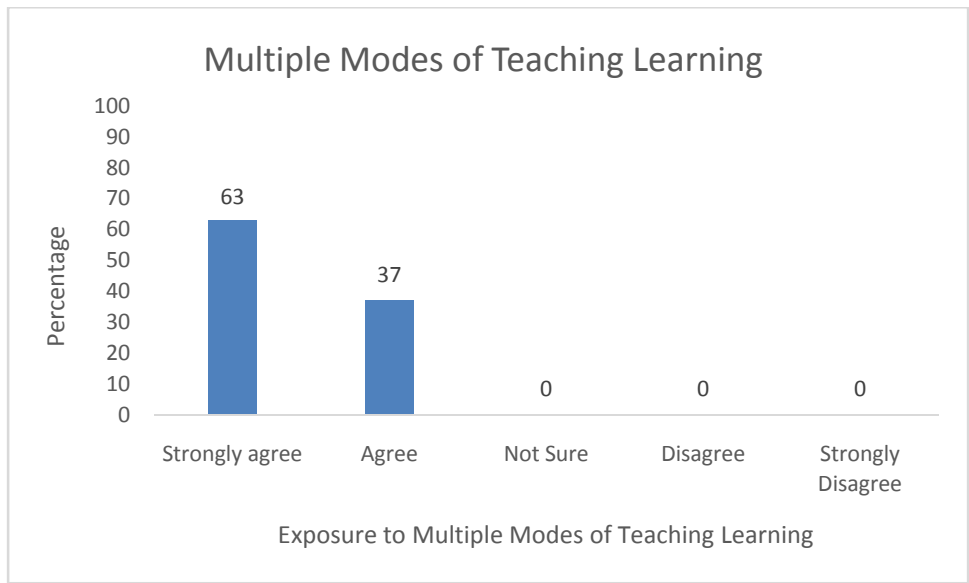
Figure 4   Exposure to Multiple Modes of Teaching

To the question regarding exposure to the multiple modes of teaching leaning, 63 per cent students responded in strongly agree, where as 37 per cent responded as agreed.

5. Did you get opportunity to learn through internet-based sources during your stay in the College?
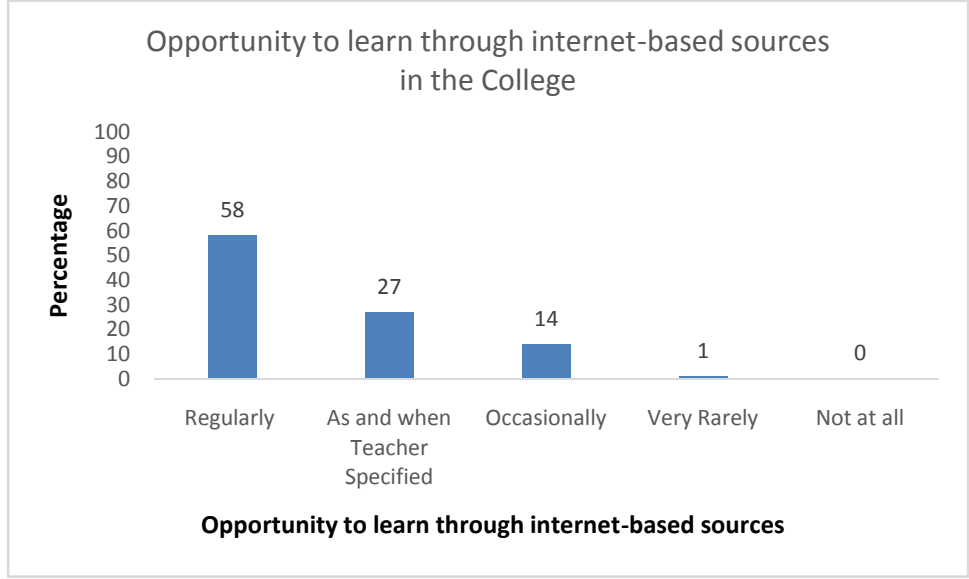
Figure 5Opportunity to learn through internet-based sources in the College

58 per cent students responded that they were regularly learn through internet based sources, where as 27 per cent , 14 per cent and 1 per cent responded as when teacher specified, occasionally and very rarely respectively.

6. To what extent did the teaching-learning in the College enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?
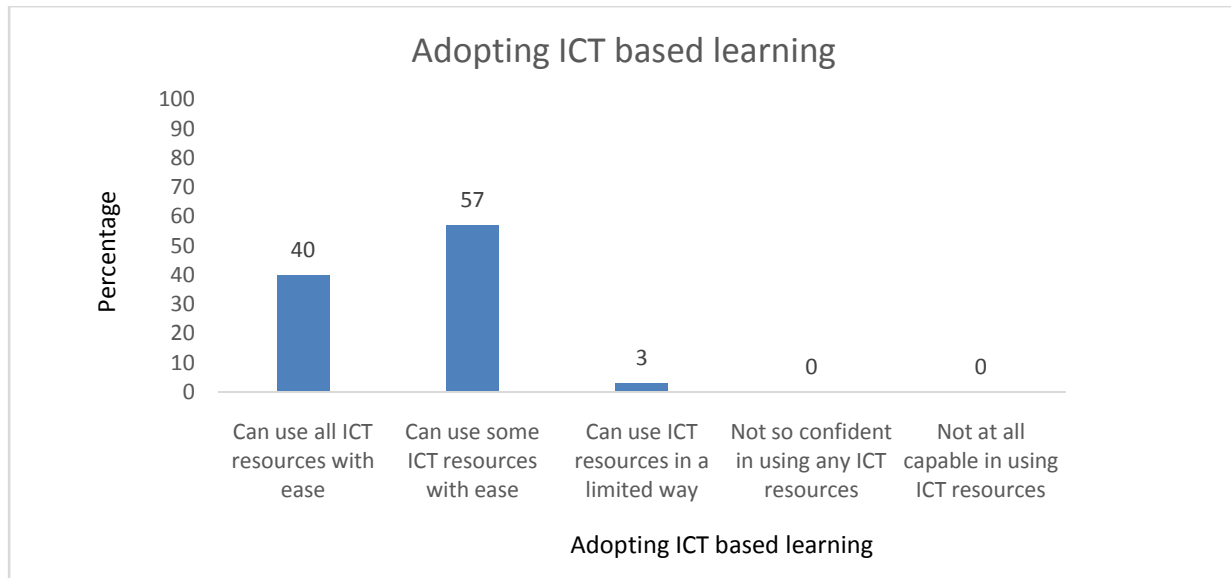
Figure 6 Meaning adopting ICT based learning sequences for School Teaching

40 per cent of the students responded that they could use all ICT resources with ease. 57 per cent students responded that they could use some ICT resources with ease, where as only 3 per cent responded that they were capable of using ICT in limited way.

7. The learning activities provided in the college helped you to develop necessary competencies to become a teacher?
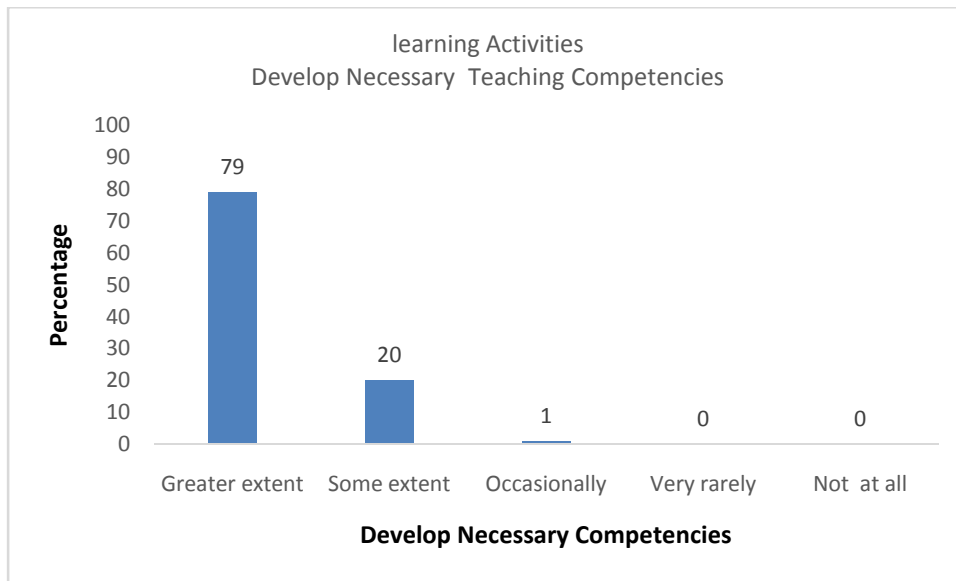
Figure 7 learning Activities helped in Development Necessary Competencies to become a teacher.

79 per cent of students responded that the learning activities helped them to a greater extent in development of necessary competencies to become a teacher. 20 per cent and 1 per cent of students responded that learning activities helped them to some extent and occasionally respectively.

8. How well you were "prepared" for the practice of teaching in schools?
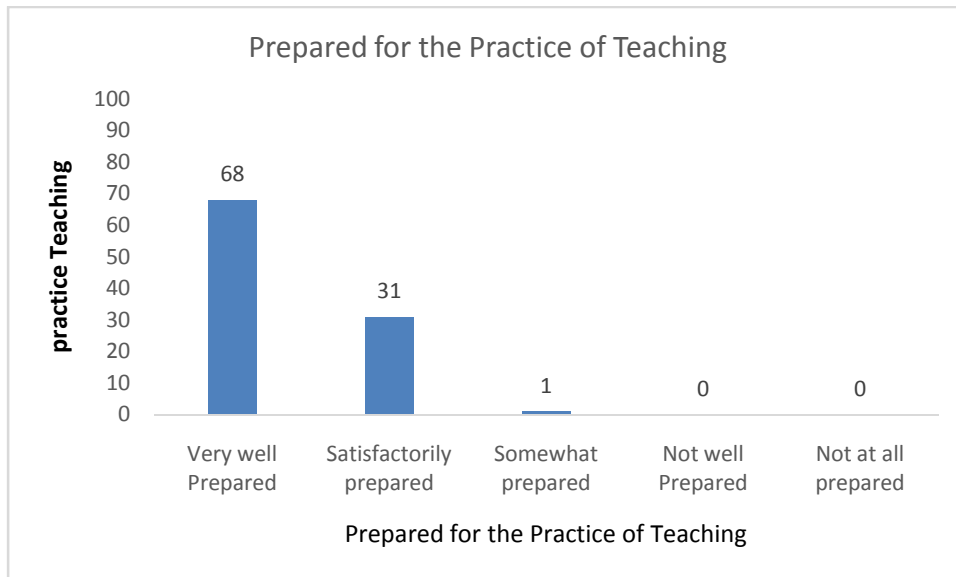
Figure 8 Preparedness for Practice Teaching in Schools

To the question how well you were prepared for practice teaching 68 per cent of students responded that they were very well prepared, whereas 31 per cent and 1 per cent students were satisfactorily prepared and somewhat prepared respectively.

9. Did the orientation given for the school-based internship was useful and adequate?

Orientation for School-based Internship

Percentage

Very useful & adequate	84
Useful & adequate	14
Just barely adequate	2
Useful and not adequate	0
Not at all useful& adequate	0

Orientation for School-based Internship
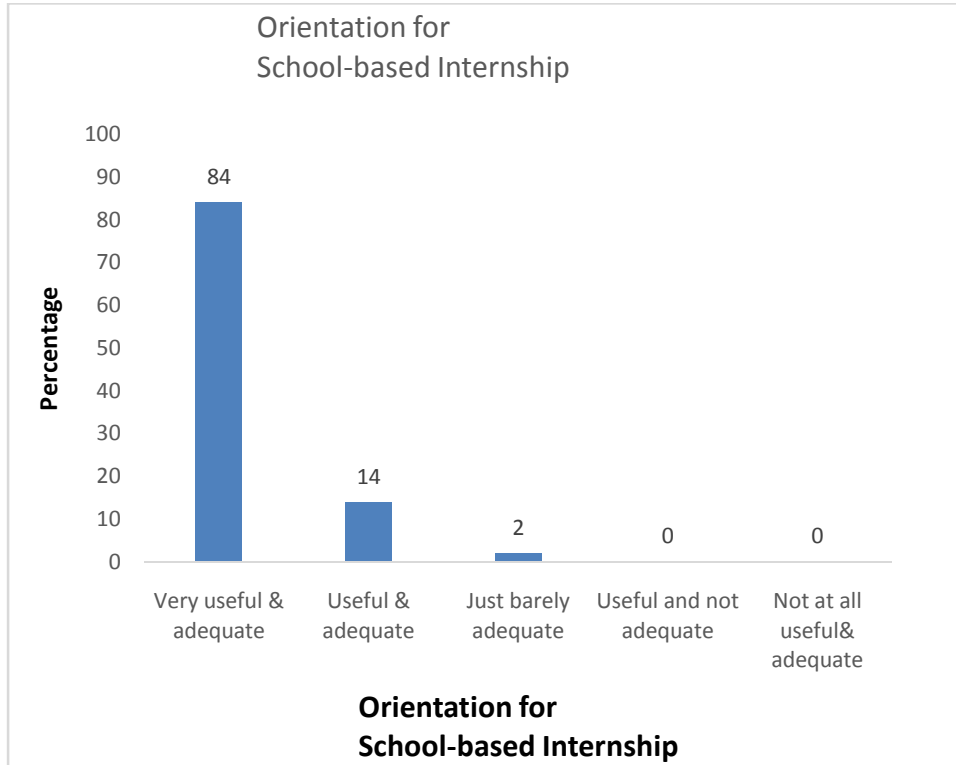
Figure 9 Orientation for the School-based Internship was Useful and Adequate

84 per cent students responded that the orientation given for school-based internship was very useful and adequate. 14 per cent students responded that the orientation given was useful and adequate, whereas 2 per cent students responded regarding orientation for the school-based internship as just barely adequate.

10. My experience in school during internship was very useful?
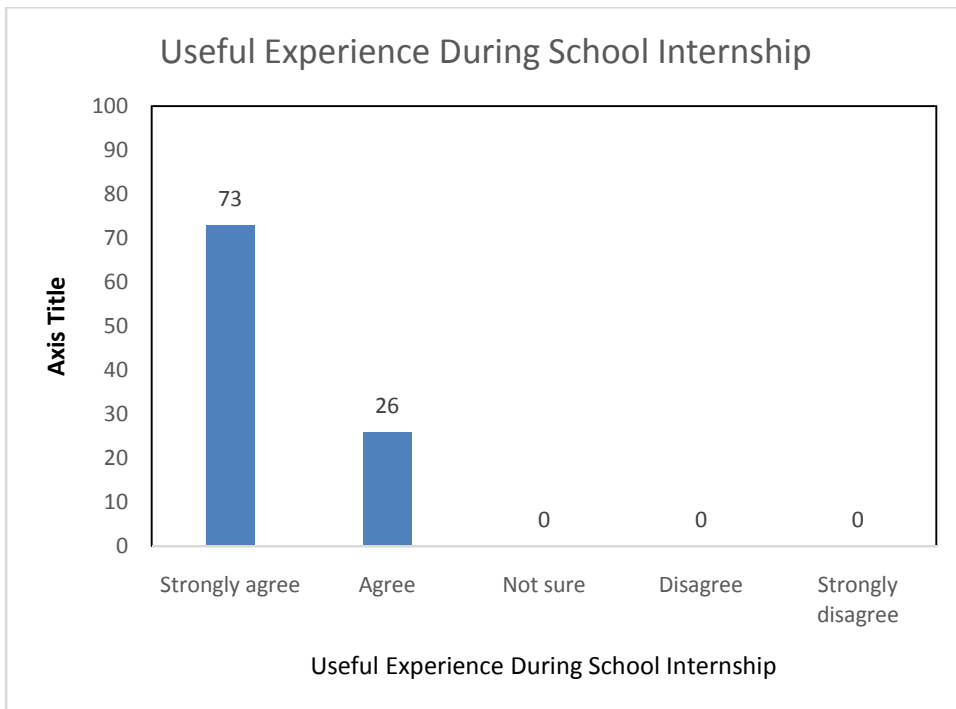
Figure 10 Usefulness of Experience in school during Internship

73 per cent of students strongly agreed and 26 per cent agreed that the experience during school internship was useful to them.

11. The internal evaluation in the college was relevant and impartial.
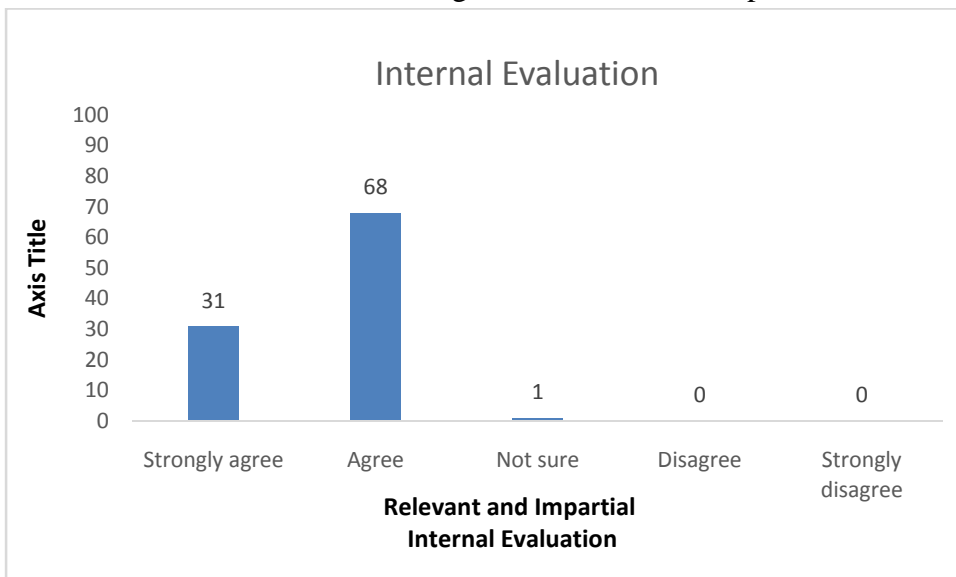
Figure 11 - Relevant and Impartial Internal Evaluation in the College

31 per cent students strongly agreed and 68 per cent students agreed that the internal evaluation in the college was relevant and impartial.

12. Overall qualities of teaching learning and Evaluation processes in the College are good?

Overall Qualities of Teaching Learning and Evaluation Processes

Category	Percentage
Strongly agree	71
Agree	29
Not sure	0
Disagree	0
Strongly disagree	0

Overall Qualities of Teaching Learning and Evaluation Processes
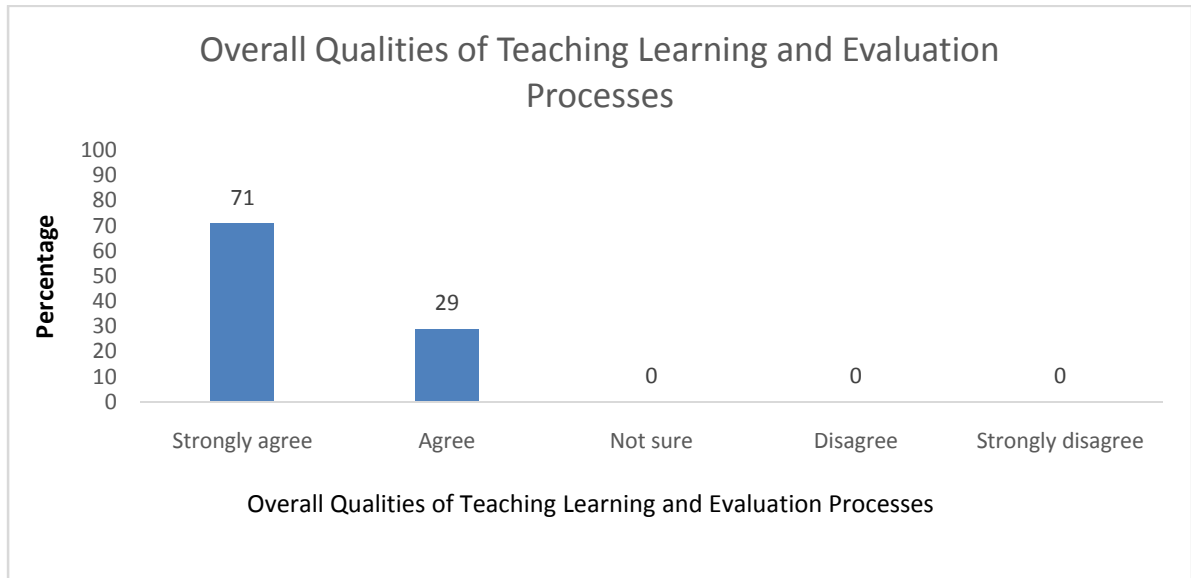
71 per cent of students strongly agreed and 29 per cent of students agreed that overall qualities of teaching learning and evaluation process in college was good.

13. Did the mentoring process in the college help you to resolve the difficulties in academic and personal matters?

Resolve the Difficulties in Academic and Personal Matters through Mentoring Process
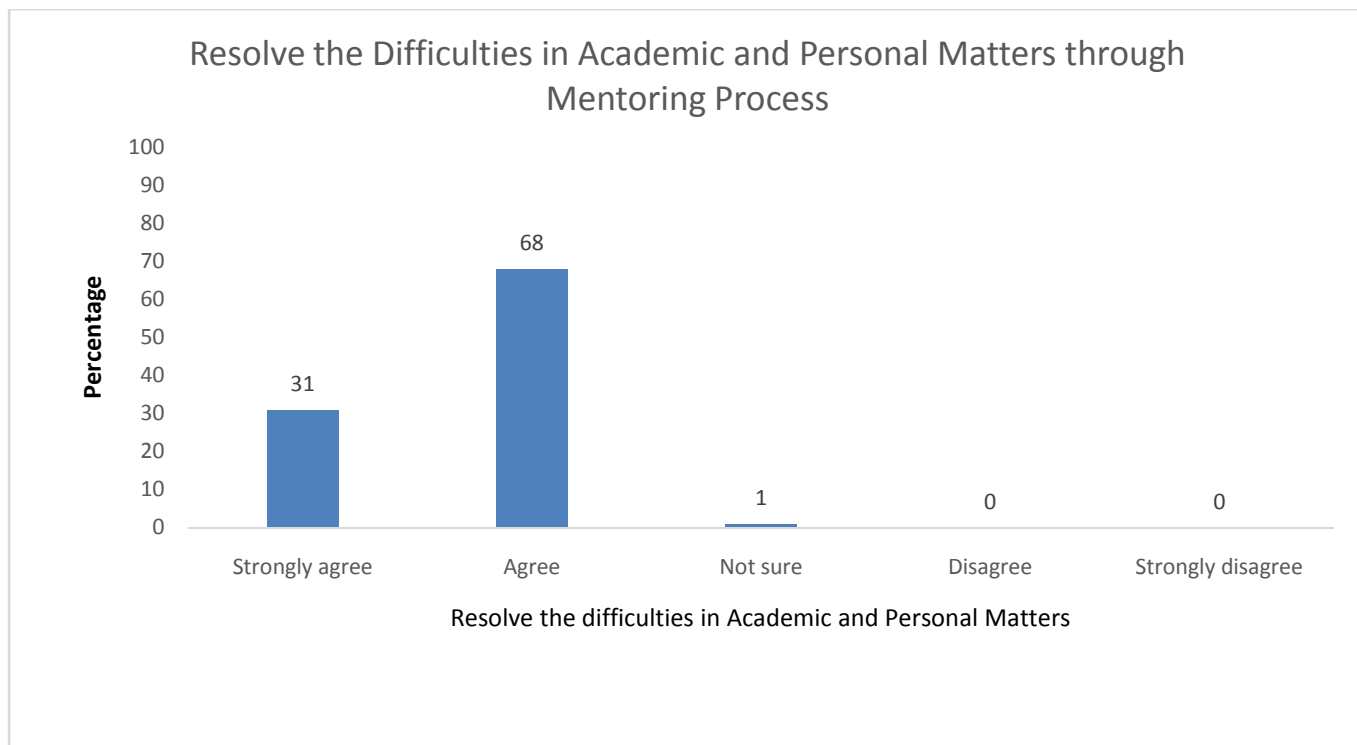
31 per cent of students strongly agreed and 68 per cent students agreed that the mentoring process was helpful in resolving the difficulties in academic and personal matters. Only 1 per cent of students were not sure regarding the mentoring process helped them in resolving the difficulties in academic and personal matters

14. Name any two significant attributes which you have learnt helped you for effective classroom teaching:

Table -1
SIGNIFICANT ATTRIBUTES LEARNED WHICH WAS HELPFUL IN

Teaching Skills	Teaching Methods	Confidence	Personality Development	Classroom Management	Subject Understanding	Use of TLM	Communication Skill	Group Activity	Subject Mastery	Motivation
27	23	15	10	7	3	3	3	1	3	5

EFFECTIVE CLASSROOM TEACHING

Figure 14 Two Significant Attributes Learned for Effective Classroom Teaching

Table – 1 and Figure 14 shows the significant attributes learnt by students for effective classroom teaching were Teaching Skills (27 per cent), Teaching Methods(23 per cent), Confidence(15 per cent), Personality Development(10 per cent), ClassroomManagement(7per cent), Subject Understanding(3 per cent), Use of TLM(3 percent), Communication Skill(3 per cent), Group Activity(1 per cent), Subject Mastery(3 per cent) and Motivation(3 per cent)

15. Mention any two of your expectations from Teacher Education Programme which are fulfilled.

Table -2
EXPECTATIONS FROM TEACHER EDUCATION PROGRAMME WHICH ARE FULFILLED

Good Teacher	Skillful	Gained Confidence	Fearless	Learning Environment	Co-operation	Personality Development	Group Activity	Communication Skill	Learning Experiences	ICT skills	Wi-Fi
14	25	9	2	2	3	10	3	5	5	12	10

Figure 15 Expectations fulfilled from Teacher Education Programme

Table 2 and Figure 15 shows the expectation of students which were fulfilled from teacher education programme were Good Teacher (14 Per cent), Skillful (25 Per cent), Gained Confidence (9 Per cent), Fearless (2 Per cent), Learning Environment (2 Per cent), Co-operation (3 Per cent), Personality development (10 Per cent), Group activity (3 Per cent), communication skill (5 Per cent), Learning experiences (5 Per cent), ICT skills (12 Per cent) and Wi-Fi (10 Per cent).

Mention any two of your expectations from Teacher Education Programme which are not fulfilled

Friendliness	Skill Development	ICT friendly	Teaching Skills	Upgradation of Lab	Computer Skills	Sports	Guidance	Personality Development	Extra Curricular Activities	Time Constrain	Internet
5	6	6	5	6	10	10	8	10	10	12	12

Table 3 Expectations not fulfilled from Teacher Education Programme

Figure 16 Expectations not fulfilled from Teacher Education Programme

Table 3 and figure 16 shows the students response on expectations not fulfilled from teacher education programme were Friendliness (5 per cent), Skill development (6 per cent), ICT friendly (6 per cent), Teaching skills (5 per cent), up gradation of lab (6 per cent), computer skills (10 per cent), sports (10 per cent), guidance (8 per cent), personality development (10 per cent), extra-curricular activities (10 per cent), time constrain (12 per cent) and Internet (12 per cent).

16. Considering all your experiences with respect to teaching- learning and evaluation process in the College how do you rate the college on a five-point scale.
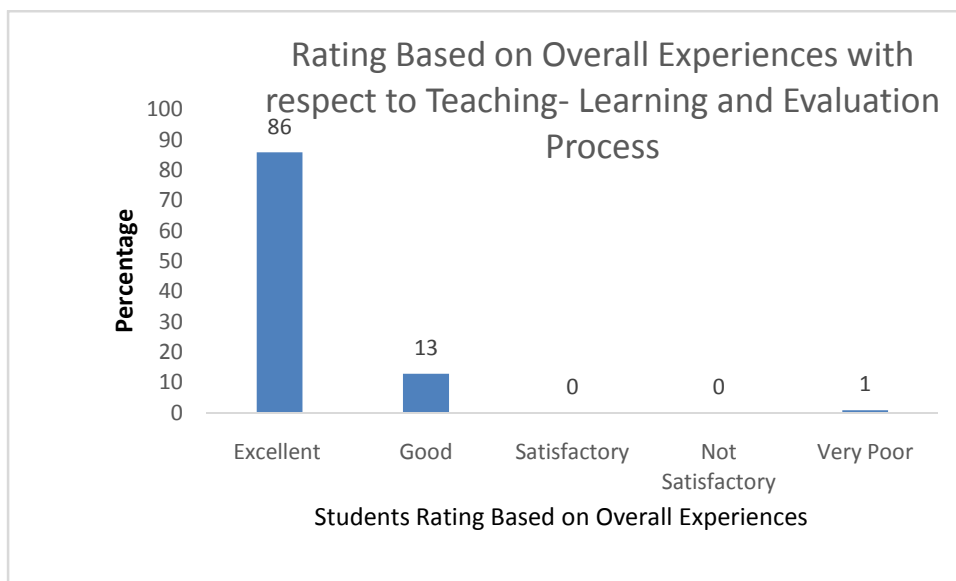
Figure 17   Students Rating Based on their overall experiences with respect to teaching-learning and evaluation process.86percent students rated their overall teaching-learning and evaluation process experiences excellent. Whereas 13 per cent and 1 per cent rated their overall experiences as good and very poor respectively.

Ursuline Women's Teachers' Training College, Lohardaga
The staff members' (Teaching staff) observation of their Principal

Member No: ....

Directions
1. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. We are supervised by the principal very closely, or we are not likely to do our work.	1	2	3	4	5
2. She wants us to be a part of the decision – making process.	1	2	3	4	5
3. In complex situation, the principal lets subordinates work problems out on their own.	1	2	3	4	5
4. She treats as if most employees in general are lazy.	1	2	3	4	5
5. For the principal, Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. She stays out of the way of subordinates as they do their work.	1	2	3	4	5
7. As a rule employees are given rewards punishment in order to motivate them achieve organization objectives.	1	2	3	4	6
8. As a leader she frequently gives supportive communication to the staff members.	1	2	3	4	5
9. As a rule, the principal allows the subordinates to appraise their own work	1	2	3	4	5
10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
11. The leader (Principal) helps subordinates accept responsibility for competing their work.	1	2	3	4	5
12. The leader (Principal) gives subordinates complete freedom to so problems on their own.	1	2	3	4	5

13. The leader (principal) is the chief judge of the achievements of the members of the group.	1	2	3	4	5
14. The leader (principal) helps subordinate find their "passion."	1	2	3	4	5
15. In most situations, staff members prefer little input from the leader (principal).	1	2	3	4	5
16. The leader (Principal) gives orders and clarify procedures.	1	2	3	4	5
17. The principal accepts that staff members are basically competent and if given a task will do a good job.	1	2	3	4	5
18. She gives the impression that, it is best to leave subordinates alone.	1	2	3	4	5

The observation **of Staff members on the principal's Leadership**

Here there are 18th statements in which the staff members had to circle the numbers that indicated the degree to which they agree. These statements clearly indicated the behavior of the administrators and their effectiveness to run the institutions in a better way. Five-point rating scale has been used in which staff could rate their own. Here there are statements, total numbers of scores of 15 teachers and the percentage of the scores.

S. no	Statements	Scores	Percentage
1.	We are supervised by the principal very closely.	50	33%
2.	She wants us to be a part of the decision – making process	60	40%
3.	In complex situation the principal lets subordinates work problems out of their own.	33	22%
4.	She treats as if most employees in general are lazy.	31	21%
5.	For the principal, providing guidance without pressure is the key to	69	46%

	being a good leader.		
6.	In complex situation the principal lets subordinates work problems out of their own.	36	24%
7.	As a rule employees are given rewards and punishments in order to motivate them to achieve organization objectives.	44	29%
8.	As a leader she frequently gives supportive communication to the staff members.	69	46%
9.	As a rule, the principal allows the subordinates to appraise their own work.	63	42%
10.	Most employees feel insecure about their work and need direction.	44	29%
11.	The leader(principal) helps subordinates accept responsibility for completing their work.	64	43%
12.	The principal gives subordinates complete freedom to solve problems on their own.	49	33%
13.	The principal is the chief judge of the achievements of the members of the group.	59	39%
14.	The principal helps subordinates find their passion.	61	41%
15.	In most situations, staff members prefer little input from the principal.	62	41%
16.	The principal gives orders and clarify procedures.	52	35%
17.	The principal accepts that staff members are basically competent and if given a task will do good job.	64	43%
18.	She gives the impression that, it is to because to leave subordinates alone.	47	31%

Figure 1
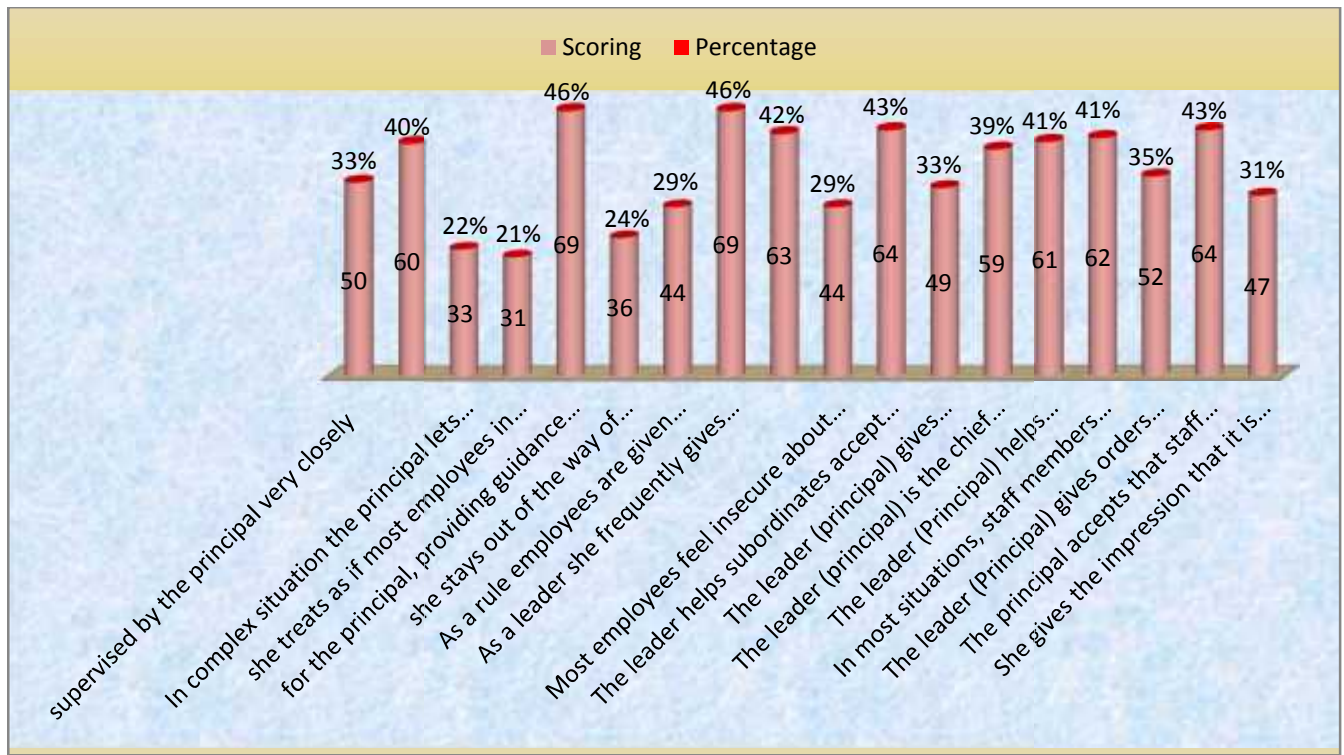
The figure 1 depicts the total scoring and its percentage of the parameters that the 15 staff members have rated the principal as administrator of the Institute.

The scores and percentage of different statements depicts the types of leadership of the principal of the Institution. From the above graph and data scored it is inferred that the principal possesses high degree of leadership quality. She is the integrated person who always tries to fulfill the needs of the institution. Especially in the area of providing guidance to the teachers and students and as a frequently giving supportive communication to the staff members, principal possesses high degree of score 69 and percentage 46% which is higher than the other responses. Overall analysis of data in different parameters reveals that the principal has good capacity of administration. In all the area of administration she has good relationship with all the staff members and other supportive staffs. Teacher feels secured under her guidance. In all the situations she is ready to give input and help the teachers. The principal always motivates the staff to find their passion in teaching. The principal accepts and recognizes the individualities of all the staff members. Overall rating reveals that the principal has good administrating power to lead the Institution.

The types of leadership that the principal of Institution Possesses. Here we have analyzed the data of different parameters in order to find out the types of leadership the principal possesses.

Authoritarian Leadership

| No. of Parameters	Parameters	Scores	Percentage
1.	We are supervised by the principal very closely.	50	33%
4.	She treats as if most employees in general are lazy.	31	21%
7.	As a rule, employees are given rewards and punishment in order to motivate them achieve organization objectives.	44	29%
10.	Most employees feel insecure about their work and need direction.	44	29%
13.	The principal is the chief judge of the achievements of the members of the group.	59	40%
16.	The principal gives orders and clarify procedures.	52	35%
Total		280	47%

Figure 2
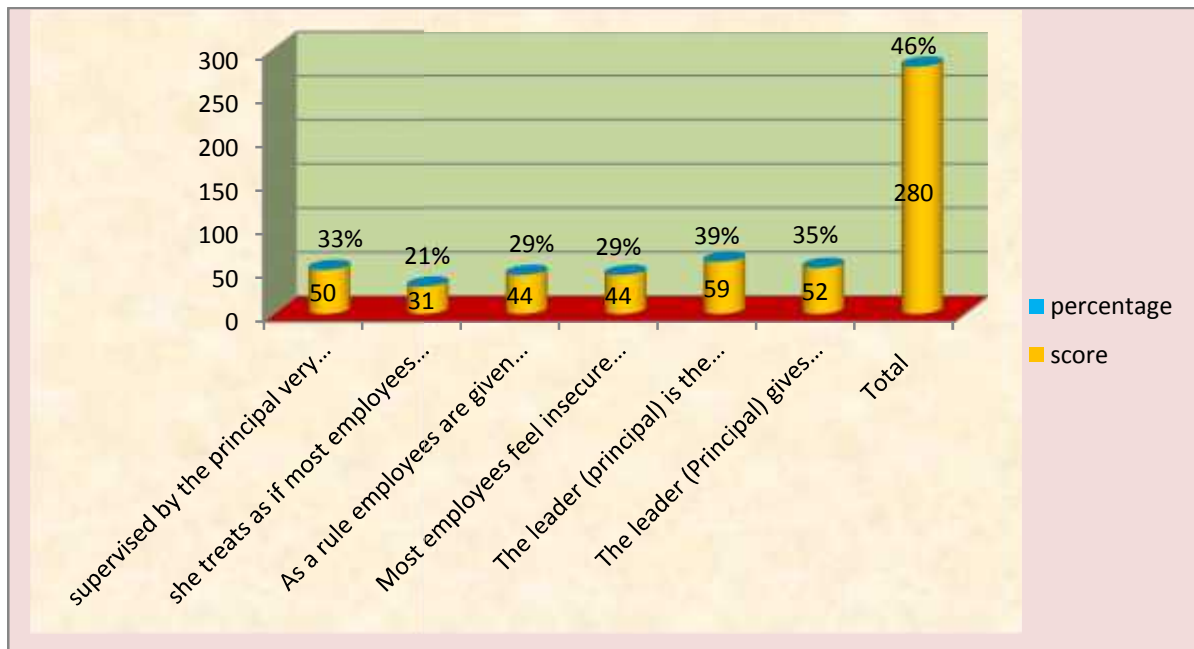
 In Figure 2 the data and graph of different parameters ie., 1,4,7,10,13 and 16 which has been rated and observed by the staff members reveals the total percentage of Authoritarian Leadership. Authoritarian Leadership means that principal holds all the position in the Institute. She has the power to take the decision alone. Authoritarian Leadership means one way Leadership. There is no interaction between teacher and subordinates. We can say there is one way interaction. In all the circumstances she is the Boss. The analysis of data reveals the total percentage of responses is 46% which is lower than Democratic Leadership.

Democratic Leadership

No. of Parameters	Parameters	Scores	Percentage
2.	She wants us to be a part of the decision – making process	60	40%
5.	For the principal, providing guidance without pressure is the key to being a good leader.	69	46%
8.	As a leader she frequently gives supportive communication to the staff members.	69	46%
11.	The leader(principal) helps subordinates accept responsibility for completing their work.	64	43%
14.	The principal helps subordinates find their passion.	61	41%
17.	The principal accepts that staff members are basically competent and if given a task will do good job.	64	43%
Total		387	65%

Figure 3
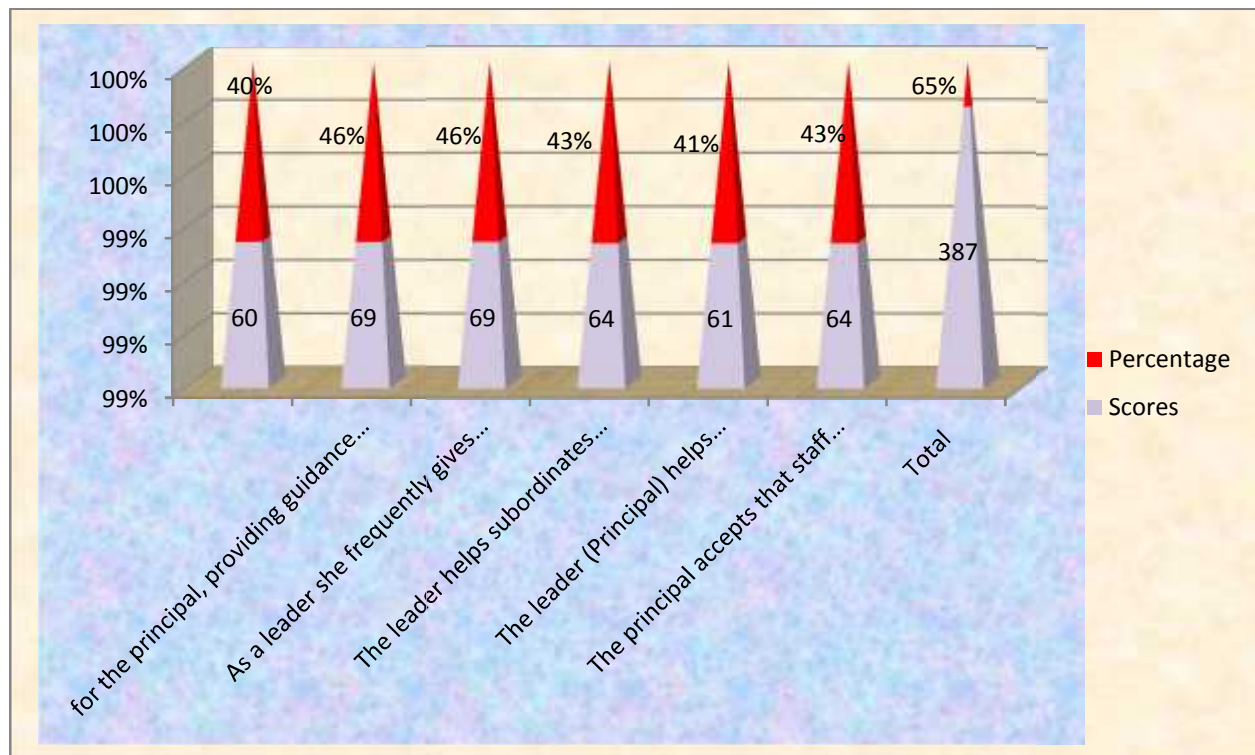
In Figure 3 the data and graph of different parameters ie., 2,5,8,11,14 and 17 which has been rated and observed by the staff members reveals the total percentage of Democratic Leadership. Democratic Leadership means the two-way interaction. Meaning to say that both the principal and the staff together share their responsibilities in smooth running of the Institution. In any decision-making principal involves all the teachers to give their opinion to take final decision. There is free interaction

between principal and subordinates. The analysis of data reveals that the total percentage of the responses is high(65%).

Laissez- Faire Leadership

No. of Parameters	Parameters	Scores	Percentage
3	In complex situation the principal lets subordinates work problems out of their own.	33	22%
6	In complex situation the principal lets subordinates work problems out of their own.	36	24%
9	As a rule, the principal allows the subordinates to appraise their own work.	63	42%
12	The principal gives subordinates complete freedom to solve problems on their own.	49	33%
15	In most situations, staff members prefer little input from the principal.	62	41%
18	She gives the impression that, it is to because to leave subordinates alone.	47	31%
Total		290	48%

Figure 4
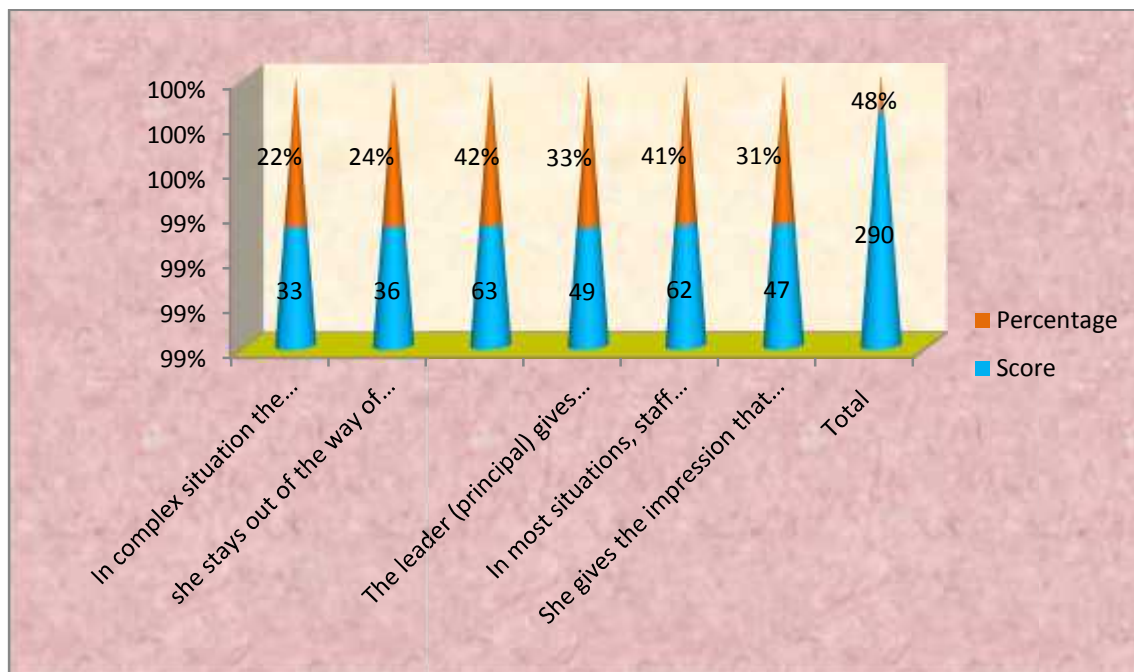
In Figure 4 the data and graph of different parameters ie., 3,6,8,12,15 and 18 which has been rated and observed by the staff members reveals the total percentage of Laissez- Faire Leadership. It is also known as delegative leadership. It is a type of leadership style in which leaders are hands- off and

allow subordinates to make the decisions. There is no proper interaction between the leader and their subordinates. This type of leadership generally leads to the lowest productivity among group members. Here the analysis of data reveals 48% which is lower than Democratic Leadership.

Cumulative data analysis of three types of Leadership namely Authoritarian Leadership, Democratic Leadership and Laissez- Faire Leadership.

Types of Leadership	Total Scores	Percentage
Authoritarian Leadership	280	46%
Democratic Leadership	387	65%
Laissez-Faire Leadership	290	48%

Figure 5
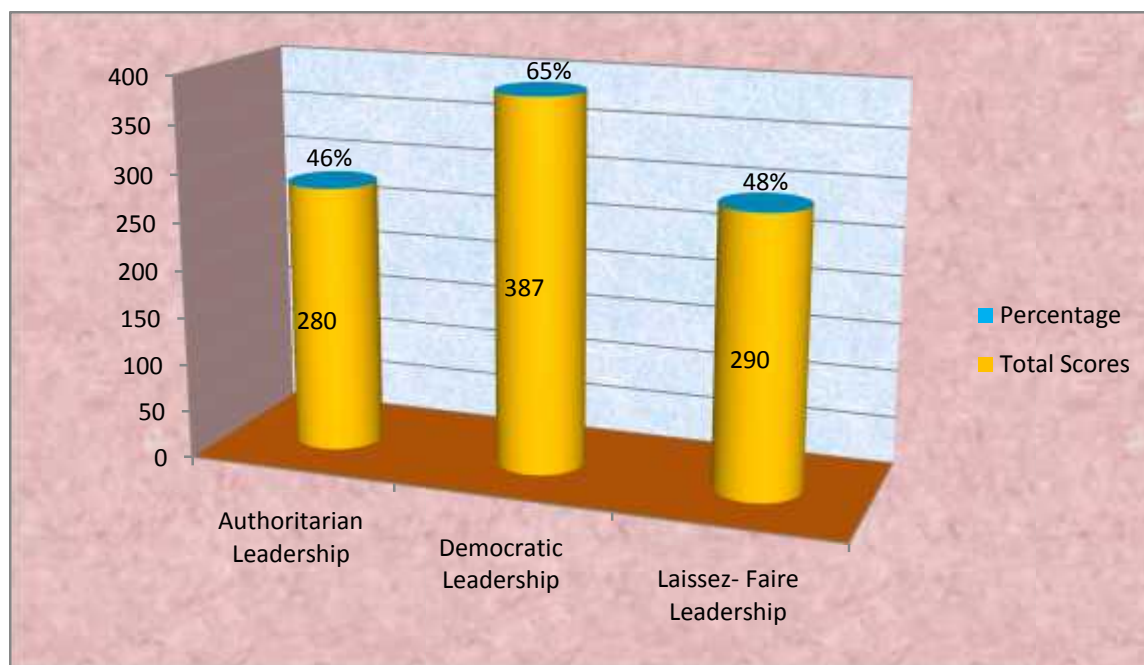
Figure 5 reveals the cumulative data analysis of the total percentage of the responses in three types of leadership namely Authoritarian Leadership, Democratic Leadership and Laissez- Faire Leadership. The graph reveal that the percentage of Democratic Leadership is higher(65%) than the Authoritarian Leadership (46%) and Laissez- Faire Leadership (48%). The responses of the staff members are very good towards the Principal of the Institution. The data reveals the effectiveness of the leadership of the principal in the Institution. The principal seems to be a democratic leader because she has good co- ordination with the staff members. She wants the subordinates to be the part of the decision making. She seems to provide guidance to the staff whenever they need. As a good leader she gives

supportive communication to the staff members. She helps the subordinates to take their responsibility freely and helps the staff to find their passion for work. Over all we can say that she possesses Democratic type of Leadership. She is very effective leader for the smooth running of the college.

ANNEXURE- III
Best Practices- 1

The title of the practice: - "Online Learning" online classes, online College Examination and participation in online competition by the students.

The context: -Online learning or E- learning typically refers to the online interaction between students and the teacher. Basically, the training is also received through an online medium, even though the teachers may be in the same building. E- learning can be used in a classroom or an online setting. In this type of learning there is online interaction between the students and teachers. In this form of learning the students take a course from the teacher without physically visiting an actual classroom with teachers. Both of them communicate and learn the courses online even if they are on the same premise. Though students can use offline materials like paper or picture of the response can be sent through online mode.

Earlier the learning had only one option that is to go to school and learn but today since the whole world is in the situation of COVID-19 pandemic, we have various options to learn whatever we want. And some of the modern options of learning we have opted is online learning, e- learning, blended learning, digital learning and virtual learning. The advantages of online learning have been seen i.e. there is flexibility in learning, it allows the students to learn at their own pace, they can study the material from their own place. There is less pressure to engage the students. Furthermore, the most important thing that they learn is to operate the software by themselves and to search the different course material using internet connection.

In this context it will be very appropriate to say that education certainly is a means to all-round progress of man. In other words, it is the pathway to human development goes through the lanes of education. Moreover, true education is the sole basis of achieving one's purpose in life. It is education which can determine ultimate goal for a human being. And it is through the help of the teachers who could be the effective instruments to bring success in the life of students. Therefore, it is worthwhile to adapt the different modes of learning apart from the classroom teaching and learning.

The practice: The sudden lockdown due to corona virus pandemic the concept of classroom/traditional learning has been changed into online learning platform/classroom. Online classes have become blessing in disguise for the students. It is truly depicted that no one can stop learning. Learning can be through any means and from anywhere. So, during this time of testing circumstances students took the advantages from online classes. Online learning method could cater the growing demands of the students in the most efficient manner. Online classes became the saviour for the students. The teachers became the mediator and guide for the students.

Sr Shila

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

Looking at the wider meaning of education and objectives of online learning during this time of pandemic, the teachers of UWTTC adapt to teach the students through online mode. First of all, they created the Google classroom. Students were admitted to the Google classroom and through this they were being informed to download the Zoom App. Some of the teachers used Whatsapp to inform and give some information to the students. For the smooth running of online classes, the time table was prepared by the teachers and according to the time table classes are being held through online mode. After the completion of courses, the online exam is being held. According to the exam schedule the questions are sent to the students on schedule time. And in the given time they submit the answer sheet in a pdf form. And later on, they submit the whole answer sheet to the subject teachers. In the time of lockdown, the students got the opportunity to take part in different online competition such as drawing and painting, poem recitation, poem writing and essay writing competition and they were awarded with the e- certificate. It has been observed that online learning proved to be very effective and beneficent for the students since the result of the exam was very good. The teachers are proud that their hard work brings forth good success.

Objectives: -

1. To help them to learn the subject matter through different modes of learning like online classes, online examination and participation in online competitions.
2. To help them in determining flow of learning without physical involvement in the classroom.
3. To help the to learn to operate the system on mobile device.
4. To help them to search for course materials through different sources using the internet.
5. To help them to acquire flexibility in learning.
6. To help them to get confidence to present themselves virtually in any online competition.
7. To help them to manage their time get vast knowledge apart from the classroom learning.

Obstacles faced and strategies to overcome: -

- It has been observed that the students coming from poor background and have never used the technology they face problem in adaptability of technology. They are not able to connect themselves with the virtual classroom. And therefore, the teachers send the reading materials in the Google classroom. Further they are given the opportunity to send their problem in writings through Google classroom and Whatsapp message. It has been observed positive effect on their learning behaviour.
- There are some technical issues. It has been observed that the students are not provided with the high bandwidth or strong Internet connection that online courses require and thus they fail to understand the concept in online classes. To solve this problem, teachers call the students, make them understand and share the notes either in Whatsapp or in Google classroom.
- It has been also observed that time management is a difficult task for the e-Learners as well for the teachers. Due to network issues some of the students join late when the class is already started and then teachers have to admit them. It becomes a great loss for the other students because they lose the continuity in the teaching and learning.
- Network issue is also a big obstacle in online learning mode. Many students belong to village area and when the online classes are going on, they are unable connect themselves in the online classes. They go to look for the place where they could get the network. Due to poor

Sr Shila

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

connectivity, they miss the class. To overcome this problem, teachers send the class materials in Google classroom. So that they can open it and take down the notes.

- It has also been observed that some of the poor students have no mobile or computer so they miss the online classes. But they are given the different opportunity to get knowledge from other sources as they are being called to the college and are provided books to study.

The impact of the practice: -

- Those students who never used the technology have now learnt to use it well. Specially to handle it properly. They learnt different modes of teaching and learning.
- They learnt to convert simple document into pdf form.
- Online classes helped the students to gain self- confidence in the area of technology.
- It helped them to gain self- discipline.
- It also helped them to learn time management.
- It also helped them to be self- dependent in solving their own problem.

Sources required: -

- One of the most important sources of online learning is teacher himself/herself. Because if the students were not able to attend the online classes teachers use to provide the reading materials. So that students can read and understand the concept.
- Those students who are not able to understand the lesson they are given the opportunity to discuss with the teachers.
- They are provided books from the library.
- They are given the guidelines to visit the e- Library.
- Website is being provided together with instructions.

ANNEXURE- IV

Best practice- 2

The title of the practice- "The maintenance of eco friendly and green campus"

The context- Eco friendly campus is a place where environmental friendly practices and education combine to promote sustainable development. Today there is a great need for conservation because we are facing several environment problems. The main cause behind these problems is that human beings are consuming natural resources at a much quicker pace than they can be replenished. Pollution is becoming very serious day by day due to deforestation and urbanization.

The unique natural setting and distinctive ecological heritage of Ursuline Women's Teachers' Training college, Lohardaga campus add to its beauty and provide perfect ambience and study environment for the students. The college is committed for the protection of environment and natural resources, while ensuring the quality of education through adoption of innovative practices and action plans.

Sr Shila

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

The practice-The College has eco- friendly campus. It is surrounded by big orchard with varieties of trees, plants, flower garden and fruit garden. In every season the different types of fruits, flowers and vegetables add beauty of the College. Different types of birds and creatures give a glimpse of natural surroundings. The College is away from the main road of Lohardaga town, so it is free from pollution and thus provide peaceful environment for study. A clean and healthy environment adds effective learning and provides conducive learning environment. Therefore, to maintain eco- friendly campus, following are the initiatives taken by the Institution-

a. **Plantation:** The different verities of plant species are planted on world environment day, van Mahatsav week, and plantation on birthday of a particular person. Apart from this the seasonal trees, flowers and fruits are planted. And from time and again these are pruned and trimmed. Plantation is done together with the staff and students and from time to time the trees and flowers are watered by the students under the observation of staff members.

b. **Social service:** At the beginning of the academic session the students are divided into four groups and every Saturday as per the time table they are to clean the College campus under the guidance of staff members. Different groups are sent to work at different corner of the campus, this to help the students to learn to maintain the healthy environment. The wastes are disposed to its proper place in a pit. Mostly the dry leaves are disposed into the pit so that after it gets rotten it can be used as manure. The wet materials are thrown in a separate pit so that later it can be used.

c. **Participation in Swachh Bharat Abhiyaan:** Every year the students take part in Swachh Bharat Abhiyaan through awareness campaign program, Prabhat Pheri, drawing and painting completion, slogan writing competition and one act play.

d. **Conservation of water and energy:** The institution has put two Water harvesting system in the campus. The students are motivated to use minimum water if necessary. Plants in the campus are watered without wasting the water. Optimum power utilization is practiced. Tube lights and bulbs have been replaced with CFL and LED lamps.

Objectives:

a. To create awareness among the students towards safeguarding and protection of environment.
b. To maintain eco- friendly campus.
c. To develop sense of responsibility towards protection of flora and fauna.
d. To be economical in utilizing the natural resources in a proper way.
e. To develop aesthetic value in the students.

Obstacles faced and strategies to overcome:

a. It takes much time to cleaning the campus every day. Especially during spring time when the trees and plant shades the leaves. Therefore, co- workers are responsible to clean the campus every day. And on Saturday the students are given the responsibility to clean the whole campus.

Sr. Shila

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

b. In summer season it is difficult to water the flower garden, fruits garden and trees due to lack of sufficient water. Therefore, the institution has two water harvesting system which fulfil the need to maintain eco friendly campus.

c. Sometimes it is difficult to select the site for the plantation of trees because at every nook and corner the trees have been planted and therefore some of the old trees are replaced by the new trees. Time and again the different varieties of seedlings are grown up and put in proper sites.

d. To manage the waste materials like leaves becomes difficult. Therefore, there is two pits constructed so that the manure can be used alternative way.

The impact of the practice:

a. The students have gain better understanding about safeguarding the flora and fauna.

b. It is felt that they have developed sense of responsibility to take care of the campus by maintaining cleanliness in the campus.

c. They have learnt to utilize the natural resources in proper way.

d. They have developed the spirit of collaboration and team work.

Sources required:

a. The principal and teachers become the first source in guiding the students and making them aware towards the clean environment.

b. Teachers motivate them to maintain the eco- friendly campus.

c. Library, Internet and web sites become one of the big sources for the students at the time of different competition based on environmental issue.

Sr Shila

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