



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**URSULINE WOMEN'S TEACHERS' TRAINING
COLLEGE**

URSULINE WOMENS TEACHERS TRAINING COLLEGE LOHARDAGA
835302

<https://uwttcollege.org.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ursuline Women's Teachers' Training College was established and affiliated to Ranchi University since 1971 and it was enjoying permanent affiliation from 03.09.2010 but in the year 2014 when NCTE introduced two year B.Ed. course Jharkhand Government made it temporary affiliated B.Ed. course as other new B.Ed. colleges in Jharkhand saying this college was granted permanent affiliation for one year B.Ed. course.

The institution has been granted recognition by the National Council for Teacher Education (NCTE) Bhubaneswar for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015 -2016. It has been accredited by National Assessment and Accreditation Council (3rd cycle) with CGPA of 2.77 on four point scale at B grade valid up to March 02, 2020 EC (SC)/05/RAR/143.

Ursuline Women's Teachers' Training College is located in a small town of Lohardaga District of Jharkhand state. Majority of student-teachers hail from the remote villages of Jharkhand and its neighboring states. Appropriate infrastructure, excellent academic record and age old polished tradition has helped the institution to build a niche in the academic history of Ranchi University in particular and Jharkhand state as a whole.

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 up of the nation."

Following the spirit of our founders, we are inspired to read the signs of the times and to listen to what the spirit is telling in us in the present context of India. We find that rapid technological change has created a world marked by opposition, Globalization, Religious Fundamentalism, Consumerism and Ethnic Nationalism are powerful forces confronting us today. The media has an impact on the lives of youth today. The privileged classes want to maintain their privileges. We also see poverty, illiteracy, exploitation, especially of women and girl children, terrorism, casteism, religious persecution, economic marginalization, environmental degradation and displacement of peoples.

Our ministry of education aims at accompanying persons to fullness of life and integral development, especially those belonging to the marginalized and exploited sections of society. This ministry demands of us all high intellectual standard and a value system to find meaning in life. Our education should enable people to become effective agents of social change, and persons with and for others. Therefore-

The goal of education is to teach the students to live, to discover the deeper meaning of life and to learn to interact with others, love creation, think freely and critically, find fulfillment in work, plan their future, or in one word, to learn 'to be.' It is in and through education that one can hope for a more human and humane future and a more harmonious society. Education, by its very nature is a transformative process, namely changing human persons, and through them, society and its structures. This activity of transformation is a spiritual, humanizing and liberating activity and constitutes the core mission of education. Culture is a way of

life, a way of seeing, believing and living a paradigm of map of life.

Mission

- An Education of quality and relevance to all, and in particular, to the marginalized sections of society.
- An Education that frees persons from social conditioning (such as caste, class, gender and other culture-linked prejudices) which prevents them to see life as a vocation and as a gift and allows to take free decisions on every walk of life.
- An educational which leads the young into the sacred space of the human person and making them aware of the inalienable rights of every individual and group.
- An Education that enlightens the students to raise essential questions concerning the meaning of life and of their role in society. It makes them conscious of their responsibility to contribute to evolving a borderless society and to promote the common welfare of everyone.
- An Education that enables the youth to understand the implications of economic and political policies and structures of current time. It makes them aware of media and its critical role in shaping the society, country and world- physically and virtually.
- An Education that enables the youth to understand the vital role of various professions, grassroots organizations and people's movements that actively contribute to transform and recreate society.
- An Education that energizes the young to take up the task of contributing to nation- building, so as to evolve a New Inclusive Indian Society, and India of their dreams, which they can own with pride and joy.
- An Education that the young into men and women of character, competence, conscience, compassion and commitment. They play an important role in promoting collaboration and cooperation for the growth of all in a climate of mutual trust and sharing.
- An Education which enlightens the youth to feel presence of God (encounter with God), accept his call which renders meaning, purpose and personalized values to life.
- An Education which liberates one's mind and makes him accept the faith and values of other religions.
- Impart all-round, progressive and well-equipped education to the trainees and

form them to become effective and dedicated teachers imbued with religious and moral values and become the agents of social change.

- Create suitable environment and provide the trainees with the necessary condition and opportunities for their growth as good and full-fledged teachers, conscious of their responsibilities as nation builders.
- Train them in leadership, self-reliance, development of one's aptitude and potentialities, spiritual, intellectual, physical, emotional, artistic, aesthetic and athletic, inculcating in them the spirit of universal brotherhood, equality, justice and peace and inspiring them to love and respect all religions and helping them to become agents of peace and harmony. They are taught to love and care for the common home.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength:

- Numbers of teachers after completing their training are in the government post working in different schools as assistant teachers.
- There are many who are principals in the government as well as private schools.
- A number of students have passed in competitive examinations conducted by the state as well as central government.
- There are a few students working in other countries too.
- There are students who were declared to be the university toppers in the past years.
- The teachers and students have participated in government programs like Blood donation camp was held in the college and 20 students and 02 staff members donated blood.

Institutional Weakness

- Most of the students hail from the Hindi medium schools of the poor schools of rural area who were deprived of the modern resources. They did not have the opportunity to develop themselves. Therefore, they have adjustment problem in the beginning and keep themselves aloof.
- It takes time to make them free from stage fear and hesitation.
- Due to the Government admission system since two years the deserving candidates from villages cannot take admission and the institution is unable to have complete number of students (100).
- The institution in spite of having ICT facilities we become handicapped due to the lack of connectivity and irregularity of the electricity.
- The institution does not get any fund from anywhere for neither developmental work nor research work. Therefore the institution is unable to take initiative to do any academic developmental work. The fees collected from students is the only source of finance.

Institutional Opportunity

- The institution took the opportunity to make the previous and the present syllabus for B.Ed. & M.Ed. colleges under Ranchi University.
- The institution also was asked through NSS to represent Ranchi university in inter- University competition held in Jamshedpur.
- The institution sent one of the staff members as coordinator for Refresher course in teacher education on online mode organized by Ranchi HRDC.

Institutional Challenge

- The students after their training are working faced innumerable problems and challenges. only a few are

listed below.

- **Limited financial resources:** Since the college does not get any financial aid from the state or central government it has to depend upon the local sources which meager and inadequate. Updating the education technology and upgrading the staff salary to UGC scale is our cause of concern.
- **Geographical isolation:** The institution is situated in rural area; therefore it is difficult to get resource persons for offline seminars and workshops from distant cities.
- **Admission system of B.Ed. colleges:** Since the last two yearsthe admission process is in the hand ofJharkhand Combined Entrance Competitive Examination Board (JCECEB).

The admission is delayed for months. Therefore, the academic sessions are also delayed. The university examinations are late because syllabus cannot be completed on time. Some students have to wait so long to get selected in any B.Ed. college.

- **Distance from the big town:** The backwardness of Lohardaga district in the matter of providing technical facilities such as communication media; deprives us from the regular use of electronic media.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution prepares a annual programme (Month wise) in the beginning of the academic year and display on the notice boards at different places of the college for the staff and students which helps them to be aware of the events and be ready for the same. The programme shows the examinations, competitions and varieties of activities that would be conducted in the college. This is prepared by the curriculum committee of the college. The calendar incorporates the needs of the students and according to the needs of time. like the personal development, women empowerment, awareness of the present need of electronic use and the use of modern technology as well as social health during the time of COVID 19.

The institution has actively participated in curriculum development of the B.Ed. and M.Ed. course run by Ranchi University. Regular staff meetings and group discussions are held to plan, review and to revise the curriculum at the institution level to provide the totality of experiences to students in the educational process. Communication of decisions to all concerned are made through staff meeting and formal and informal notices.

Teaching-learning and Evaluation

Honoring students' Diversity the enrollment of students is according to the criteria of Jharkhand Government, so, the roster is followed though the different minority groups and students coming from different background are taken care of. Equal opportunity is given to every group of students.

Keeping the diversity of learners in respect of their ability, background and other personal attributes the teaching learning methods are taught to student teachers.eg. Project Method, Discussion Method, activity / experiential learning, Group learning, Dramatization, Team / participative learning, learning from electronic device and Internet etc.

Competency and Skill Development is taken care of. So, the institution has good electronic facility for the use

of teachers of the institute. Teachers are updated with the online teaching system.

Qualified teachers have been recruited for both B.Ed. and M.Ed. to maintain quality education according to the demand of NCTE and the selection process is in relevant manner. They are available everyday in the institution for the students. They have the freedom to update themselves academically by attending webinars/seminars striving for the individual and institutional excellence.

Evaluation mechanism:

There are different evaluation mechanisms the institution uses to assess the performance and the learning of student teachers.

- Two internal examinations in a year before university examination.
- Each teacher tests her students through sessional work, Project work, Assignment etc.
- Open feedback by students on their teaching – learning experience.

Student performance and learning outcomes also is being evaluated:

- After Micro Teaching skill class is over the students have their practice before their teachers and companions.
- There is simulation classes by student teachers before the subject teacher and peer group. Students.

The result of the examination conducted by Jharkhand Government eg. Jharkhand Teacher Eligibility Test (JTET), Central Teacher Eligibility Test (CTET) also is the indication of the teaching and learning of students of this institution.

Student satisfaction survey: To know the quality the institution Student satisfaction survey is conducted every year. The questionnaire on four point rating scale by UGC is administered and analyzed to ensure the quality education.

Infrastructure and Learning Resources

This institution is an Unaided Private Religious Minority institution. It has always tries to walk in parallel with the developing society of today and the demand of the NCTE. It welcomes change and gives optimum facility to the students.

Physical Facilities:

The institution is having a spacious academic building with rich teaching –learning facility

- | | |
|---------------------------|-------------------|
| 1. Technology lab | 6. Psychology lab |
| 2. Science lab | 7. Language Lab |
| 3. ICT Lab | 8. Games |
| 4. Land & buildings | 9. Hostel |
| 5. Library & Reading Room | |

All these are annually maintained and enhanced or rather constantly maintained.

Library :

- The institution has a good library with qualified librarian and a qualified technical staff with good experience of many years to support the library. The library is well equipped and maintained by the able staff. The library resources are at the disposal of the staff and students.
- A good variety of books in different disciplines are available and every year new books are added in the list.
- Encyclopedia (in Hindi & English) for Science and Arts subjects, Linguistic Survey of India, Britannica, Britannica India, Macmillan's Teaching in Practice, National Journals are available in the library.
- Audio visual aids, sound systems, LCD projector, Maps & globes, Rolling boards, Models, Electronic media eg: Sound system, LCD, OHP, Computer Non electronic media and other resources are available to cater the academic needs of the staff and students.
- The students have an open access to the library and other resource materials. Students can issue five books at a time.
- The institution Provides the computer lab with facility of Internet connectivity. There are Audio visual accessories: like OHP, TV, DVD Player, LCD projector, video camera for teaching and learning purpose.

There are Photocopier, printers, generator facility and invertors to complete the lack of electricity

All teachers use LCD projectors in teaching and learning of the students. In M.Ed. the students are using it for their presentation at different times. The campus and the infrastructure are fully for the single purpose and that is for the education of the women.

Student Support and Progression

Mostly students hailing from the interior villages who need to be supported in many ways, eg. Financial, emotional, spiritual, intellectual and social. Therefore, the institution organizes programme like Spoken English class and make them talk to each other, know each other, be acquainted with the professors and the college itself before the real classes begin.

- There is no stipulated time to pay the fees. In some cases students are allowed to pay when they get job. They pay slowly in two or three years.
- The institution helps to find private job for the financially poor students after they complete training.
- The institution has made different cells which are for the students support like Institutional Quality Assurance Cell (IQAC), Guidance and Counseling Cell, Placement Cell, Grievance Redressal Cell. Apart from Alumni also is introduced which follows the progression of the old students of the institution.
- The institution conducts internal examination project works and assignments in each subject to see their progress. Those who bring less than 50 marks are asked to appear in improvement test conducted by the college.

Student Progression:

The institution organizes variety of co-curricular activities and competitions for the students. They learn to take the leadership. Besides this the institution takes care of the following:

- Improvement test for the slow learners.
- Mentoring: Teachers give extra time to help the slow learners especially on Saturday afternoon.
- For M.Ed. students a few special classes by the guest professors from other universities have been organized in preparation for the NET examination. The institution organizes varieties of activities. It is observed by the teachers that every student participates in different programme according to their choice like : Annual sports, Patriotic song competition, Folk dance competition, Essay writing and speech competitions, Drawing competition, and National Seminars both online and offline (for M.Ed. students).

The institution has constituted alumni association. Every year they have annual meeting. The ex- students who are engaged in Government jobs in local schools, administrative offices and social work have been called as chief guest and asked to address the students.

Governance, Leadership and Management

Institutional Vision and Leadership

The institutional leader has clear vision which she transmits to the staff members and involves all the staff members to plan together. There is regular staff meeting to have shared decision making. There is work division among the staff members according to what and who. The decision is put up on the notice board for everyone to see. The tentative annual calendar is prepared and put up on the college notice board for to their talent and interest. This gives the clear picture of what, when, where, how the staff and students. This helps all the students and the teacher in-charge to get ready on time. It is evaluated from time to time during staff meeting.

Strategy Development and Deployment:

The institution has formulated its vision statement which has been exhibited in-front of the college both in English and Hindi for the people to see. It also has been printed in the prospectus. The institution prepares the work plan of the year in the beginning of the session.

Faculty Empowerment Strategies:

The faculty is recruited and appointed according to the approved rule and procedure of NCTE and signed by Registrar, Ranchi University, Ranchi. Both B.Ed. and M.Ed. courses have the human Resource according to the requirement of the programmes. Teaching – Learning and Evaluation is done using the prescribed inventory by UGC, and Student Satisfaction Survey on Teaching- Learning Process by NAAC. The principal talks to the teacher concern where the improvement is needed. If any common problem is identified, the principal and the staff talk together and find the solution.

Faculty is empowered by the institution by giving different responsibilities among the staff members according to their talent and interest besides their teaching responsibility. All teachers help to make the programme successful. The principal plays the role of the coordinator.

Financial Management and Resource Mobilization:

The main source of income is the fees given by the students. Being the private college there is no other source of income. Every year the institution makes budget which becomes the guideline how to mobilize the financial resource. The fee structure shows the heading on which the money is to be spent is stipulated. Therefore, the resource is mobilized and utilized according to it. The institution ensures the transparency by going through external audit. There is external audit twice a year (half yearly and annually) every year.

Internal Quality Assurance System (IQAS):

The institution has introduced IQAC which aims at continuous improvement of quality and achieving excellence. The principal is responsible to bring quality change in all aspects eg. Curricular Aspects, Teaching – learning, and Evaluation, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management as well as Institutional Values and Best Practices. She leads the staff, Students' Council and IQAC members, and involves everyone in the Quality Assurance System of the institution.

Questionnaire used for evaluation:

- Aiming at continuous improvement of quality (Bear 1986) approved by Education Commission.
- Teacher's evaluate by students (pupil Rating).
- Teacher evaluation by Peers.
- Teachers' perception on Principal's Leadership.
- Self evaluation of teachers.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities

The institution displays sensitivity to some issues like climate change and environmental issues like Rain water preservation, Green practices, Solid Waste management and e-waste management etc. There is facility for differently abled (Divyanjan friendliness).

Best Practices:

There have been many best practices which are evolving and used for many years which have led positive impact on the institution, students and the society eg.

- Flander's Method of evaluating the classroom teaching,
- Training of women teachers,
- Shared decision making
- Sharing of responsibility among the staff
- Students' Council
- Different Cells

Institutional Distinctiveness:

The institution is situated in tribal area of Jharkhand established for women. This institution is situated in tribal belt of Jharkhand. The institution lays stress on empowerment of women. It has been awarded as “The best women’s Teachers Training College in Jharkhand”.

For admission more focus is given to the girls who are hailing from rural areas of Jharkhand. It therefore, organizes such activities which enables them to become integrated persons, and torchbearers of future generation, face the challenges of life, recognize the human dignity and thus contribute to the building up of the nation.”

Some of the attributes for which the institution would like to be recognized are:

- Neat and clean campus
- Eco friendly campus
- Good and spacious women’s hostel with all the necessary facility for them.
- Boundary wall for security
- Security guards at the entrance gate
- Well functioning labs (Psychology lab, ICT lab, Language lab, Science lab, Library with spacious reading room),
- Well facilitated multipurpose Hall.
- CCTV camera in the college wherever the students are including the main gate of the campus.

Research and Outreach Activities

The institution is open to the staff members for the Self Development. Two of the staff members have registered themselves from Aryabhatt Knowledge University (AKU) and St. Xavier’s’ Autonomous College of Education Patna and are in writing stage. Other three PhD scholars are from Research Institution Bhubaneswar Odisha. One of them is at the verge of submission. The institution after introducing M.Ed. course organized a National Seminar in 2019 -2020.

Resource Mobilization for Research:

Teachers are allowed to participate and present papers in National Seminars organized by other institutions. Teachers going for the seminars are financially supported for the registration when going elsewhere for seminar. The members of the Ursuline society are financially supported for their studies.

Research Publication:

There have been a few Research Publications by the staff members and one of them has been awarded for conducting research.

Outreach Activities:

The institution is making effort in sensitizing the students towards community issues through NSS. The

institution has adopted a nearby village within eight K.M. from the college where NSS conducts camps on different social issues like Public Health, Eradication of licker, Government Projects for rural areas.

Collaboration and Linkages:

The institution keeps linkage with Gram - Panchayat, Its Mukhiya (the leader of the village) and the Sirpanch. They help us to gather people in a specific place where the students and NSS committee with principal camp together and give the awareness programme. In order to get their co-operation this special programme is organized when there is no work in their fields.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	URSULINE WOMEN'S TEACHERS' TRAINING COLLEGE
Address	URSULINE WOMENS TEACHERS TRAINING COLLEGE LOHARDAGA
City	Lohardaga
State	Jharkhand
Pin	835302
Website	https://uwttcollege.org.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details		
State	University name	Document
Jharkhand	Ranchi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-09-1984	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	96	there is no time period bar

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	URSULINE WOMENS TEACHERS TRAINING COLLEGE LOHARDAGA	Semi-urban	2.5	7041.91

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education,Secondary level	24	Graduation	English,Hindi	100	100
PG	MEd,Master Of Education ,Elementary and Secondary and Senior Secondary Teacher Education	24	D.El.Ed. B.Ed.	English,Hindi	50	23

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				16			
Recruited	1	1	0	2	0	2	0	2	2	14	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	2	2	4	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	2	1	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	2	0	0	2	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	12	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	100	0	0	0	100
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	20	1	0	0	21
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	1	0	2	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	67	79	85	79
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	18	13	36	17
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	14	8	14	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	137	107

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Ursuline Women's Teacher's Training College is a Christian minority institution its aims to prepare exemplar teachers in various disciplines like social sciences, languages, science and mathematics. It always believes in transforming itself into a holistic multidisciplinary institution. It is planning to go for B.Sc. B. Ed, B.A. B. Ed, B. Com. B. Ed and Research oriented Programme under Integrated Teacher Education Programme (ITEP) along with the existing Programme 2 Year M. Ed, B. Ed, and D. El. Ed. It has established various intuitions in a different area of specialization and offering different interdisciplinary programme. It will be planned to integrate these interdisciplinary institutions to</p>
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combine together and proactively work towards implementation of the suggestions given in the NEP. To the attainment of the holistic and Multidisciplinary Education. The institution has MOU with colleges of different Universities to promote Teacher Education program or to promote specific subject areas of mutual interest in teaching and research. Institution will organize programme to integrate humanities and science with STEM/STEAM by arranging presentation and lectures by different resource persons to inculcate basic scientific knowledge among humanities students. The institution offers flexible and innovative multidisciplinary flexible curriculum has been proposed. This gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution. The institution always strives to inculcate and nurture fundamental values in students through its various academic related activities and activities which reflect commitment to the society. The institute believes in carrying out multidisciplinary research. It involves all faculties belonging to various streams in most of its research projects. The block level research project undertaken by U.W.T.T.C, Lohardaga can be considered as a best practice under multidisciplinary approach of learning as desired by NEP – 2020. The institute has adopted Juriya block Lohardaga (Jharkhand). It provides educational interventions in various areas like science, mathematics, social science, languages, use of educational kits, use of computers, art integrated learning, etc and measures their effectiveness in terms of performance of teacher and students. The course curriculum at the M.Ed. level has a multidisciplinary focus. The teaching learning activities for the research students looks at issues related to educational policy and planning from the multidisciplinary perspectives in Economics, Political Science, Sociology, Education and Psychology, Science Education, Mathematics Education.. The M. Ed dissertation of the research scholars are also approached from a multidisciplinary perspective, mostly from the social sciences perspectives. NEP – 2020 advocates the integration of arts in teaching learning process. The institution has stepped into various initiatives under this endeavor.

2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) will be extremely beneficial to students. The ABC will digitally store academic credits earned from various Higher Education Institutions in order to award degrees based on the credits earned by students. It will allow students to take courses that are relevant to their vocational, professional, or intellectual needs. It will also allow them to choose appropriate exit and reentry points. Students will be able to choose the best courses or combinations based on their aptitude and thirst for knowledge. Rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college, the ABC can allow students to tailor their degrees according to specific modifications and specifications.</p> <p>U.W.T.T.C. will initiate the process to implement the Academic Bank of Credit concept.</p>
3. Skill development:	<p>Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and enhance the employability skills of the students. The teaching, research and capacity development programmes in the institution take into account the imparting of skills to the students relevant and necessity in the changing context of education. As part of the curriculum, internship and Field Attachment programme is conducted to enable the students gain hand-on-experience and employability skills like team work, planning, problem solving, communication and adaptability. The intuition is organizing soft skills development, communication skills, life skills, computing skills training / development programmes that help in student capacity building and skill enhancement. and also intuition organizes different skill oriented programmes for various stakeholders, including students, teachers, and community members, to increase the quality of Human resources. The students are provided with the opportunity to participate in various activities such as Seminar presentation which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which help in developing skills of problem solving, creative thinking, socio-emotional skills, life</p>

	<p>skill, soft skill and leadership, multi-tasking and managing deadlines. The institution provides opportunities to students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as , special assembly , Moral science and religion classes mentoring classes, Motivational classes, debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly material and waste management system. Spiritual lectures/talks are conducted to raise students' spiritual quotient. To strengthen the skill development capacity of student teachers the institution has signed a Memorandum of Understanding Mo U to enhance the employability and teaching skills of future teachers. A number of value added courses will be initiated by the institution in future on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning Process, and training in self-defense etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. Developing research capacities of scholars by encouraging them to engage in research in the area of vocational education, skill development and employability. Developing skills of using technology by introducing digital teaching and learning including transaction of curriculum, conduct of seminars and managing evaluation through digital mode.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Ursuline Women's Teachers' Teachers Training College Lohardaga is situated in Lohardaga district of Jharkhand where 56.89% of the population is tribal, That's why it will be a great opportunity to create relevant curriculum to promote and preserve the tribal culture of Jharkhand. The University provides degree for linguistic subjects such as Kurukh, Hindi, Nagpuri, Mundari, and other tribal languages and</p>

regional language of Jharkhand. Some times in cultural show the local dance is taught and presented on the stage. All other subjects are taught by teachers in bilingual mode mainly in Hindi and English. The institution conducts various programs on Indian arts and Jharkhand tribal arts. We are also trying to integrate Sanskrit and our local endangered languages like Assure, Birhor language as a part of the curriculum. Among the good practices of our institution to integrate tribal culture and language with education are the efforts of the faculties to support indigenous endangered languages and the discussions carried out by teachers with the students to highlight about the culture language, food habit and dresses of the 32 types of tribes. This institution school also takes various research topic regarding tribal culture, arts, history food habit, their educational status. Through the NSS and various curricular and co-curricular activities both students and teachers collaboratively learn the contextual tribal culture of Jharkhand. Our college is visiting some tribal villages to learn about the various arts such as Sohrai painting, Kohobar painting, Sohrai painting and Jadopatia painting, Dhokra art, Santhal mural paintings. The Institution is also planning to invite the various folk artist to share their knowledge, folk song and dance with special reference to Jharkhand tribal song and dance such as Jhumar and some folk dance of Jharkhand Paika, Chau. Both in M. Ed and B. Ed course students are taught bilingually. Sanskrit and various tribal language such as Mundari, Kurukh and Nagpuri are also part of the curriculum. Various tribal craft like making mat with palm leaves, broom with grass and other sustainable decorative items. In exhibition Tribal painting of Jharkhand, Mural painting, Jadopatia painting, Kohobar paintings are presented in our institution. Classical song competition and folk dance competitions are also organized in for the cultural development of our students. This institute has been focussing on indigenous knowledge in a holistic way by integrating it in its curriculum of research and training programmes. whereby this tribal indigenous knowledge is further propagated among M. Ed scholars for further research and trainees for onward journey. This institute also motivates to write research paper or article bilingually. This also aids are developing a body of indigenous knowledge in

contemporary context making it more relevant and meaningful.

5. Focus on Outcome based education (OBE):

The curriculum and activities of B. Ed, D. El. Ed and M. Ed academic programmes are woven around outcome-based education. The curriculum of all these programmes aligned to what students and participants expect and is able to do. The skills and knowledge that they will acquire at the end of their programme of study will have specific outcomes. The institution lays emphasis on three types of learning outcomes: a) Theoretical understanding to internalize why things are done or a decision is taken. b) Practicality emphasizing on how to do things; and c) Self-reflection emphasizing on how to apply knowledge responsibly. All these programmes are designed to help students and practitioners to demonstrate their learning and achievements in terms of knowledge, understanding, skills, attitudes, and values. All the programmes have well defined programme specific outcomes and course-specific learning outcomes. The students of these programmes are assessed in the form of performance-based tasks and activities. Overall, the teaching-learning process in the institute is designed and developed around outcome-based education's philosophy and intent. The institute revises the curriculum from time to time of all teaching programmes. The institute aims to prepare such researchers and educational leaders that can bring changes at the grass-root level. In the teaching and training sessions, the faculty members discuss the modalities and benefits of outcome-based education with the participants and guide them. For example, when choosing a research topic, students are advised and supported to select issues that have measurable policy implications or are helpful to better existing policies or practices. The faculty, from day one, guides and orients the student to follow the principle 'walk the talk' and be able to demonstrate mastery of a particular skill, knowledge, or behaviour for the benefit of self and society. The institution encourages the research students to identify topics which are amenable for empirical analysis and bring out new evidences on educational process as they unravel in the socio-political context of the country. Learning outcomes have been appropriately defined at the programme and course levels, and appropriate learning experiences have been designed and

	<p>delivered to facilitate the achievement of the stated learning outcomes. Outcomes are evaluated, and attainment analytics are used to improve academic quality. The process outlined above would be strengthened further, and attainment levels would be closely monitored in order to modify the pedagogy and/or the evaluation as needed. The mapping of indirect assessments and their attainment will now be the focus of the next phase of OBE implementation. The institution is focusing on outcome based education. It is providing special class for National Eligibility Test (NET) of M. Ed students and CTET class for B. Ed and D. El. Ed students.</p>
6. Distance education/online education:	<p>The institute has all the requisite online teaching and learning facilities. These facilities include desktops, laptops, an institutional learning management system (Moodle), 24 hours wired and Wi-Fi internet connectivity, digital tools, and software. The library facilities are also available online, and students and faculty access these facilities by using VPN services. The institute has an ICT unit, ably led by a renowned ICT specialist the faculty members have all the requisite skills and competencies and regularly use various digital tools and apps for providing online facilities with the help of Google classroom, Google forum, YouTube channel Google Doc, Google Meet, Microsoft teams, Zoom. In a nutshell, both faculty and students of the institute having techno pedagogical knowledge and skill. Facilities are Comfortable in using technologies and try to making blended learning a new normal in days to come. The institute had a smooth transition from face-to-face to online education. During this transition, the faculty and students had used technologies in many ways ranging from online teaching to dissemination of resources to presenting their progress. Faculty of the institution is well-equipped to conduct classes using PowerPoint presentations, 2D/ 3D graphical depictions, simulations, audio-video clips, and presentations. Faculty of the institution continuously undergoes various training to upgrade their ICT skills for course delivery, content development, teaching and use of library resources to build their research capabilities suitably. E-learning is encouraged among the students. ICT-based tools like video – conferencing, simulations, online sessions, Web based learning, and interactive whiteboards allow</p>

access to a wide range of information. A good practice of online education in the institute may be conducting online meetings, online facility exchange programme from different university. UWTTTC organizing several types of meetings like invited experts, Project Review Sessions, Departmental Advisory Committees, Board of Studies, Planning Board, Board of Management, Research Methodology Workshops, etc., in online mode. The experience so far is excellent, and it helped in the form of increased participation, focused and fruitful discussions, conservation of resources, and savings. UWTTTC intends to carry out this good practice in the future with few exceptions. The institution is encouraging students for distance and online education using SWAYAM PRABHA, SWAYAM ONLINE STUDIES, E-PG PATHSHALA, PG-PATHSALA, MOOCs SHODHGANGA, SHODHSINDHU Institute has successfully imparted all its courses content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	? Yes, Electoral Literacy Club has been set up in Ursuline Women's Teachers' Training College Lohardaga And it is functional under the NSS cell since 2017. ? With the primary objective of sensitizing the students and the community about the democratic rights which includes casting votes in election, the college takes initiatives to organizes different awareness programme for election, information sharing and motivating them to cast their votes. Since the B.Ed. trainees are of the age 18 and above, therefore every student takes active part in casting the votes.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	? Yes, under the guidelines of Election Commission of India and by the order of Deputy Commissioner of Lohardaga Dr. Waghmare Prasad Krishna (I.A.S) students' co-ordinator and co-ordinating faculty members are appointed by the College. And it is functional under the NSS Cell since 2017. The college has the ELC functional with the following office bearers S.No. Name Designation Functional

	<p>Role Mobile No. 1. Dr. Sr. Shila Principal ELC Patron 9431706036 2. Sr. Nirmala Samuel Asst. Professor & NSS Programme Officer Nodal Officer 9113107421 3. Ms. Shanti Benedicta Asst. Professor Campus Ambassador 9835574357 4. Mr. Anish Kumar PE, Lecturer Campus Ambassador 9304681411 5. Geeta Shreya B.Ed. 2nd year Campus Ambassador 6204443927 6. Lois Ekka B.Ed. 2nd Year Campus Ambassador 7033774670 7. Aishwarya Tanvi Minj B.Ed. 1st Year Campus Ambassador 8084765379</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>? Activities done by ELC of Ursuline Women's Teachers' Training College Lohardaga 1. Prabhat pheri 2. Voter's awareness Campaign at Juria Village 3. Orientation Programme for NSS volunteers 4. Participation in Electoral awareness programme Competition, Poster making and Wall Painting at inter school and college level. 5. Essay writing and Slogan writing competition 6. Helping at poll centres by NSS Volunteers</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, active participation in various competition organised by government agencies and participation in electoral processes. It is for the following purpose; 1. To help the target audience understand the value of their vote to ensure that they exercise their rights in a confident, comfortable, and ethical manner. 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote count's and 'No Voter to be Left Behind' Activities done by ELC of Ursuline Women's Teachers' Training College Lohardaga 1. Activity: Prabhat pheri Venue: From UWTTTC to Upper Bazar Lohardaga Date: 25. 01.2022 In order to bring awareness towards our right to vote, the NSS volunteers took part in Prabhat pheri at 7.30 am., from the college premises to upper bazar Lohardaga. The main purpose of it was on voter's awareness, information sharing and motivating them to cast their votes. 2. Activity: Voter's awareness Campaign Venue: Juria Village Date: 23. 03.2023 Under the Seven days Special Camping, the NSS volunteers organised Voter's awareness campaign at Panchayat Bhawan Juria. There were more than 50 people</p>

	<p>including 18 years and above. On this program the students of 7th and 8th classes from Rajyakrit Madhya Vidyalaya Juria were present. There was positive response from the villagers regarding votes. The NSS volunteers through Nukad Natak made people aware of their rights to vote. 3. Activity: Orientation Programme for NSS volunteers Venue: UW TTC, Lohardaga Date: 25.03.2018 The Orientation programme was organised by the Deputy Collector and DDC of Lohardaga about the 'Matdaan Hamara Adhikar' for teachers and students of different schools and colleges. Thereafter, the members of the election commission gave the training how to vote and help the voters to vote through EVM. Teachers and students taking part in orientation programme for election 4. Participation in Electoral awareness programme Competition, Poster making and Wall Painting at inter school and college level. Activity: Awareness for election through wall painting Venue: Collectorate Campus Date: 15.04.2019 Students of UW TTC Lohardaga, participated on wall painting competition on 15th April 2019. This competition was based on raising awareness for election at district level. The participants were from different schools and colleges. The students of respective schools and colleges were divided in the different groups. And all the groups were provided with the colour and painting brush. After the competition was over, the participants gathered at collectorate office and the winners were awarded by the Deputy commissioner Akansha Ranjan and DDC of Lohardaga.</p>
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	? All the B.Ed. students are above 18 years therefore, they are motivated and encouraged to go for casting the votes. Students also take initiative to help those who are not enrolled as voters.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
218	236	212	250	200
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
90	90	90	90	60
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
109	118	106	130	100
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
109	118	106	130	100
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
109	118	106	130	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	17	15
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	18	16
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1**

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
82.43	66.45	97.56	72.40	102.56
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 40

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Ursuline Women's Teachers' Training College, Lohardaga is affiliated to Ranchi University, Ranchi and it follows the curriculum framed and modeled by the university. The institute offers educational programmes like Bachelor of Education (B.Ed.) which is a two year undergraduate programme and Master of Education (M.Ed.) with both theoretical and practical (Internship) part. Both the courses B.Ed. and M.Ed. have theoretical compulsory papers with internship and the elective papers where the students have to choose any elective subjects of their choice.

Regular staff meetings and group discussions are held to plan, review and to revise the curriculum at the institution level to provide the totality of experiences to students in the educational process.

Communication of decisions to all concerned are made through staff meeting, IQAC meeting and formal and informal notices. Curriculum incorporates the planned interaction of pupils with instructional content materials, resources and the processes for evaluating the attainment of educational objectives.

In case of explicit curriculum, syllabus is designed and given by Ranchi University, Ranchi. Syllabus is also frequently updated by Ranchi University taking into account the needs of the society as advised by the experts from different colleges. Our college is actively participating in this exercise in person (Dr. Sr. Shila Ergat, Principal, resource person) and by suggestions for updating the syllabus from time to time.

Discipline, long standing culture and cordial relationship among students, teachers and authorities of the institution affect the behaviors, attitudes and expectations of the students (unintended curriculum). Every year academic calendar (including curricular, co-curricular and extracurricular activities) has been developed for the holistic development of the student teachers.

Assessment of curriculum is made among faculty members. At the institutional level faculty members make an inventory of educational and societal needs based on students' performance on curricular, co – curricular and other aspects. Evaluation with the students and staff is conducted to assess the positive and negative aspects of the present curriculum. Regular IQAC meetings helps the institution in planning and improvement through feedback.

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 different sources like stakeholders, alumnae, local community etc. are processed and presented in the staff meeting.

Alumni are approached to get their views during their meeting so as to know how helpful the curriculum is in meeting the various needs of the students and their contribution in the society.

The principals and students of different schools where the student teachers go for teaching practice are asked to give their feedback concerning their teaching experience and co – curricular activities.

Considering the background of the students, legal and women development programmes are organized which help the student teachers to assess their status needs of the society.

In our institution the process of localization of the curriculum or Adapting curriculum is based on the needs of the society and availability of the resources and means.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	17	17	13

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	17	17	13

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 3

1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 42.83

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
94	98	86	100	100

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways

through

- 1.Provision in the Time Table
- 2.Facilities in the Library
- 3.Computer lab facilities
- 4.Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 6.9

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	37

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

- **A fundamental or coherent understanding of the field of teacher education**

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme comprises three inter-related curricular areas –

- Perspectives in Education,
- Curriculum and Pedagogic Studies, and
- Engagement with the Field.

All courses include in-built field- based units of study and projects along with theoretical inputs from an interdisciplinary perspective. The courses carried out through a variety of approaches, such as case-studies, group presentations, projects, Assignment, discussions on reflective journals, observations of children and interactions with the community in multiple socio- cultural environments that give a coherent understanding of the field of every aspect of teacher education.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization.**

Pedagogy of School Subject Course - 7a/7b engage students and provides varied opportunities for making predication, estimation or hypotheses and designing ways to test them and help students to understand the nature of scientific inquiry. Through innovative practices and reflection, students are able to apply this skill in new context and recognize their own critical thinking abilities. Knowledge of pedagogy enhances the competence of the teachers and helps him/her to address the student's learning difficulties and misconceptions.

- **Capability to extrapolate from what one has learnt and apply acquired competencies**

Internship is a process of training by which interns can develop their future job performances. It is essential to acquire proficiency in job perspective. Training which interns get during their internship improves knowledge and skills which help their performance in attaining excellence. It provides first hand learning experience to interns. It seeks to bring relatively permanent change in an intern that will improve his/her ability to perform well on his/her job. Through internship the knowledge and skills of interns for doing particular job will certainly increase. Through internship program intern acquires more knowledge of teaching and learn or sharpen the needed skills, attitudes and values associated with efficient performance of their job. Internship helps the student teachers to modify their behaviour, enrich their content knowledge and skills i.e. what student teacher know and how they will work. Thus,

Internship programme is an act of imparting or improving or updating knowledge and skills of a student teacher which they learn in the form of theory.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

1. Spoken English with the help of language laboratory helps in the development of communication skill among student teachers.
2. Computer Education with the help of ICT Lab.
3. Physical Education, Yoga and Meditation are introduced for total health (physical, mental, emotional) of student teachers. It teaches and makes them ready for stress free future life.
4. Extension Activities through NSS help student teachers to discover their innate potential and grow in their interpersonal skill, improve team participation and strengthen leadership quality. The core value like integrity, punctuality, regularity, tolerance, sacrifice, leadership quality and empathy for needy are introduced through different cultural programs.
5. School internship Programme (SIP), Micro-Teaching, Simulated teaching, Demonstration Class and Orientation Classes develop teaching skills in student teachers.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of school system: The Institution has rich curriculum which includes the following topics in its syllabus. They are: Course -2 (B.Ed.) - Unit-III - Background of Policy of Education in British India, History of policies between 1947-64, 1964-86 and 1986 and after. Unit-IV-Policy framework for public education in India, Pedagogies and curricular shift of 1990s and 2000. PC-02 (M.Ed.)- Unit-II- Vedic and Buddhism, Unit III - Janism, Isalam and Christianity.TE-01(M.Ed.) - Unit-I RMSA, Unit-II

Universalization of secondary education.

Functioning of Various Board of School Education:

Course 7a/7b - Pedagogy of School Subject (Physical Science) Unit-III Science Curriculum. SPS-02 (M.Ed.) Unit-II- Secondary education Board/ Council- Staff, Personal Administration, Unit- III- Open and Alternative Schooling (NIOS).The programme gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE).

Functional Difference among them: SPS-01 Unit-III- Staff Pattern of secondary school and MESPS-05- Unit- SEMIS, Structure of MIS School mapping at secondary level. The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools.

Assessment System:

Course 7a/7b- Pedagogy of School System English Unit-VIII Evaluation in English Concept of English, Tools of evaluation-oral written, types of question Importance of test and examination. Hindi- Unit-IV- Evaluation, Action research, and Project work. CCE in Teacher Education, Formative and Summative evaluation, norm referenced and criterion reference evaluation and Portfolio Assessment are done.

Norms and Standard of School System:

Course-2 (B.Ed.) - Unit-IV Policy framework for public education in India: Contemporary issues and policy- RTE, SSA, UEE. Course -10 (B.Ed.) - Unit-I RTE Act 2009. TE-01 (M.Ed.) - Unit-I – Perspective and Policy on Teacher Education DPEP, SSA, RMSA. SPS-01- Unit-III- Staff pattern of Secondary Education. SPS-02- Unit-IV- RMSA.In M.Ed. choice based credit assessment is followed. Students are familiarized with the global norms and standards for teaching and evaluation.

State- Wise Variation of School System:

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western Verses Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous

practices. A cyclic approach is adopted to place student teachers in schools of different boards in different years.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The intuition ensures Professional Development of students from wide range of curricular experiences to provide diverse exposure to its students for the learning of different skills in its teacher education programme. Recently, the Institution has adapted Memorandum of Understanding (MOU) for the professional development of student teachers as well as teacher Educators to ensure the quality education to meet the needs of the time. It includes: Staff Development Programme, Joint Research Programme, Activity Exchange Programme, Students Exchange Programme, etc. In Memorandum of Understanding (MOU) there are following institutions:

- 1.St. Xaviour's College (Autonomous) Ranchi
- 2.St. Xaviour's College of Education, Ambikapur (CG)
- 3.Bethesda Women's Teachers' Training College, Ranchi
- 4.Ursuline Women's Teachers' Training College, Lohardaga
- 5.St. Xaviour's College of Education (Autonomous), Patna
- 6.Loyola College of Education, Jamshedpur

Development of Teaching Skills – These are done through Micro Teaching (includes 13 skills), Simulated Teaching, Demonstration Class, Practice

Teaching, School Internship, Questioning, Motivational and Class Management Skills, etc. in Methodology of Teaching Classes and in the Orientation to School Experience Programme.

Multi-skill development: The institute ensures hand - on experiences and the development of multi-skills such as language and communication skills, social skills, skill of problem solving, computer and literacy skills, skills in collaborative activities, skill of conducting various activities, laboratory skills,

management skills, stress management skills, personality development and leadership skills.

ICT blended Teaching Learning: Seminars and PPT presentations by the students and teachers through online/ offline presentation with the help of internal as well external educational experts in relevant fields.

Practice Teaching / School Experience / Internship:

The institute provides opportunity for school experiences through various school-based assignments of different courses. Eight (8) weeks of practice Teaching / Internship is organized as a compulsory course activity in all the teacher education programmes of the institute. In two Year, B.Ed. programmes internship in teaching is spread over 16 weeks during first year and second year.

In M.Ed. courses there is a provision for Internship in Pre-service and in service teacher education institutions. Programmes are encouraged during second semesters and theme-based internship for four weeks during third semester.

Curricular and Co- Curricular Activities: Classroom and tutorial group discussions leading to the learning of analytical, reflective and communication skills. Group assignments, Team teaching, and hand on experiences enhance cooperation, collaboration, sharing of one's ideas and views and sharing of responsibilities. Psychology Practicum helps in the development of emotional intelligence. Co – Curricular Activities comprises of cultural programme, sports and games, yoga and meditation, different competitions on various themes and occasions, various celebrations, etc.

Other Activities: Self/Peer feedback in teaching - learning process, Visit to special schools, Lectures by Experts, Field Experiments, Community Work, Environmental Awareness, Activities promoting leadership, responsibility, initiative, flexibility, adaptability, accountability, cooperation and group work and other social skills.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1.Students

- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 81.73

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 64.67

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
57	62	55	60	38

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0.53**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity**2.2.1**

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Response:

Orientation Programme: The academic session starts with orientation programme. Talent Show programme is organized by the freshers they show their talents through entertainment programme. Besides this, three days leadership seminar is organized.

Language learning Seminar: The institution organizes three days language learning seminar for both the languages Hindi and English in which all the students participate. This seminar helps the students to understand the lectures given in both the language.

- The day begins with morning assembly every day. Special assembly is conducted twice in a month by the ten student teachers under the supervision of a teaching faculty. Assembly consists of various items like theme of the assembly is presented through skit or mime, Readings from three holy books, thoughts of the day and news etc.

Group/panel discussions: Group discussion is conducted in the class to develop confidence and understanding in the students. In group discussion students talk about the given topic to present their opinions, facts and conclusions.

Various Competitions: Students are involved in variety of college-based activities such as Folk-Dance Competition, Patriotic Song Competition, Quiz, Debate, Speech, Essay Writing, Drawing and Painting Competition, Alpana and Rangoli making and Extempore, etc.

Micro-teaching, Demonstration and Simulation Classes: Microteaching programme is arranged for the student teachers to learn and practice the teaching skills. Demonstration classes are given by the teachers to teach them - how to apply all the skills while teaching. Simulation classes are arranged for the students to practice all the skills needed in teaching profession.

- Mentoring by the teachers and peers help them to clear their doubts which they come across during their personal and academic sessions. It enables them to solve their problems too.

Library Work: More time is given for the library work to enhance knowledge. Regular visit of library helps them to gather the versatile knowledge and to complete their assignments and projects.

- In the classrooms LCD projectors are used by the faculty to impart the knowledge through PPT's, Videos and other materials. It is also used for the seminars.

Computer Education: In B.Ed. course computer is an optional paper, but seeing need and demand of the present time computer education is made compulsory for all the students to meet the challenges of present scenario.

- Student teachers are taken to the various labs like Psychology lab, Biological Science lab, Physical Science lab and Mathematical lab to learn practically.
- Student teachers are given course wise assignment work. It helps them to develop a habit to explore different assumptions and examples regarding the subjects.

Field Trip: Every year educational tour is arranged by the institution. The educational tour widens the outlook of the student teachers. It helps them to gain permanent knowledge.

Co-curricular activities – Co-curricular activity includes workshop, seminar, social services, NSS programme, annual sports day, celebration of various important days, principal's day, teacher's day, and college annual day etc.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 27.25

2.2.4.1 Number of mentors in the Institution

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Response:

Multiple modes of learning :-

Experiential learning: Experiential Learning is the process of learning by doing. Experiential learning opportunities exist in a variety of courses and non-course-based forms and may include Practice of Micro teaching skills, Demonstration, Simulation, Practice Teaching, Internship, Experiments in Physical

science, Life science and in Mathematical science, community service, service-learning, action research, Case study, Diagnostic and remedial teaching and capstone projects, to name a few. Experiential learning enables student teachers to gain a better understanding of course material, to have a broader view of the world and an appreciation of community, to explore their own skills, interests, passions, and values, provides opportunities to collaborate with diverse organizations and people, to have positive professional practices and skill sets, to have the gratification of assisting in meeting community needs and to develop Self-confidence and leadership skills. By engaging students in hands-on experiences and reflection, it enables student teachers to connect theories and knowledge learned in the classroom to real-world situations.

Participative learning: Participatory learning expects a high degree of activity and personal involvement of participants in the learning process. It is designed only for smaller groups of participants and its advantage is that it encourages better retention of learned. They are contemporary modern methods of education. It enhances students' achievements because it leads learners to develop a more positive and favorable attitude toward any course.

Problem solving methodologies: Student teachers develop problem-solving skills at different rates; nevertheless, it is imperative that student teachers learn to tackle problems with grit and creativity, especially as they learn to cope with setbacks or resolve conflict. Moreover, problem solving is one of the most important skills student teachers can develop because it prepares them to face increasingly complex academic and interpersonal issues.

Brain Storming: Brainstorming is a problem-solving activity where students build on or develop higher order thinking skills. Brainstorming encourages student teachers to think creatively (out of the box) and to share their ideas, no matter how far “out there” they may seem.

Focused Group Discussion: Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The main purpose of focus group discussion is to draw upon student teachers' attitudes, feelings, beliefs, experiences and reactions in a way where other methods are not applicable. A Focus Group allows the educator to gather more information in a shorter period of time.

Online mode: Online learning enables educators to tap into this realm of constant learning by embracing the real-world application of theory through multimedia, video, chat, and interactivity. Educators can effectively harness the power of everyday technology to bring educational theories into the classroom.

Online learning techniques make student teachers become more independent learners. Since online learning provides greater control to users through the use of minimal infrastructure, the student teachers can personalize their learning. This enables student teachers to take up new courses and learn almost from anywhere and anytime. These were very useful during COVID – 19 pandemic.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 88.04

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	13

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 50

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 109

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Response:

Continual mentoring for developing professional attributes in the Institution:

- In our institution mentees are given mentoring regularly. Every Saturday in the second half

mentors provide their help to empower mentees for their personal and academic achievement. Firstly, the mentor listens their problems and accordingly advices are given to them. Besides these mentees are given freedom to meet their mentors formally or informally. Mentoring arrangement in the institution helps mentors to reach out the mentees who really need help.

- All the subject teachers provide opportunities to the students to participate in the group discussion and team work. In group discussion students develop their listening skill. It creates confidence in them they feel free to share their ideas and views with others. In classroom teaching teachers make conducive environment which helps all the students for their personal, social and academic success.
- Students are given assignments in all the courses. They accomplish their work and submit it at the end of the month. Their assignments are checked by the teachers and accordingly students are given guidance.
- Continuous mentoring helps mentee to develop their professional attributes and achieve success. A record is maintained by the mentors to check the mentees progress and improvement.
- Career guidance and placement cell helps the students to get employment. Placement drives are organized in the campus by other institutions. Students are informed about the placement drives.
- Alumni meet is organized every year at this meet experts are invited to give them inputs on related to their profession which enhances them for effective teaching learning. The inputs given by experts enrich them with the practical knowledge to meet every circumstance of life. They share their experiences with others it helps the current students who are studying in the institution. All these sharing, guidance and inputs boost them to perform better in their profession.
- The faculty members have been provided internet facilities, Audio-visual aids, LCD projectors, tutorial help to use zoom meeting, google meet, Webex meet for effective teaching and learning. They are also given tutorial to make google calendar to schedule their classes and to make online attendance.
- Faculty members are given opportunities to participate in the faculty development programme. The institution gives them facilities and time to updated themselves to meet the future challenges.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Response:

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students:-

To nurture creativity and innovativeness in students the institution organizes following competitions and activities:

- Poster making, rangoli making, drawing and painting.
- Folk dance, patriotic song and tableau competition.
- Students are given the opportunities to make decorations which are used for hall decoration during celebrations like teacher's day, Principal day, Sports day and College Annual day.
- They are also motivated to use the waste material for collage work and craft work.
- Notice board and screen decoration is done by the students to put up thoughts for the day and messages.
- They also play dramas and fancy-dress competition etc.
- During teaching practice and internship, students prepare creative teaching aids for their lessons.
- **Thinking skill** is boosted through article writing, story writing, poem writing, craft work, debate,

elocution, essay writing, exhibition and field trips etc.

- **For intellectual development** students are given divergent topics to do the team work, group discussion and project work through these activities the following skills are improved as leadership, decision making, communication and problem solving etc.
- **To build empathy** students are engaged in social work activities:
 - The institution has adopted one village where student teachers go to visit the villagers.
 - In the village they organize “Nukkad Naatak” (street play) and small “skit play” to bring awareness in the villagers regarding education, rights, cleanliness and health.
 - They visit the sick in the hospitals or home.
 - Each student finds out one person for one day old or physically weak to help them in giving bath, oil massage, combing their hair, cleaning their clothe etc.
 - In the month of December students go to distribute blankets to the marginalized and poor people.
 - In the name of Christmas Gathering Celebration students collect some money and the amount is used for the poor students to pay school fees.
- **To develop life skills** students are given opportunities to do teamwork and leadership, under which large and small group activities are organized:
 - In the team they come together for group discussions, group projects and games.
 - Students are distributed in small group for buzz session where they share their ideas to solve the problem.
 - Students actively participate in the Quiz and Debate competition.
 - In EPC 1 students write their own poems and stories.
 - For self- learning they are sent to the science lab and psychology lab for experiment.
 - They are motivated for project work on case study by which they develop communication skill.
 - To practice teaching skills simulation classes are organized. Students are given enough time by the teacher educators to have mastery over on those teaching skills.
 - Annual sports day is organized to play different games.
 - Workshop and Seminars are organized to update the students in different subjects.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)

- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement****Response:** B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**

3. Performance tests
4. Oral assessment
5. Rating Scales

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:**Response :*****Internship programme is systematically planned with necessary preparedness***

The internship and practice teaching session is every year planned with staff members and organized with the permission of DEO Lohardaga. It is then developed co-operatively involving the student teachers for managing the diverse learning needs of the students in school.

- The internship programme is conducted in ten different schools each year around the city of Lohardaga.
- Every year new schools are given for internship. Therefore, every year students get opportunity to have new experiences in different schools.
- Available schools for practice are approached by the principal and teachers. Among these schools Government schools and private Schools are included.
- Duration of the internship is 5 months. 1 month Practice Teaching in the 1st year and 4 months of Internship in the 2nd year.
- The institution makes two phase internship programme. Therefore, after having two months of experience they are sent to another schools.
- During Internship students are given opportunity to have experiences in both rural and urban schools.
- Supervision of the teaching practice is done by staff members daily there is good rapport with the staff and students of those practice teaching schools.
- Every year ten schools are given to the student teachers for internship:
- Ursuline Girl's High school, Lohardaga is feeding School for Ursuline Women's Teachers' Training College which belongs to our institution.
- After taking the permission from D.E.O Lohardaga all the allotted schools are informed regarding the practice teaching programme.
- After having microteaching, demonstration and simulation classes student teachers are sent for 1 month practice teaching and 4 months of Internship. Internship programme is the core element of B. Ed. Curriculum to make the student well versed with the core elements of the teaching skills. Each student has to pre plan the lesson under the guidance of his/ her Method teacher.
- They get their lesson plans checked and signed by Method teacher to present it in the allotted class.
- Each student teacher has to teach 100 lessons i.e. 20 lessons in the first year (10+10 lessons for the method subjects A & B) and 80 lessons in the second year (40+40 lessons for the method subjects A & B).
- Student teachers are given observation copy to write the observed lessons of peers.
- During internship they have to make Action Research, Activity work plan Report, Daily diary and question papers.
- M.Ed. scholars are also sent to observe the lessons of B.Ed. student teachers.
- They are asked to make Flander reports.
- They are given opportunity to teach the B.Ed. students.
- The Teacher Educators go to supervise the students daily.
- While supervising the lesson presentations in the schools, teacher educators make the Flanders Report of the students teaching.

- After the observation Teacher Educators give positive feedback to the students followed by negative feedback and points for improvement.
- The performance of the student teacher is observed and communicated to the principal.
- The principal of the internship school also is asked to give their personal observation report in writing.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 9.91

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 11

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings

- 6. Assessment of student learning – home assignments & tests
- 7. Organizing academic and cultural events
- 8. Maintaining documents
- 9. Administrative responsibilities- experience/exposure
- 10. Preparation of progress reports

Response: C. Any 4 or 5 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response :

The institution makes following mechanisms for monitoring during internship: -

Correction of the Lesson plans: Before going to the school student teachers write their lesson plans on the given chapters. These lesson plans are corrected by the teacher educators who teach the subject. The teacher educators go through their lesson plans and give them the necessary suggestions. Based on those suggestions the student teachers write the final lesson plan and once again they show it to the subject teacher educators. After receiving the final approval by the teacher educators, they teach their lessons in the class.

Observation by the peer group: In the first year each student is expected to observe 10+10 lessons on both the method subjects in the schools given by the school teachers. The students are advised to observe peer teachers teaching. These arrangements enable the student teachers to appreciate and imbibe good teaching skills of peers and in overcoming their own inadequate aspects.

Observation by the teacher-educators: Internship is supervised by the teacher educators of the institution. The teacher educators observe the lessons of student teacher after observing they give their valuable feedback, suggestions and guidance to boost them. While observing the lessons they also make the Flanders' interaction analysis to measure verbal behaviour of the student teacher.

Observation by the school teachers: Subject teacher of the school observes the lesson given by the student teachers. The school teacher gives suggestions, guidance and feedbacks for the improvement of the lessons. The students make a note of the feedback given by the school teacher and peer observers. They are required to apply the suggestions given by the observers while preparing further lesson plans.

Feedback mechanism: At the end of the class the teacher educator gives the feedback to the student teacher. In this feedback student teachers are told about the strength and weakness of the lesson given by them. The suggestions, modifications suggested by the teachers are implemented by the student teachers.

Visit of Principal: The principal visits the practice teaching schools to monitor the internship. While visiting the schools current feedback of the student teachers are given to the principal by the headmaster/headmistress. Principal gives instructions to the student teachers for their growth and improvement.

Feedback from the schools: After or in between the internship programme feedback received by the school teachers and headmasters/headmistress are analyzed. After analyzing the feedback student teachers are given guidance for their future.

Evaluation: When the internship is over Principal, teacher educators and student teachers sit together for evaluation. In evaluation student teachers share their experiences of internship. After listening of their sharing teacher educators and Principal give them valuable guidelines and suggestions for the future.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 94.85

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 32.61

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 6

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 11.45

2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year

Response: 229

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The institution provides ample of opportunities to the faculty members to update themselves. Teachers make efforts to keep themselves updated professionally in the following manner: -

House discussion on current development and issues

- Principal and Staff keep a close look at the emerging trends and needs of teacher education. It has been discussed, debated in the faculty to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.
- In IQAC meeting the members talk about the quality education in teacher education. The focus points of discussion are Teaching Practice, Internship, National Seminars, New Education Policy 2020.
- From time to time there is Governing Body Meeting to decide regarding developmental matters eg. Appointment of the staff, library, Repair work and labs etc.
- The institution has given its significant contribution to the university by formulating the syllabus for B.Ed. and M.Ed.
- For personality development group discussions, mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. activities are conducted.
- Through parent teacher's meet the institution gets feedback and suggestions for the course and co-curricular activities.
- Teacher educators regularly participate in the professional development programme like seminars, conferences, workshops, webinars, at local, regional, national and international levels.

Sharing information with colleagues with other institutions on policies and regulations**Organizing seminars on current issues:**

- The institution has organized The organization of two days national seminar on the following topics: **“Quality and Excellence in Teacher Education a Continuous Improvement and its Challenges in Present Scenario”** and **“NEP 2020: Reformation of Higher Education to Prepare New Generation for Digital Era”**
- Faculty members are engaged in scholarly writings, articles writing, material production and publication of research papers etc. which helps them a lot to update oneself.
- They participate in the professional development programme as resource persons to disseminate the knowledge. They are called by other institutions to give inputs to the teachers.
- The teacher educators collect new information from different websites to find useful teaching ideas, or more academic articles.

- Teacher educators go through various books available in the library to increase their knowledge through reading and reflecting.
- The college library is stored with verities of books, magazines, journals and encyclopedias. Teachers regularly visit the library to enrich themselves.
- Teachers update themselves by visiting website, YouTube, e-library, surfing internet and develop a perspective for interaction in the classroom.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response :

Continuous Internal Evaluation (CIE) of student learning is in place in the institution:

The Institute is affiliated to Ranchi University, Ranchi and follows the Examination pattern of the university. Ranchi University guidelines are strictly adhered to with respect to evaluation process. The syllabus and schedules of internal assessments are communicated to students and faculty in the beginning of the year through institute academic calendar which is prepared based on the university academic calendar. The college has an examination committee to carry out the effective implementation of Continuous internal assessment and college examination. The examination committee framed guidelines for conducting the CIE in line with calendar of Ranchi University, Ranchi. As per the guidelines, the following reforms have been carried out effectively conducting CIE:

- Scheduling of Internal Examination, Seating arrangements, hall invigilators listed for every examination.
- Preparing the question paper for the internal examination in the prescribed pattern based on different levels using revised Bloom's taxonomy.
- Scrutiny of the prepared question paper is carried out by Principal and Subject experts to ensure quality of the Question paper.
- Monitoring the attendance of the students for the Examination.
- Internal Assessment has to be carried out within the stipulated time.

- After completion of the internal examination, the faculty evaluates the answer scripts and distribute to the students for doubt clarifications or re-correction. The faculty submits the re-corrected scripts to the examination committee and marks are displayed on the notice board.
- Result review meetings are conducted with result analysis and the remedial actions for further improvements are arrived after discussion with faculty and Principal.

The examinations and evaluation process of B.Ed. courses are conducted by the University at the end of each academic year and M.Ed. Courses at the end of each semester. The formative approach to evaluate student's achievements includes various academic activities, e.g. Seminars Presentation, Group Discussion, Unit Tests, Terminal Examinations – offline and online exams, Assignments and Project Submission etc. The students' knowledge of the subject is also evaluated on the basis of their presentation skill, communication skill and language fluency. Class tests and Unit Tests are conducted which includes subjective and objective type questions. The students are asked to submit home assignments within proper time schedule. Group discussion is arranged by the faculty in the class room. The practical aspects of B.Ed. courses are evaluated through Micro teaching, simulation classes, practice teaching, internship, test lessons before final teaching examination of the university, etc.

The college takes care to maintain the confidentiality in the work of internal examination process. The utmost care is taken for the maximum attendance of the students. Performance of the students in Internal Assessment is used for Faculties to identify slow and advanced learners in their respective subjects. Slow Learners are encouraged to improve their performance in future by remedial teaching and counseling. Counseling Sessions are used to sort out the personal issues, academic and non-academic problems. The IQAC monitors the evaluation process in its meetings and provides suggestions for improvement.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response :

The grievance redressal mechanism related to examination adopted by the institution for the students are:-

Library Work – Library is an important source of knowledge so, students are given more time for the library work. According to their needs students issue different books from the library and prepare themselves for the examination. It helps students positively on the academic achievement they can perform better during examination by reading various books.

Two terminal Examinations –The institution conducts two terminal examinations B.Ed., four semesters for M.Ed. in a year. Question papers are prepared by the teachers and approved by the Principal. The answer sheets are evaluated by the teachers. Through these examinations students are given internal marks.

Improvement test – Students who bring low marks in the terminal examinations are given chance to write improvement test. After the test their answers are evaluated by the teachers and the secured marks are put up in the notice board.

Assignment on examination questions – After every terminal examination students are given assignment work to write the answers of all questions. Assignments are submitted to the teachers for corrections and to get the ideas and guidance for quality answers.

Discussion on questions – The students are divided into small group for the group discussion. In the group they are given examination questions to discuss through discussion they get the ideas of others in this way they increase their knowledge.

Mentoring classes - Through mentoring class students are given opportunity to meet the subject and course subject teachers to clear their doubts. They come with various problems and take the guidelines from teachers. During mentoring class, they are helped by the teacher for improvement in their learning.

Remedial Teaching – For the weak students’ remedial classes are given. This extra support given by the teachers helps students to catch up their peers. In these extra classes they are individually looked and guided by the teachers.

Revision Classes – To secure good result students are provided revision classes. In order to be free from stress during exams they are provided sufficient time for the revision. Therefore, after completing the course each teacher revises her lessons by adopting different methods like assignments, question answers and interactions. In the revision classes they are given freedom to clear their doubts.

Study leave – In the institution students come from different background with no facilities at home. Therefore, before terminal examinations they are given 3-5 days study leave. During study leave they are provided proper facilities, space, support and time to revise their lessons for exam. It reduces their anxiety and stressful time. Students are called to the college to study.

Browsing website – In the computer lab student teachers are given internet facilities to visit e-library and other resources to search additional and latest information to update oneself with knowledge related to their subjects.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Response :

The institution adheres academic calendar for the conduct of Internal Evaluation:-

The institution with the help of teacher educators prepares an academic calendar for the whole year. The academic calendar includes the dates of commencement and completion of syllabus and schedules internal examination etc. Tentative dates of activities, practical and internal examinations are given in the calendar. The time tables are planned according to the calendar.

The programme of external examination is fixed by the university and the same is displayed on the notice

board for the students. The following plans are arranged by the institution to adhere the academic calendar:

1. Preparatory Examinations are conducted every year before the university exam.
2. Regular class tests are conducted by the teachers.
3. During lockdown online tests are conducted by the teachers.

After the examination students are given assessment. Their doubts are cleared with advice to write correct answers.

The regular monitoring is done by the Principal and teacher educators. For conduct of internal evaluation the academic planning contains information regarding the following activities:

Working periods – Academic calendar indicated the annual working periods of the teacher educators which includes working days, teaching days, examination and evaluation, co-curricular activities. The total working days are around 240 days and out of them 180 days are teaching working and remaining days are used for co-curricular and extra-curricular activities.

Curriculum Activities – The academic calendar includes the complete teaching learning process. It includes the micro teaching, simulation classes and demonstration classes which are the core events of the training.

Co-curricular activities – It includes the various tests like unit test, term test, practical examination, competitions, internship, practice teaching, project work, seminar, group discussions conducted by the teachers are indicated in the academic calendar. It also indicates the specific period for the educational tour.

Extra-curricular activities – It gives particular period to conduct extra-curricular activities like celebration of Principal's Day, Teacher's Day, Sports day and College Annual day. Celebration of various national days, Tree plantation day, Women's Day, Health Day, Blood donation camp and other social activities to be conducted by NSS and awareness in the NSS adopted village etc.

Institution's evaluation - For institutional evaluation a questionnaire regarding teaching faculty and institution is prepared and given to the outgoing students. After answering the questionnaire is collected from them and analyzed. The analyzed results help the institution and teacher educators to work for the improvement of oneself and institution.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Response :

The teaching learning process of the institution is aligned with the stated PLOs and CLOs:-

PLOs (Performance Learning Outcomes) are achieved through:

- Various competitions like cultural programme, folk dance, debate, skit, patriotic song, drawing-painting and quiz.
- Co-curricular activities develop the communication skills, confidence, decision making ability and problem-solving skill.
- Micro teaching develops teaching skills in student teachers which are very essential for the classroom teaching.
- Lesson plan is a daily guide for effective teaching students learn to prepare lesson plans for their subjects.
- Teaching aid, student teachers learn to make teaching learning materials like pictures, charts, flashcards, calendar chart, flip card, three dimensional models and objects for the teaching and learning.
- It develops their imagination and creativity to make classroom teaching more interesting and effective.
- Simulation and Test lesson classes help them to adopt skills to present their lessons well.
- Demonstration or modal classes students are taught to prepare a lesson for effective class. It helps them to learn different teaching skills, methods and techniques to prepare and present their lessons.
- Projects and assignments develop their creativity and knowledge. Through projects they gather knowledge and learning experiences for future life. It develops their reflective power.
- Diary writing helps the students to keep the record of important events for further information, they learn to make time-table for their daily activities.
- M.Ed. students are given opportunity to make ppt, projects and assignments.

CLOs (Course Learning Outcomes)

- The pedagogy subjects are geared to be supportive to the students. They are encouraged to be achievers, gatherer of information from different resources to have mastery over the subject.
- Discussion opens the mind of students for better thinking, building confidence, to get better conclusion
- Debate Speech and extempore are organized to have rational thought, to develop their thinking ability, to enhance their knowledge, critical thinking, confidence and speaking skills.
- Through games & sports students are helped to develop the competitive sporting spirit. Students are given opportunities to participate in the different events of sports which creates healthy body and mind in them. They become more active in their activities.
- The intergroup quiz competition is conducted to increase general knowledge.

- Teaching learning process is made more effective by providing ICT's like Computer, LCD projector, audio amplifier, Wi-Fi based internet facility and CCTV camera monitoring in the class room.
- Through seminars and workshop, students are helped to increase their knowledge. The exchange of ideas and views helps them to gain new and expert knowledge, they improve their communication skills. They increase their confidence through networking with others.
- Students and Teachers both are given opportunities to write the articles, poem and stories for magazine. They are also given privilege to write research articles to be published in peer journals.
- Through EPC 1, 2 and 3 students are boosted to exercise their minds to develop a creative and critical thinking.
- EPC 4 enables the students to understand the self, their limitations and potentials, their responsibility in the society.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2**Average pass percentage of students during the last five years****Response:** 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
109	118	106	130	100

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Response :

The student teacher performance on learning outcomes are as follows:

Subject Knowledge: The student teachers acquire subject knowledge from different resources like from teachers, books, websites, YouTube, internet, e-books, teaching learning materials and evaluation. The institution strives to create a student learning environment that is essentially student centric.

Intellectual Capabilities: Through teaching-learning process the curricular, co-curricular and extracurricular activities are geared to boost creativity, critical and reflective thinking in the student teachers.

Character Building: The character of the students is built through different activities organized in the college. Their confidence is boosted by giving them tasks and responsibilities, they learn discipline, respect for teachers and friends, communication with others, and moral values.

Emotional Maturity: This is built-up by managing the emotions. The teacher plays a vital role to develop empathy skills, problem solving skills and emotional intelligence in students. The teacher makes an appropriate model for students which help them to express their feelings and emotions.

Social Maturity: To achieve social maturity different programmes are arranged within the class and outside the classroom to promote interactions, co-operation, collaboration, mutual help, concern for others and service.

Professionalism: The institution builds well equipped teachers in all the teaching skills who will be able to help the society to build a nation by performing well in the field of education.

Employability Skills: The institute has a full-time training. A variety of certificates are offered by the college to promote employability of the students. Training in soft skill is imparted in all courses. Projects and practical's give a firsthand idea to the students for their future life.

Scientific Temper: Opportunities are provided to the student teachers to promote scientific thinking, creative thinking, spirit of questioning, expression of creative ideas, experimentation and learning by doing.

Strategic Thinking: The institution strives to make the students pro-active through developing strategic thinking skills in them. The students are given opportunities during their training programme. To develop analytical skills students are taken to the library to read books, magazines and articles. To develop communication skills students are motivated to listen news, debate and speech from TV channels and Radio. To develop problem solving skills in students they are given group work. To improve planning

and management skills in students they are given opportunity to take decisions in their work, self-awareness and time management for their study.

Values & Ethics: The institution is secular in its admissions, appointment and approach. Equal dignity is given to both rich and poor students. Students respect teachers and students are recognized by the teachers. Equal opportunities are given to students. The delivery of the content of the programme is aimed at achieving the learning outcomes. All the staff members are involved in creating conducive learning environment. All students are treated equally during their learning. Accordingly, the curriculum, teaching and learning and assessment at college are centered to the students.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 11.93

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 13

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:**Response :****Student Performance: The Learning Outcomes:**

The College has stated learning outcomes for the students' performance. Some of the learning outcomes and aims are stated in the Vision, Mission and Objectives of the college. Some of the stated learning outcomes are Subject knowledge, Intellectual capabilities, Character building, Emotional maturity, social maturity, Professionalism, Employability skills, Scientific temper, Strategic thinking, Values & Ethics, Morality.

The learning outcomes are clearly reflected in the vision, mission and objectives of the institution. This is imparted to the students through information (from college calendar) and action (through equipping them in all realms of life reaching from employability skills to character building). The learning outcomes are clearly made aware to the faculty members through the organizational culture which any new member get acquainted in course of time.

Institutional Strategies:

Institutional efforts to monitor and communicate the progress and performance of students throughout the training course/programme and analysis the results and achievements of the students.

- **Classroom Monitoring**-There is continuous evaluation system through classroom assignments, presentations, group activities, case study analysis and laboratory performance. The concerned subject faculty assesses the students individually on the basis of their knowledge of the subject, communication skills, presentation skills and creativity.
- **Attendance**-The College maintains the attendance record of individual students in all subjects throughout the training programme. The college follows the NCTE's mandatory attendance requirement. 90% of attendance is required from each student. If any student fails to give 90% attendance, she is asked to complete her attendance during holidays.
- **Internal Assessment test**-The College conducts two terminal examinations. The evaluated answer booklets are given to the students to convince them of their performance. If the performance of any student is low of standard level, the respective professor calls the particular students privately during mentoring period and explains and gives suggestions for improvement. Low performers are asked to write the improvement test organized by the institution.

Parents Meeting: Apart from intimating the marks of internal exams periodically, the principal meets the parents of poor performers and counsels them. The College conveys the attendance as well as the marks of each student to her parents through report card after the terminal tests. Students are asked to take signature of the parents on their report cards.

Handing Over Marks Sheets to the Students:

The college issues the report cards to the students for their performance in internal examination. Therefore, College issues two report cards for both the terminal examinations. After the University examination final marks sheets are also handed over to them.

Results & Achievements:

The student's performance is measured by their good results. All the students try their best to get good marks. Students are prepared to attempt the final examination through terminal tests to pass the university examination with good marks. The results of the last five years of the institution is very well all have passed in first division with distinction.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey**2.8.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.5

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.87

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	1	2	4

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	1	7	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 42.65

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
94	98	84	100	100

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 42.83

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
94	98	86	100	100

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

- Outreach activity is an activity in which students develop among themselves a sense of social and civic responsibility. Engaging themselves in different activities in the college and outside the college, they identify the needs and problems of the community and involve themselves in service and solve their problems. outreach activity helps the students to understand the community in which they live. They develop the sense of responsibility towards the nation and its citizens. It also helps the students to acquire leadership qualities and democratic attitude. Education institution is a social structure whose role is to transmit knowledge and skills. Our Institution realizing the importance of education helping the students to acquire knowledge, skills, values, beliefs and habits through the means of different co- curricular activities such as folk dance competition, patriotic completion, quiz competition, theme based Rangoli competition, Essay writing competition, Elocution, debate, Annual sports day and celebrating important days such as Ambedkar Jayanti, Gandhi Jayanti, International Women's Day, AIDS day, Republic Day and Independent Day. Apart from these co- curricular activities our Institution has opted for the outreach activity in different fields It allows the students to actively contribute their services for

the cause of the community and nation and thus helping them to develop their personality, service and attain the traits of a leader of the nation. And the outreach programme is the right platform where the students- youth of the nation get to involve with real life social activities and thereby become responsible citizens of India.

In order to enhance social, moral and emotional values among student teachers, the college organizes different outreach activities. Before implementing any outreach activity, the principal calls for the meeting. We discuss about the outreach activity and make plan for it. The work division takes place. Every teacher is provided with the responsibility and are given instructions to implement the work successfully. After the programme is over, feedback from the students and teachers are taken and the report is prepared by the teachers. In outreach activity the students prepare nuked natak, self-composed song and slogan. This helps the students to be sensitive to the needs of the local communities.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 4

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Data as per Data Template

Document

[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

File Description

Data as per Data Template

Copies of the MoUs with institution / industry/ corporate houses

Any additional information

Document

[View Document](#)

[View Document](#)

[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities

2.Practice teaching /internship in schools

3.Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education

4.Discern ways to strengthen school based practice through joint discussions and planning

5.Join hands with schools in identifying areas for innovative practice

6.Rehabilitation Clinics

7.Linkages with general colleges

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

This institution is situated in a semi urban area. It has a large, neat and clean and ecofriendly campus with adequate facilities for teaching learning process. It has a two-storey building with three stair cases and one elevator.

Classrooms-There are 9 classrooms, 6 big and 3 small. These are all well-ventilated with sufficient lights and fans, doors and windows. There are sufficient desks and benches for all students and one table for teacher. All classrooms are connected with CCTV. Two classrooms are with ICT facilities also there are a seminar room and a common room with ICT facilities where the teaching as well as seminar or conferences are conducted.

Laboratories-The institution has science laboratory, mathematics lab, psychology lab, social science lab, computer lab and one language lab where the practical works are conducted by the teachers. All the labs are well equipped for practical with needful apparatus. The students take keen interest in it. They prepare practical and projects.

Computer Lab-The computer lab is equipped with 41 systems (40 for students and 1 for teacher. The students go for practical everyday according to the roll nos. Each student attends 2 practical classes in a week under the supervision of computer teachers. They are taught the basics of computer (MS –OFFICE) which helps them to present the class work through power point presentation.

Language Lab- It is equipped with 20 systems and 1 master console with the help of which the instructor controls the operation of the language lab with one monitor. Each student attends one class in a week. It helps them to learn a lot of new things.

Sports Field-The institution has one sports field where annual sports day is held every year with variety of sports items. Yoga and athletics are practiced regularly. The sports equipment is sufficient for all the students. The field is shared with Ursuline Primary Teachers Education College. Physical instructor takes care of sports activities. In case of unfavorable weather, the practice is taken in the multipurpose hall or in the common room.

Computing System- Computers and computer technology is used for various academic & administrative purpose in the institution. Like managing student/ staff database, financial management and accounting, word processing. There is availability of Airtel wi-fi for smooth functioning.

Sports Complex-The institution does not have sports complex. Sports complex is not so much needed, it can be managed with sports field.

For the students, washrooms are at reach but for the staff it is adjacent to staff rooms (4 washrooms for staff). There are three staffrooms with a desk and chairs for each staff.(23 desks and 23 chairs).

There are 2 clerk rooms with computer system, scanner and printer. There are 2 kitchen rooms used for warm water and cooking in need as it is connected with gas system. 1 store room is used to keep the sports items, music room to keep musical instruments and technology room to keep electrical equipments.

Principal's office and Vice- Principal's office are self-content with attached washroom, computer, scanner, printer etc.

HOD and Administrators' office are also well equipped, 2 parlors' serve the need of the students and outcomers.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 60

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities

Response: 6

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 50

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
41.21	33.22	48.78	36.20	51.28

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

For teaching learning process, the institution has got two libraries with two spacious reading rooms. Equipped with 37(13+24) tables and 119 (22+99) chairs. It is airy, well ventilated and has sufficient light systems and fans. There are 50 cupboards and shelves with many different kinds of books.

There is provision for offline library; here there is library management system or library information system. This is a kind of in-house software (Institution own prepared software), from this software a track of students, teachers and books report can be maintained.

The software provides information about the whole library, information's like-

Total no of books.

Author wise distribution of books.

No of books of each author

Books issued by the students.

Information about number of books issued by individual students.

Number of issues per day.

Number of books purchased annually.

Number of gifted books.

Cataloguing of books can be done. There is a book entry form where books name, book author, book publication, accession numbers, can be registered. The library is open accesses. The students them self can issue and return the books and detail is also registered manually. A student can issue a book for 8 days and in one go she can issue 5 books. When the books are returned, the returned date is entered in the register manually. Book publication, accession no can be registered. The library is open access. The students them self can issue and return the books and the details is also registered manually. The reading rooms are also used well. The students spend free time in library getting the different information from the books, journals or periodicals. The librarians are trained and qualified and they handle the things smoothly.

Each year the new books are added in the library. The library has three computers with printers. The software is renewed /revised each year.

There are 15,173 books in the library as on by March 2022 we have-

Total No's of Books	15173
Total No's Of Authors	4273
Total No's of Title	9405
Total No's of Reference Title	2728
New Books (2020-2023)	427
Total No's of Journals	06
Total No's of Periodicals	16

- International Journals-3
- Total no. of foreign authors - 707
- Encyclopedia-545
- Dictionary-130

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The Institution has no remote access to library resources which students and teachers use frequently. Teachers and students take the help of Google to find their query.

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.98

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.08	0.07	0.54	0.88	2.35

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 7.17

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 362

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 277

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 250

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 361

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 457

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

The institution has ICT facilities. There is a computer laboratory with 41 systems with hardware and software. The students go for the practical classes in the morning according to their conveniences under the supervision of computer teachers. Each student has to have 2 practical classes in a week. They prepare the projects on computers ICT and CD and present it through PPT.

The language laboratory has 20 systems with one monitor, all in good condition, here also students come for practical classes under the supervision of an expert. In language lab each student has to have at least one practice class in a week.

There are two lecture rooms (M.ED) where the LCD projectors are fixed; here the classes are taken using ICT. The seminar room and common room are also having LCD projector where curriculum related classes as well as other functions are conducted.

Audio-Visual accessories like– OHP,TV,TAPE RECORDER,DVDPLAYER,LCDPROJECTOR , HANDICAM,STILLCAMERA,VIDEOCAMERA,PRINTER,XEROX MACHINES,SLIDE PROJECTOR ,CLOSED CIRCUIT CAMERA(CCTV) are there in institutions .There are 5 LCD PROJECTORE (4 FIXED and 1 PORTABLE PROJECTOR.)

There are 9 printers available in the institution for printing work (office work), One Ordinary Xerox machine and one digital Xerox machine.

There is a sound system available, which is fixed in one room. Satellite TV is placed in the office with camera in different rooms E g- 7 Lecture rooms ,5 different labs (Science, Math, Psychology, Computer, Language lab), in the office and outside the building.

There is no WIFI system available but there is wireless DIA (Direct Internet Access). From time to time the system is updated and there is a plan to extend the facilities to other computers.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.45

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 57

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 57

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 29.99

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
24.72	19.93	29.26	21.72	30.76

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received.

1. Laboratory-

Record of maintenance account is maintained by lab technicians which is supervised by HODs of concerned departments.

Other measures for maintenance -

1. The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.
2. The microscopes used for biology are annually cleaned and maintained by the concerned department.
3. There is systematic disposal of waste of all types such as bio-degradable chemicals.

2. Library-

1. The requirements and list of books are taken from the concerned departments. The finalized list of required books is duly approved and signed by the principal.
2. Every year in the beginning of session, students are involved and motivated to register themselves in library for enhancing the learning.
3. Suggestion box is installed inside the reading room to take user's feedback.

4. There continuous feedback helps a lot in introducing new ideas regarding library enrichment.
5. To ensure return of books, no dues from library is mandatory for students before appearing in exam.
6. The proper account of visitors (students and staff) on daily basis is maintained.
7. Other issues such as weeding out of old titles, schedule of issue / return of books etc., are checked out / resolved by the library committee.

3. Sports-Regarding the maintenance of indoor games - badminton, volley ball and yoga class in the college sports week, the – in - charge consults coaches. In their guidance the accommodations are arranged. College students win many prizes in different sports events organized every year.

4. Computer- Computer maintenance through AMC is done regularly and non-repairable system is disposed of.

5. Building committee -For maintenance and upkeep of infrastructure departments submit their requirements to the principal.

- The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipment.
- With the help of full-time workers cleaning of classrooms are maintained.
- They are well equipped with cleaning accessories such as mops, gloves and cleaner.
- A complaint register is maintained in office in which students as well as faculty can register their problem which is resolved within a set time frame.
- There are technicians, masons, plumber, carpenter deputed by management who ensure the maintenance of classroom and related infrastructure.

6. Additionally-

1. There is lab instructor in every department, who maintains the stock register by physically verifying the items round the years which is verified by concerned head of the department.
2. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns are done by institute in charge.
3. Cleanliness of women's hostel is maintained through hostel monitoring committee.
4. Outsourcing is done for maintenance for repairing of IT infrastructure and other infrastructure.
5. Stock verification of library book is done regularly by library staff.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 12.43

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	17	5	29

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 36.7**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 33**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****Response:** 6**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.****Response:** 1

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 2.66**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	4	7	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student council is active and plays a proactive role in the institutional functioning Response: The institution has a well constituted student council that meets formally and informally. Student council is the voice of the student body .The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. and M.Ed. students. It includes college representative, Office bearers from subject methodologies such as Self Study Report of Ursuline Women's Teachers' Training College , Lohardaga Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English and Hindi . The members assists their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-circular activities in the college such as, SQC requests for spacing dates for different projects, seminars, submission of assignments and also to issue question papers in exam hall 10 minutes before exam commences and so on.

Responsibilities and Duties of the council members:-

- To promote respect, responsibility, positive spirit and morale among the trainees of the college.
- Controlling and coordinating the task of groups and committees with the help of the principal and staff organizing college activities.
- To make careful plans for all the programs of the college.
- Formulating suggestions for better college regulations and giving their feed backs.
- Looking often the disciplinary matters of the college.

Class Representative and Assistant class Representative ;

Class Representative and assistant class representative are selected by the teacher in every year. They are the mediator between principal, staff and student.

Formulation of Group

In this institute students are divided into four groups named;

- 1.St. Angela
- 2.St. Ursula
- 3.St. Augustine
- 4.Fr. John Lambertz

The formation of the groups motivate the students to work in group. Students elect their group leader and assistant group leader among them. Institution organizes various kind of programme and competition like flock dance, patriotic song, sports, English and Hindi essay writing, rangoli competition quiz, etc. and ensure that each and every student takes part individually or as a group. Group Leader and assistant leader of these four groups are responsible to select and give the name to principal from their group for any programme or competition. This kind of cultural and educational programme foster a healthy sense of competition and each success motivates them to perform better and derive maximum satisfaction.

Committees: - The institution has constituted 7 committees, each committee has its specific work and responsibility. These committee organizes different activities pertaining to their purpose and involve other subject for the same. This system enforces their leadership quality and promote sense of responsibility with authority.

Name and work of these committees are:-

- 1.Literary Society
- 2.Cultural Committee
- 3.Sports and Games Committee
- 4.Community Living Society
- 5.Social Service Committee

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 8.4**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	07	05	10

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni Association non registered but functional contributes significantly for the development of the institution. Alumnae association of Ursuline Women's Teachers Training College Lohardaga was established in the year 29.03.2012. It is functional in the institution with Active members. Every year the alumnae meetings takes place which has contributed to the growth and development of this institution. The alumnae association has played a great role in spreading the wings of Ursuline education to all over the world.

The members of the Alumnae Association are;

1. President – Dr. Punam Sharma
2. Vice President – Sr. Regina Bando
3. Secretary – Shabnam Aara
4. Treasurer – Sr. Nirmala Samuel
5. Members-

- Mrs. Swati Shekhar
- Jenis Swati Topno
- Ragini Kumari

- Rinku Shabnam

Objectives of Alumnae Association

The institution places different objectives which help us to promote and encourage to be effective in the field of education.

- 1.To arrange and conduct meetings of the alumni.
- 2.To promote cultural, academic, and literacy advancement of its members.
- 3.To encourage alumni to be dedicated in their teaching profession.
- 4.To conduct appropriate activities in the schools and college to promote peace and harmony.
- 5.To mobilize alumni to serve better in the society and the institution.
- 6.To provide continuous experience of being associated with the college and contribute to the growth and development of the institution.

Looking at these objectives the members of the alumni have regular meetings and plan to bring all the alumni once in a year. The alumni meet takes place every year in the first week of December. Sometimes, as per the need the meet take place in the first week of April.

The impact

- It is observed that many alumni come together and share their experience and motivate others to be dedicated in the service.
- After the meeting it is felt that we are more connected with each other and help others to bring quality in education.
- Alumni are freer to approach and share their problems in any way.
- They have developed self- confidence.
- The better performance is seen in academic field after the motivation and guidance.
- The fund which is raised from the alumni are used for those students who are financially poor.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**

4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 2

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni Association acts as an effective support system to the institution. They support and motivate the special talent among students. Alumni members of this institute are very talented and they have wealth of experiences and skills. By sharing their ideas and experiences with prospective and current student teachers they inspire the student teachers to explore their special talents and abilities. Pupil teachers having handsome academic records are usually bright students, they acquire good teaching skills and confidence. Alumni Association practically supports student teachers in work placements and helps them to get their teaching careers. Alumni organizes workshops for the students and promotes students' special talent. Alumni members teach the students candle making, phenyl making, and detergent powder making. Students those who are interested in these creative activities actively participate in the workshop and improve themselves. Alumni members help the pupil teachers in fostering their special talents by inspiring and motivating them by presenting themselves as a real example of rich talent.

E.g. Alumni members have written the lyrics of college anthem and composed also. They prepared dance drama and written scripts for the celebration of different auspicious occasion.

-They take part in various programmes and perform well.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Vision Statement:

“Ursuline Women’s Teachers’ Training College, Lohardaga, enable the students to become integrated persons and torch- bearers for the future generation, face the challenges of life, recognize the human dignity and contribute to the building of the Nation”.

Mission Statement:

- 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 and rights of others especially the poor and marginalized,
- To foster religious tolerance and spirit of national integration.
- To help them to become integrated human persons who will be the leaders and guides to the future generation.
- The vision and Mission of the institution is made known to all the stakeholders through different ways, eg.
- Two signboards (in Hindi & English) at the entrance bear witness
- to the vision and mission of the institution.
- The vision statement is printed in the prospectus.
- From time to time students and staff are reminded about the same.
- The sources which provide adequate and valid information to the management to review the activities of the institution are 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 to day functioning of the college.
- The guardians/ well wishers and the students of the past also speak to us about their own experience here, observation or something they have heard outside.
- The feedback by students is the direct means to ensure the valid information in the hand of the institutional management.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The institution is having good system of Decentralization. All the staff and students participate in managing the institution. The annual calendar is prepared in the beginning of the session and displayed on the college notice board and the staffrooms so that every member is fully aware of the coming programme well ahead of time and be prepared for it.

The figure above elucidates the decentralization of power. The staff share the responsibilities pertaining to academic and extra-curricular activities of the college. Students are divided into four groups with a leader and her assistant who lead their own group for all the academic activities in the college. They are the major work force and participants of all the activities conducted within and outside the college.

- **Committees :**

1. **Literary Committee:** It helps the management to arrange the venue and conducts seminars, lectures, talks, workshops etc. The committee is responsible to write daily an important thought on the white board outside the college library.
2. **Sports and Games Committee:** It takes care of sports and games which includes coordinating the four groups and arranging and taking care of the equipments.
3. **Cultural Committee:** It conducts cultural programmes. Arrangement of the venue, supervising decoration, taking care of musical instruments and other cultural materials are its major responsibilities

Community living Committee: Coordinates between the four groups and ensures discipline and participation in all the activities. Helping the management during study tour, gatherings, supervising groups as well as individuals concerning the use and care of the facilities

1. available in institution are its responsibilities.
2. **Social Service Committee:** Helps to keep the campus neat and clean, create a conducive atmosphere for learning and growing in mutual respect and harmony by working together in groups is its main concern.

- **The Executive body:**

The college leaders with teachers in-charge of different working area make the executive body. It shares the responsibility of planning and implementing the decisions taken by the governing body.

- The staff members help the principal of the college to prepare the yearly academic calendar,

schedule seminars and competitions, preside over the students bodies, monitor and render advise to the students' activities.

- Represent institution within and outside college whenever they are delegated for seminars, workshops, lectures, exams etc.

- **The Principal:**

She is the executive head of the college therefore she supervises all the temporal and academic activities pertaining to the institution. Though she is responsible for overall functioning of the college there is mutual dependency between the principal and the staff members, students' bodies and the students in general.

- **The class representatives:**

They assist the staff and the principal in supervising the academic works, discipline and different activities of the institution. The organizational structure could be illustrated by the chart bellow

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

- The institution calls for a meeting of the staff and makes the action plan for the whole year and utilizes the resources both human and financial according to the budget available. Before every financial year the budget is made and money is utilized accordingly. The financial record keeping is done by one of the staff members and the account of every year is audited by chartered accountant appointed by the Ursuline society.
- The academic works have been divided among the staff members. There are different committees and cells which decide the functions of the institution with the principal. Therefore, the work goes smoothly without any misunderstanding and tension.
- The executive body identifies the priority of the institution and utilizes the human & material resources. There is shared decisionmaking system which makes everything open for every staff so that each member is aware of every programme of the college.

Delegation of authority is a very good practice in governance and leadership by the institutions. Each

teacher in the staff is delegated

- one or the other authority by the principal e.g. taking the special assembly of the college, responsibility of the literary society, sports, cultural programme of the institution, community living and social service. Some times teachers are delegated according to their talents and experiences to attend some meetings on behalf of the principal especially whenever needed.
- There is one staff member in the governing body who is representing the staff and participates in decision-making.
- Principal supervises the teaching of the teachers from time to time.
- Each teacher according to her talent and interest is given responsibility in the institution. Thus each individual's talent is used fully.
- The administrative leadership of the principal is evaluated from time to time by the staff members.
- There is regular evaluation by the staff and students together after each important activity of the institution which is a clear indicator of transparency.
- The staff meetings are very regular and the reports are being maintained by one of the staff members.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The Governance of Ursuline Women's Teachers training College, Lohardaga consists of statutory and Non-statutory bodies. The Statutory body is Governing Body. The following are the functions of Governing Body:

- Guiding the college in fulfilling the aims and objectives of the institution.
- Approving the annual budgets of the college and programmes for the college.
- The recruiting Teaching Faculty

The non-statutory bodies consist of various cells and committees. Different cells and Committees are:

Cell:

- 1.Redressal Cell
- 2.Placement Cell
- 3.Internal Quality Assurance Cell (IQAC)
- 4.Equal Opportunity Cell
- 5.Vigilance Cell
- 6.Guidance and Counseling Cell
- 7.Anti –Ragging Cell
- 8.Examination cells
- 9.Planning and Evaluation Cell

Committees:

- 1.Literary Society
- 2.Cultural Committee
- 3.Sports and Games
- 4.Community Living Society
- 5.Social Service
- 6.Discipline
- 7.Alumnae Association
- 8.Student Welfare Committee
- 9.Research Committee

Redressal Cell addresses the grievances of the students and staff. This cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well in the job perspectives according to their abilities. Placement Cell informs the students about the job and different careers related to their studies. The IQAC is responsible for quality assurance and quality control in the college. It plans quality initiatives to ensure quality in the Institution. It evaluates the performance of the institution and provides feedback. Equal opportunity cell makes sure that all the students get equal opportunities in curricular and co – curricular activities. Vigilance cell is alert and keeps watch that nothing harmful and unlawful things happen to the students and staff in the college premises. Guidance and counselling cell listens to students' problem and provides necessary help to the students. The Examination Cell is headed by the Controller of Examination. The chief controller of Examinations is the Principal. The examination cell takes care of all the examination related responsibilities. It keeps all records pertaining to examinations. Planning and Evaluation cell plans and evaluates various programmes and activities of the college. It also prepares the academic calendar every year.

There are different committees and they do their responsibilities. The Literary society sees the literary aspects of the college. The cultural committee organizes all the cultural programme in the college. Sports and games committee organize annual sports day and sees all the different events to be organized in the sports and games. The Alumnae Association conducts several programmes to ensure quality in the institution and provides feedback on the activities of the college. Student Welfare committee works towards the overall welfare of the students. The Research Committee encourages research culture and tries to ensure quality in researches undertaken by the college. It also scrutinizes the dissertation of the M.Ed. students. It also discusses the improvements to be made in curricular and co-curricular activities. These bodies facilitate smooth functioning of the Institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

The institution has different bodies like Teaching and Non-Teaching staff , Governing Body, IQAC, Student Council, Alumnae and different Cells etc.

The institutional management has made Code of Conduct to be followed by the different bodies in the institution so as to function properly.

1. Guiding principles (Service Rules) and code of conduct for teachers/ Non –Teaching staff:

- 1.Help students to develop an awareness and understanding of their own rights and respect for the rights of others.
- 2.Not to stigmatize or humiliate students.
- 3.Not to give information regarding, any learner or sensitive matter of the institution to media over telephone.
- 4.Be good role models in their dedication and honesty.
- 5.Be punctual for the class and duty.
- 6.Prepare the lesson at the earliest in order to promote safe and conducive learning environment.
- 7.Be faithful in maintaining the attendance register (their reporting and departure time).
- 8.Maintain the attendance register of students.
- 9.Be faithful in writing an application for leave.
- 10.Teach according to the approved syllabus.
- 11.Not engage in any form of malpractices.

Honestly present each student's performance and examination

- 1.results.
- 2.Empower learners to develop self esteem and academic excellence.
- 3.Be appropriately attired and presentable.
- 4.Exercise reasonable care in the use of college property like computer, library books, LCD projector, table and chairs, laboratory equipment, attendance register etc.
- 5.Maintain accountability and transparency at all levels.

6. Reach as well as leave the college at the stipulated time everyday.

The leadership role in governance and utilization of resources in the following manner:

- Formulating Vision and mission statements and providing directions to Faculty & students and motivate them to participate in the achievement of the same.
- Articulating the responsibilities and duties of teaching and non- teaching staff.
- Reviewing and re- structuring the activities of the Institution.
- Using faculty resources for the development of the institution and encouraging staff to use the technological resources available in the institution and to take initiative to new experiments.
- Mentoring and encouraging the staff members for the welfare of the students and Institution.
 - Involve the staff members in the administrative works of the institution planning and decision-making.
 - Maximum utilization of the talents of the staff members for the students.
 - Making the timetable.
 - Supervising the works of teaching and non-teaching staff and students.

Governing Body:

The Governing Body of the college is the highest decision making body of the institution. There is one chairperson, Secretary, Principal, teachers' representatives, Guardians' representatives, and two members. It has two meetings a year. It is the approving body of the teaching staff of the institution. After the selection of the teaching staff by the selection body in the interview according to the NCTE norms the names are being sent to the university for the final signature of the registrar, Ranchi University Ranchi.

Members of the Governing Body (Board of management):

• President	1
• Secretary	1
• Principal	1
• Staff Representative	1
• Parents' Representative	1
• Members	2
• Representative of the University	1
• -----	
Total -	8

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

- Ursuline Women's Teachers' Training College since its inception has grown in leaps and bounds in all the aspects of education. The institution enables the students to become integrated persons and torch bearers of future generation, face the challenges of life, recognize the human dignity and contribute to the building up the nation. The College has been awarded from CMAI for the best Women's College in Jharkhand; this is all because of the value-based education that it offers

to the students in response changing scenario. Students are the primary focus of the students. Hence to meet the changing demand of students the institution has adopted many strategies. Besides imparting knowledge to a student, opens his intellectual horizon to wisdom, which in turn transforms him to be a better human being. College gives first priority to the students therefore; the efforts have been under taken to improve facilities which would bring all round development of students and ensure their success.

- Infrastructure, in terms the class room has been enhanced.
- Staff intake has also increased as per requirement.
- Websites and internet facilities have been updated
- Laboratory infrastructures have been upgraded with respect to numbers of computers and internet facility.
- The College organizes activities like NSS and RRC which offer ample scope to inculcate the sense of social responsibility among students.

One of the activities the Institution has successfully implemented based on the strategic plan is **Swachhata Action Plan (SAP)**. Swachhata Action Plan was introduced by Mahatma Gandhi

- National Council of Rural Education- Department of Higher education, Ministry of education, and Government of India in the year 2002 to our institution and since then we are working on this plan.

About Swachhata Action Plan (SAP)

Under Swachhata Action Plan the institution has formed the five committees based on five aspects namely: **Water Management, Solar Energy and Conservation, Greenery Management, Waste Management and Land use management**. Each committee consists of one teaching staff, non- teaching staff and students. Every one work together to fulfill the growing need of the environment protection and save it for the future generation. Under the SAP the institution has organized different activities like essay competitions, poster making competitions, online webinars, poem competition, slogan writing, debate and awareness programmes in the campus and in the adopted village. Every Saturday the students and teachers are engaged in cleaning the campus. And doing so we have maintained the environment clean and created the eco- friendly campus. The institution also observes **World Water Day, World Environment Day, No Plastic Bag Day and Earth Day** so that students able to understand the value of it and develop the sense of responsibility toward the environment protection.

- The College celebrated 150th Birth anniversary of Mahatma Gandhi by organizing different activities and competitions based on Swachhata Abhiyan which was one of the dreams of Mahatma Gandhi.
- On 30.01.2022 Dr. V. Ramesh, the state Coordinator of MGNCRE- Department of Higher Education, Ministry of Human resource Development, Government of India came to visit the Ursuline women's Teachers' Training College, Lohardaga and with ONE DISTRICT ONE GREEN CHAMPION AWARD certificate.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

- The birthday of each staff member is celebrated with a great fanfare. The person concerned honored for her contribution to the college. And she is given gift in cash or kind. She is given personal recognition for her being.
- Teachers' day is another occasion when each and every staff member is gratefully remembered and honored 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.
- Common celebration such as major feasts and college day etc. provide another occasion where whole faculty comes together and celebrate.
- Any achievement of one staff member is celebrated by the whole college e.g. book publication, marriage etc.
- 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.
- On some family feasts of the local staff members the whole staff go to attend. This gives the sense of belonging, oneness and solidarity.
- When a staff member faces any difficulty in the family She / He is supported spiritually / emotionally through special prayer in the morning assembly and remember the family.
- 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, occasionally teachers are permitted to participate in local, state, national and international programmes.
- When teachers go for seminars, conferences, workshops, or any such programme, the institution bears the expenditure of the programme and TA/DA. The society bears the expense for the complete studies. for the permanent members of the administering society.

- Each staff member is given PF according to the government rule.
- When needed, they give application and they are granted leave.
- Women staff take maternity leave for three to five months.
- During the time of COVID 19 all the teachers were paid regularly with full salary and PF.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 50

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	4	23	4

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 17

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	3	4

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs)

viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 1.09

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	1	00	00	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The performance appraisal helps in success and growth of the institution as well as the individual. Therefore, the institution takes initiative to have the performance appraisal by students, peer teachers and even the appraisal of the Principal's leadership by the staff. The institution needs to excel in its performance. It makes the work plan which is named as the academic calendar which is based on the vision of the college. Both are exhibited at the road side for everyone so that each person can read. The academic calendar is put up on the bulletin board for the staff and students to be able to read and be aware of the happenings of the college before time and be ready.

The time schedule is also put up on the college bulletin, in the staff-rooms and also in the principal's office. In the very beginning when a new teacher joins the college, she/he is instructed well about the routine of the college and the time table.

There is a good system of performance appraisal for teaching and non-teaching staff. From time to time the Teachers' evaluation by students is administered and Teachers' appraisal by peers also had been administered in the process of Academic and Administrative Audit. The questionnaire by UGC were administered for the purpose.

- Total 100 students of one session were given the questionnaire of Teachers' evaluation and the

data was analyzed to find the opinion of students about their teachers' performance. It was found that students have feeling of respect and esteem regards for their teachers.

- Teachers' appraisal by peers:

It can be called peer review. It helps to observe the availability of teaching and non - teaching staff, the instructional facility, teacher's quality and teaching method used by teacher.

Several techniques have been used to observed and analyze teacher behavior eg. interaction analysis in the classroom. It is very important that teaching should be modified with the changing teaching learning environment. Teaching is an interaction process between teachers and taught. The classroom teaching activities and events can be measured objectivity by employing these techniques. The different techniques and models used in modifying the behavior of the teacher will ensure effective learning. Thus it is very important to provide different techniques and models to use. Therefore the teachers may be helped in their teaching behavior and thus enhance teaching learning process. One of the most important techniques is used is teacher's evaluation by peer teachers' teaching observation through three - point rating scale method and it has been proved very effective to motivate the teachers' teaching behavior.

It has seven parameters like Lesson Planning, Command and Content, Presentation of content, Teaching skills using in the class room, Solving classroom problems, Rapport with students- teacher- taught relation and Relation with others in the college. The sample has been uploaded.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The accounts are audited regularly. The society to which the institution belongs fixes the date for external audit and the institution gets the account audited. The societal financial committee visits from time to time or calls for internal audit to check whether the accounting is done properly. If any problem in accounting or entry, the team helps and teaches how to correct and go about in correct way.

At the end of the financial year a date is fixed by the society with the auditors for each institution on

different dates and on the particular date given by them, the external audit is done by the auditor approved by the government. After the audit is over the auditing team gives the audit report to the institution. Since the audit is done regularly there has not been any objection so far and there is no pending audit of the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution makes annual budget and presents before the societal authority according to the audit report of the previous report showing the annual income and expenditure. The auditing is done by the auditor appointed by the society. The institution goes for audit each year. In fact it is an independent examination of accounting and financial records. It is done to determine if the institution has conformed its operational system which helps the institution to the laws and generally accepted accounting

principles. The institution goes for internal audit to identify breakdowns in internal control and safeguard against financial fraud, waste of abuse and ensure compliance with laws and regulations. The internal auditors try to help even any difficulty comes.

Students do not pay the fees on time. The fees is paid in two installations. There are many students who can not pay in two installations pay their fees little by little according to their convenient. There are some who complete payment of their fees after the result is out and still some pay the fees slowly when they start working in some schools and take their result when they get their salary. Being a Private Unaided Christian Minority Institution the only budgetary resource is the fees collected from the B.Ed. trainees in order to get the financial support for managing the institution.

The Fee structure for B. Ed. & M.Ed. courses 2019- 2021 (per- annum)

B.Ed. M.Ed

Particulars	Amount. (Rs.)	Amount. (Rs.)
Admission	6000.00	6000.00
Library	3000.00	3000.00
Sports & games	800.00	1000.00
Common room	800.00	1500.00
College exam.	1500.00	1500.00
Teaching appliances	900.00	1000.00
Seminar & workshop	1500.00	1500.00
Gratuity	1500.00	2000.00
Maintenance	2,800.00	1000.00
Development	3000.00	1000.00
Building Fund	3000.00	500.00
Work experience	300.00	-----
Contingency	900.00	1000.00
Electricity	3,000.00	3000.00
Practice teaching	600.00	1000.00
Social function	1500.00	1500.00

Computer	2,400.00	1500.00
Language Lab	1,500.00	-----
Course fee	60,000.00	75000.00
Total amount	Rs. 95,000.00	Rs. 1,00,000.00

Total : B.Ed - Rs. 95,000.00 (Rs. ninetyfive thousand only)

M.Ed. – Rs. 1,00,000.00 (Rs.one Lakh only)

The accounts are audited regularly. The society to which the institution belongs fixes the date twice both half yearly and annually. There are many students in both the sections B.Ed. and M.Ed. who can not pay the fees on time and that the admission is very much delayed due to the Government admission process. So, often to manage the income and expense is difficult.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

IQAC works as Quality sustenance measures. Since Quality enhancement is a continuous process the IQAC which becomes a vital part of the institution. It's role is planning, guiding and monitoring quality assurance and quality enhancement activity of the institution. Thus it systematizes the efforts of the institution. The IQAC has been constituted under the chairmanship of the head of the institution and the head of the institution and some teachers.

IQAC is responsible for many academic activities to enhance quality of the institution like :

- Besides class room teaching and library books, the students are encouraged to participate in the different competitions such as essay writing, speech, elocution, and quiz and learn from one another in group discussions.
- The principal asks the activity committee of the institution to make the Monthwise academic

calendar in the beginning of the year which is followed by all the stakeholders. It helps the staff and students to be prepared on time. Thus it also enhances the discipline of the institution and the activities go smoothly.

- Project works and assignments encourage the students to explore and expand their knowledge in a particular area of their choice.
- From time to time seminars and workshops are organized for the staff and students.
- Electronic device like computer lab and language lab are provided
- Besides syllabus related books, other books of divers' fields like newspapers, magazines and journals are provided.
- Various co- curricular activities are organized.
- The institution has made different Cell besides Internal Quality Assurance Cell (IQAC) like Counseling Cell, Grievance Redressal Cell, Placement Cell.
- Beside all these the institution has done Memorandum of Understanding (MOU) with other five Christian Minority Colleges of Education and organizes and participates in different activities which enhance the quality assurance of the institution.
- From time to time through the NSS the institution organizes different kinds of activities both local and National level which develops students' horizon. They develop the sense of national feeling and co-operation and participation in national activities.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The institution adopts various mechanism for reviewing its teaching - learning process.

1. Student Satisfaction Survey on Teaching –Learning Process through which they could express how far their expectations were fulfilled by teaching and learning in the college. The survey helped the students to experience the exposure to multiple modes of teaching and learning in the college. The institution evaluated what is the opinion of students regarding the internet based sources in the college and the teachers' having the knowledge of ICT in teaching. The survey was the appropriate mechanism to know whether students had to face problems in their practice teaching and internship. The students appreciate their teachers who regularly visited the schools and mentored them which made the students confident in classroom teaching and learning. The finding of the online as well as offline survey showed that student teachers had very good experience in the college and rated the college "Excellent" on a five

point scale.

2.Evaluation of Teacher's teaching performance by the students

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

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

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

When teaching performance of a teacher is evaluated regularly, the quality of the education is sure to improve for both the teacher and the students. Here to evaluate the teaching performance of the teachers Four point rating scale had

been used. And items are given a score of '4', '3', '2', and '1' for 'Very Good', 'Good', Satisfactory and 'Poor'. Based on teaching performance, there were ten items prepared by UGC. Each item was given the score. There after the total score was calculated and find out the percentage.

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

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 5.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	4	7	5

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

(I) Internship :

It is one of the important means to take the institution to the incremental improvement. According to NCTE students in 2nd year go for their internship to school with permission of DEO. The students teachers participate in all the activity of the school eg. School Assembly, maintaining the students' attendance copy, copy correction , Library maintenance etc. Besides these students learn to do all that the NCTE has prescribed for the Internship with 150 marks.

During internship the student teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school- based and community based activities other than teaching. However, for undertaking the activities, the student teachers are required to develop a repertoire of understandings, competencies, and skills. They have to undertake some activities in the first part of the internship and some other in the second part.

Organization of internship:

Principles followed:

- 1.Four weeks: activities like school visit, classroom observation, individual and group assignments.
2. Students Teachers work full time like regular teachers in negotiated schools during internship under the guidance and supervision of school principal and mentor teachers. They ought to be provided opportunities to observe participate and contribute in all activities of the school both in school curricular and co-curricular activities.

3. The subject teachers of the internship school are designated as “Mentor Teachers” are attached to them for guidance.
4. When it is possible student teachers are provided opportunity to gain experience of working in different schools located in urban as well as rural schools.
5. Teacher education institution and host schools work together as stakeholders in the quality of future teachers in a coordinated manner.

The assessment of the interns will be done jointly by the teacher education faculty, school principals and mentor teachers. The teacher education institution will make available to the schools the detailed guidelines of evaluation scheme.

The task during Internships done by the student teachers which have been suggested by the NCTE.

1. Content Test from school textbooks.
2. Observing the classroom teaching of regular teachers.
3. Observation of classroom teaching of peer student-teachers.
4. Preparation of case study of the internship school and the innovative activities that the school undertakes / case study of a school child.
5. Preparation of lesson plans and the Unit plans.
6. Unit plans and teaching two subjects currently being taught in the school.
7. Mobilization and development of teaching –learning resources.
8. Preparation of question papers .
9. Preparation of a diagnostic tests and organization of remedial teaching

Undertake case study of a child.

1. Undertake action research project on at least one problem area of schooling.
2. Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
3. Co-curricular activities

The student teachers follow the annual instructional plan drawn by the host school.

(II) Micro Teaching , demonstration classes and simulation classes:

The quality of a Nation is judged by the quality of its citizens. The latter is mostly determined by the educational system in the Nation which in turn, is decided by what type of teachers it has. The quality of teachers depends upon the soundness of the teacher education programme. Therefore, the teacher training institutions can play a crucial role in the development of education.

Micro teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time. The most important point on micro teaching is that teaching is practiced in terms of definable observation, measurable and controllable teaching skills.

A teaching skill is a group of teaching acts /behaviors intended to facilitate pupils learning directly or indirectly. Teaching skill is taught, practiced, evaluated, predicted, controlled and understood.

1. It is a real teaching but focus on developing skills.

2. It is a scaled down teaching which:

1. reduces the class size five to ten pupils.

2. reduces the duration of period 5 to 10 minutes.

3. reduces the size of topic.

4. reduces the teaching skill.

1. It is highly Individualized training device.

2. It is a training device to prepare effective teachers .

Micro teaching skill classes in the institution is of eight days.

1. Theory class – Three days

2. Skill Practice – Five days

Five days' Micro Teaching skill Practice :

I. Planning Skills :- Skill of writing instructional objectives.

II. Presentation Skills :-

- Skill of introducing a lesson.

- Skill of fluency in questioning .
- Skill of probing questioning .
- Skill of Explaining .
- Skill of illustrating with examples.
- Skill of stimulus variation.
- Skill of silence and non-verbal cues.
- Skill of re- information
- Skill of increasing pupil participation
- Skill of using blackboard .

Closure, Evaluation & Managerial Skills :-

- Skill of Achieving closure.
- Skill of recognizing attending behaviour.

Besides this the institution organizes Demonstration classes for the students. Teachers prepare the demonstration lessons and present at least eleven lessons of High School on eleven subjects eg: Hindi, English, Sanskrit, History, Geography, Civics, Economics, Commerce, Mathematics, Physical Science and Life Science. It helps the trainees to get the idea how to do the class management, solve the problems of students in the class and how to go about in the class to make the child centered class. Before the teachers give the demonstration lessons the trainees are taught how to observe the lesson. After each demonstration lesson students evaluate their lessons.

After the demonstration lesson is over students are asked to prepare one lesson from each of their two method subjects and present the simulation class before the method teacher and the peer group. This process helps to develop their confidence.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Policy on Environment and the Usage of Energy

Ursuline Women's Teachers' Training College, Lohardaga, Jharkhand has its policy on environment and usage of energy for better Efficiency in Environmental Governance. Pope Francis in his book "Laudato Si" (2015) said : "The protection of the environment is in fact an integral part of the development process and cannot be considered in isolation from it".

The policy on Environment and the Usage of Energy of Ursuline Women's Teachers' Training College, Lohardaga is to manage energy in systematic way in order to minimize its negative impact on the environment. This institutional policy implies to explore the improvement on energy resources to lessen the burden of the government and find out the substitute to the energy crisis. An awareness of the gravity of today's culture and ecological crisis must be translated into new habit. Today education needs to give the awareness of ecological sensitivity and a generous spirit to protect the environment.

The policy is binding on all the components of the institution and it applies on all the stakeholders and also the activities organized by the institution. We are sure that this policy will enhance the efficiency and environmental awareness and will help us to realize our responsibilities and commitment to protection of natural resources and to limit its usage like: saving water, maintain cleanliness of campus building, toilet etc. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding plastic and paper, reducing water consumption, cooking only what can reasonably be consumed, showing care for other living beings, using public transport, planting trees, turning off unnecessary lights and other good practices to save energy. Reusing something instead of immediately discarding it for the right reason expresses our dignity. The institutional management with the leadership of a committee will give environmental awareness to undertake green initiatives so as to protect the environment.

Policy adopted:

- Assess the energy usage and measure its impact on the environment.
- Count CO2 emissions by the means of transportation – vehicles.
- Install photovoltaic solar panels for the generation of alternate energy.
- Installation of LED bulbs in the complete campus to save energy.
- Develop mechanism for the waste management.
- Develop rain water harvesting unit.
- Undertake tree plantation every year.

- Turn off unnecessary lights and other good practices to save energy.
- Avoid plastic bags and bottles.
- The environment committee will initiate waste management system.
- Monitor and respond to emerging environmental and energy issues to strengthen our employees' and students' environmental knowledge and skills in order to improve the institutional environment.
- Provide opportunities for employees and students to take initiative and contribute to environmental protection.
- Educate the employees and students and promote "Green India" and "Clean India" and practice it in the campus to develop the sense of long - lasting habit.
- Start installation of solar power plant for power consumption within 5years plan.
- Installation of Battery units for ICT laboratory.
- Complete Installation of solar powered lighting in college campus.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

- Ursuline Women's Teachers' Training College is a Private Christian minority, College. It is a self - financed institution. The College is situated in rural area. It has eco- friendly campus. The institution has undertaken policy for waste management along with its implementation procedures such as,
- **Solid waste management**
- **Liquid waste management.**
- **E- waste management**
- **Waste reuse system**
- **Eco- friendly campus**

Solid waste management: The Institution has eco- friendly campus, and therefore to nurture environment consciousness the institution has undertaken certain steps to maintain solid waste management such as to keep the campus neat and clean, the College utilizes waste boxes for solid waste management. it is kept in each corner of the campus to throw only solid waste matter. A wide range of waste particles arise in the college premise such as broken pieces of glass, pieces of woods, broken iron containers, broken materials used in toilets, water pipes, iron bars etc. Sometimes the students use papers

and thermacol for project works and teaching aid etc. Such waste materials are discarded in the solid waste box or pits.

Liquid waste management: The liquid waste management is well maintained by the College. The chemical discharge from the science laboratory is disposed in a separate pit, outside the Lab. There is well constructed drainage system which is directed towards the pit and is regularly cleaned to avoid stagnation of water.

E- waste management: The Institution has well maintained infrastructure with well- equipped Computer Lab and Language Lab, the paperless office and clerk office. library also has computers, so the institution maintains disposal of waste in a systematic way. The USB Key board, Mouse, CPU, UPS battery, Inverter battery, electric wires, sound boxes are disposed in a store room and later it is used after being repaired. Other e- waste such as electric bulb, electric fan and switch board are also disposed in a proper way.

Waste reuse system: The institution utilizes the waste material in different ways like the electric tube light is used in planting flower plant, water pipes in planting seedlings and small plants or growing vegetables, wash basin is reused in growing vegetable and used as flower pots. The waste water is used in watering the vegetable garden since it is stored in a separate pit. The glass, bottles and plastic containers are also used in growing some plants and seedlings.

Eco- friendly campus: The institution has eco - friendly campus. It is surrounded by varieties of plants, trees and green grass, vegetables garden, fruits garden and flower garden. Every Saturday the students are engaged in the cleaning of the campus. NSS volunteers take the lead in cleaning the whole campus, water the flower garden, plants and trees. On the birthday of principal and other teachers the seedlings are offered as a token of gift. College takes the initiatives to organize Swachh Bharat Abhiyan to create awareness towards healthy environment among students and staff.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

- The Institution has made the efforts towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. To maintain the cleanliness, every Saturday one period is kept for social service. And all the students who are divided in to four groups are assigned to clean the and the college campus.
- The staff members are also given the responsibility to look after the groups.
- The waste is thrown in a waste box and in the pit which later on is used for the manure in the vegetable and flower garden. The whole building and surrounding is cleaned by the co- workers every day. Hostel building is also cleaned every day by the co- workers. The common toilets are cleaned every day. There is running water in the toilet all the time. In every nook and corner there are dustbins to throw the waste materials. Vehicles are not allowed in the college campus by students and the guardians.
- Before and after the class the whole building specially the classrooms, offices, staffrooms, corridors and veranda are sanitized.
- The institution provides sanitizer at the entrance of the college for both the staff and the students as well as soap or sanitizer at the washing place near the toilets.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 1.95

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.94	0.93	0.42	2.15	3.79

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Locational Knowledge and resources:

- Institution puts forth different efforts in taking benefits from local environment, Locational knowledge and resources and community practices. We are able to create eco- friendly campus which gives us fresh air. It gives us learning opportunity of cleanliness and motivate each one of us to keep up the spirit of sanitation. We the staff and the students take part in observing world Environment Day. We each one of us take the oath towards protecting the environment through plant the trees on this particular day.
- We observe world water day. On this day students are given the opportunity to take part in painting and rangoli competition based on the theme such as **save water and water is life etc.**
- we have the knowledge of different resources and thus we utilize it in a proper way. For example, creating flower pot with wastage materials such as unused bottles, tube lights, dustbins, unused water pipes and plastic sacs. We always make efforts to clean our college premises every day. In every nook and corner of the College the dustbins are kept so that the waste materials are thrown in a proper way. There are different pits in which proper wastes are disposed, which in later is used as manure.

Local Environment:

- The Institution take initiative to bring awareness towards environment and for this we organize Swachh Bharat Abhiyaan, awareness campaign takes place from the College Gate to the town and Juria village which is our neighbor community and adopted village under the section of NSS. We also observe the days of Swachhata Pakhwara i.e., 1-15 August every year.
- The institution motivates the staff and the students not to use plastic bags and bottles so that we protect our environment.
- The institution provides the smokeless oven for the hostel so that there is pollution free campus.

Community Practices:

- For utilizing the community resource and community practice the students are divided into four groups and all the leaders of each group are responsible to supervise the common places. Apart from this there is a committee called social service committee, they are responsible to maintain cleanliness in campus. There is frequent communication between the principal, staff and students regarding any issue related to the community resources. Time and again the resource persons are called for the awareness programme, so that the students are motivated and develop the sense of responsibility towards the community practices.
- For community practices the students are allowed to go to St. Ursula hospital to serve the sick together the nurses and doctors. They give them bath, prepare the bed, help in the OPD in making medicine foil and cotton balls. Time and again the principal calls the doctors for one day seminar on Health and Hygiene. So that girls are aware of their health and surroundings.
- The take part in awareness campaign like Swachh Bharat Abhiyaan, Polio awareness campaign, Right to Vote awareness campaign, Celebrating World Health Day in the hospital, and celebrating International AIDS Day.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1.Code of Conduct is displayed on the institution's website**
- 2.Students and teachers are oriented about the Code of Conduct**
- 3.There is a committee to monitor adherence to the Code of Conduct**
- 4.Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices**7.2.1**

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

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. E- Learning can be used in a classroom or an online setting.

The practice: The sudden lockdown due to corona virus pandemic the concept of classroom/traditional learning has been changed into online learning platform/classroom. To help the students, institution organized Online classes which have become blessing in disguise for the students through Zoom and WhatsApp.

Objectives: -

1. To help them in determining flow of learning without physical involvement in the classroom.
2. To help them to search for course materials through different sources using the internet.

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.
- There are some technical issues. To solve this problem teachers, call the students, make them understand and share the notes either in WhatsApp or in Google classroom.

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.

Sources required: -

- They are provided books from the library.
- They are given the guidelines to visit the e- Library.

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 environmentally friendly practices and education combine to promote sustainable development.

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 practice-The College has eco- friendly campus. It is surrounded by big orchard with varieties of trees, plants, flower garden and fruit garden. Therefore, to maintain eco- friendly campus, following are the initiatives taken by the Institution-

1. **Plantation:**
2. **Social service:**
3. **Participation in Swachh Bharat Abhiyaan:**

Objectives:

1. To create awareness among the students towards safeguarding and protection of environment.
2. To develop sense of responsibility towards protection of flora and fauna.

Obstacles faced and strategies to overcome:

1. It takes much time to cleaning the campus every day. Especially during spring time when the trees and plant shades the leaves. And on Saturday the students are given the responsibility to clean the whole campus.

The impact of the practice:

1. The students have gain better understanding about safeguarding the flora and fauna.
2. It is felt that they have developed sense of responsibility to take care of the campus by maintaining cleanliness in the campus.

Sources required:

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

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Ursuline Women's Teachers' Training Collage was established in 1971. It was established under the management of Ranchi Ursuline Society. It is one of the Christian minority institutions to impart and provide in the field of higher education for the deserving candidates and prove to be a milestone in the part of the progress. The college is affiliated to Ranchi University, Ranchi. It is recognized and approved by NCTE, Bhubaneswar. The vision statement of UW TTC is 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 up of the nation. The aim and objectives of the institution is to educate the young women in a spirit of service to the humanity.

The society's priorities in education are not only academic excellence, but also formation of young women in discipline, hard work, moral and religious values. these priorities are meant to prepare them for life, by promoting intellectual excellence, uprightness of character, emotional maturity, scientific temper and spirit of healthy competition through co- curricular activities, moral sensitivity to the needs and rights of others especially the poor, religious tolerance and national integration. It is the aim of the College that the students who take their training here become integrated and well-formed guides who accompany the young learners on their journey of becoming fully human. Since it is women friendly campus, it gives lots of opportunities to grow in different areas of life. It also educates the educated women to walk parallel with the society by exposing them to the needs of the communities. They are empowered to update themselves with use of technology.

We focus on women empowerment. To meet these needs, the institution provides different co-curricular activities, community exposer programme and outreach programme. They are also given the opportunity to take part in National and International programmes such as Swachh Bharat Abhiyaan, AIDS awareness, Gender sensitivity, Yoga, Digital India, National water mission, International Women's Day, celebration of National events like Ambedkar Jayanti, Constitution Day, 15th August, 26th January, Teachers' Day and many more events in order to make the students an integrated person and have all round development. Since the College is women friendly campus, the institution provides accommodation such as hostel facility with well-equipped beds, lights, windows, ventilation, toilets, bathing rooms, solar water system, drinking water, freezer water, dustbin in every corner of the building, good food, dining hall and first aid box.

Some of the distinctive features of the College

- It is recognized and approved by NCTE, Bhubaneswar.
- It is awarded with the best Women's College in Jharkhand by
- It has achieved first rank in Ranchi University.
- CCTV, starting from the entrance gate of the campus.
- CCTV in all the classrooms.
- Academic Excellence
- Academic Calendar
- Paramount Infrastructure
- Well- equipped Library, Computer Lab, Language Lab, Science Laboratory and Psychology Lab.
- IQAC, Placement Cell, Equal Opportunity Cell, Vigilance Cell, Grievance Redressal Cell and Alumni Association
- MOUs

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The objectives of the institution and feedback system::

To impart all-round, progressive and well-equipped education to the trainees and form them to become effective and dedicated teachers imbued with religious and moral values and become the agents of social change.

To create suitable environment and provide the trainees with the necessary condition and opportunities for their growth as good and full-fledged teachers, conscious of their responsibilities as nation builders.

To train them in leadership, self-reliance, development of one's aptitude and potentialities, spiritual, intellectual, physical, emotional, artistic, aesthetic and athletic, inculcating in them the spirit of universal brotherhood, equality, justice and peace and inspiring them to love and respect all religions and helping them to become agents of peace and harmony

Feedback system:

- Evaluation of teaching learning process of teachers by the students.
- Principal's leadership by the staff members with analysis.
- IQAC also helps to make plan and evaluates the plan made.
- Regular staff meeting is held to assess the present need.
- 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 and students of different schools where the student teachers go for teaching practice are asked to give their feedback concerning their teaching methods and co curricular activities.

Concluding Remarks :

- Ursuline Women's Teachers' Training College, Lohardaga is a temporary affiliated institution though it enjoyed permanent affiliation status before the two year B.Ed. course was introduced by NCTE in 2014. Since two years the admission in B.Ed. has become a concern for us because of the admission process is taken up by the Jharkhand Combined Entrance Competitive Examination Board (JCECEB) and the number of students has been less than 100. In spite of many problems and challenges the institution is enjoying the support of local public.
- It has been granted the award of the "Best Women's Teachers' Training College of Jharkhand". It enjoys the unity among the staff members and good rapport between students and teachers. The institution has completed 50 golden years of journey in 2021 and has contributed near about 5000 teachers who are working in the state of Jharkhand, in the country and even in abroad.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none">1. Faculty of the institution2. Head/Principal of the institution3. Schools including Practice teaching schools4. Employers5. Experts6. Students7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	4	4	4	2021-22	2020-21	2019-20	2018-19	2017-18	3	3	3	3	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	4	4	4	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	3	3	3	3																	
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p>																				

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : DVV has made changes as per the report shared by HEI

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

2.1.2.1. Number of students enrolled from the reserved categories during last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98	105	96	127	93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	62	55	60	38

Remark : DVV has made changes as per the report shared by HEI

2.4.3 Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made changes as per the report shared by HEI

2.4.9 Average number of students attached to each school for internship during the last completed academic year

2.4.9.1. Number of schools selected for internship during the last completed academic year

Answer before DVV Verification : 48
 Answer after DVV Verification: 11

Remark : DVV has made changes as per the report shared by HEI

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year

Answer before DVV Verification : 242

Answer after DVV Verification: 229

Remark : DVV has made changes as per the report shared by HEI

2.7.2 Average pass percentage of students during the last five years

2.7.2.1. Total number of students who passed the university examination during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	126	106	130	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
109	118	106	130	100

Remark : DVV has made changes as per the report shared by HEI

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per the report shared by HEI

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five

years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	1	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	1	7	4

Remark : DVV has made changes as per the report shared by HEI

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Answer before DVV Verification : 6

Answer after DVV Verification: 1

Remark : DVV has made changes as per the report shared by HEI

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
308.34534	17.14889	81.44999	72.82370	59.88844

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41.21	33.22	48.78	36.20	51.28

Remark : DVV has made changes as per the report shared by HEI

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
97421	0	19371	181890	102568

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.08	0.07	0.54	0.88	2.35

Remark : DVV has made changes as per the report shared by HEI

4.3.3

Internet bandwidth available in the institution

4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS

Answer before DVV Verification : 40

Answer after DVV Verification: 57

Remark : DVV has made changes as per the report shared by HEI

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41.18571	18.52188	90.83572	10.29115	49.25735

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24.72	19.93	29.26	21.72	30.76

Remark : DVV has made changes as per the report shared by HEI

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**

6. Group insurance (Health/Accident)

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI

5.2.1

Percentage of placement of students as teachers/teacher educators**5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	18	5	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	17	5	29

Remark : DVV has made changes as per the report shared by HEI

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	3	25	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	4	7	0

Remark : DVV has made changes as per the report shared by HEI. Qualifying certificates not provided for many students.

5.3.2

Average number of sports and cultural events organized at the institution during the last five years**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
21	11	15	20	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	07	05	10

Remark : DVV has made changes as per the report shared by HEI

5.4.2 Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI

5.4.3 Number of meetings of Alumni Association held during the last five years

5.4.3.1. Number of meetings of Alumni Association held during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	1

Remark : DVV has made changes as per the report shared by HEI

6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : DVV has made changes as per the report shared by HEI

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	13	31	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	4	23	4

Remark : DVV has made changes as per the report shared by HEI

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	5	16	32	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	1	00	00	00

Remark : DVV has made changes as per the report shared by HEI

6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>7</td><td>7</td><td>10</td><td>7</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>7</td><td>4</td><td>7</td><td>5</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5	7	7	10	7	2021-22	2020-21	2019-20	2018-19	2017-18	5	7	4	7	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	7	7	10	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	7	4	7	5																	
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>94347</td><td>93752</td><td>42000</td><td>215890</td><td>379189</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.94</td><td>0.93</td><td>0.42</td><td>2.15</td><td>3.79</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	94347	93752	42000	215890	379189	2021-22	2020-21	2019-20	2018-19	2017-18	0.94	0.93	0.42	2.15	3.79
2021-22	2020-21	2019-20	2018-19	2017-18																	
94347	93752	42000	215890	379189																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.94	0.93	0.42	2.15	3.79																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>109</td><td>118</td><td>106</td><td>130</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	109	118	106	130	100	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
109	118	106	130	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

218	236	212	250	200
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2.1 Number of full time teachers year wise during the last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	18	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	17	15

3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
94347	93752	42000	215890	379189

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
82.43	66.45	97.56	72.40	102.56