



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**VIDYASAGAR TEACHERS' TRAINING COLLEGE**

**KERANITOLA, MIDNAPORE, PASCHIM MEDINIPUR, WEST BENGAL-721101  
721101**

**<http://vttcollege.org.in/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vidyasagar Teachers' Training College (VTTC), got its name after Pandit Iswar Chandra Vidyasagar, one of the prominent visionary of West Bengal whose effort resulted in initiation of women education, widow remarriage and women empowerment. The college is situated in West Bengal in the district of Paschim Medinipur, at the heart of the Midnapore town, near keranitola road. The college started its functioning at the current location on 01.07.1968 though the history of the college began in 1966, when the ex-students of Midnapore College in their annual reunion visualized the necessity of improving the art of teaching. During those times there was no provision for the training of science teachers. Only a few training departments in the general colleges were imparting training to the teachers and would be teachers of the Junior-high, High & Higher Secondary Schools of the then undivided district. The Alumni of the college felt it was necessary to establish a training college, which would impart training to the science teachers. Under their initiative a steering committee was set up with the then District Magistrate as its chairman, the principal-secretary of Midnapore College as its convener secretary, a few ex-students of Midnapore College, a few elites, educationists of the town as its members. The consensus of discussions combined with untiring efforts of the alumni resulted in the establishment of this college on the 1st July, 1968 with the sanction of affiliation in Arts and Science [co-educational] by the university of Calcutta with an intake of 220 trainees [Deputed students-100 & Fresher students-120].

In 1969, the college purchased its own land of 1.78 acres from Smt. Nalini Dinda, w/o Sri Pulin Bihari Dinda at Burdge Town, Midnapore. The college thus started functioning from this new campus. From the 1st June, 1985, the college got affiliated to the Vidyasagar University with the same Arts and Science subjects being taught. Since its inception, the college is significantly engaged in training the teachers and prospective teachers and has attained the status of one of the renowned training colleges in West Bengal.

### Vision

Our college set its vision in: *Enter to Learn and Grow .... Learn to Lead and Serve ....*

### Mission

*To develop teachers as a whole through the cultivation and enrichment of the human mind and spirit and to work successfully on an International canvas of the 'one world' with a view of achieving higher levels of quality and excellence.*

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Institution has good infrastructure. The classrooms, seminar halls, auditorium, laboratories, library and place for sports and extracurricular activities are all well-equipped.
- Has sufficient qualified and efficient faculty
- Responsive administration which is more decentralized with committees and cells to look into different aspects.
- The student population is more diverse now in almost all method subjects offered by the college. Despite its location in a rural region, the institution has been able to attract students from different parts of West Bengal and adjoining states.
- Effective mentor-mentee system and concern for slow learners who are assisted through remedial classes
- Authoritative discipline is in place with a written code of conduct in place
- Women's Hostel with all the facilities that create the warmth/ comfort of a home-life
- Various extra-curricular activities like cultural programmes, sports, quiz, group projects, debates, presentations, industry visits, etc help in the holistic development of the trainee teachers.
- The Institute is also involved in Community Reach Out Activities like, Blood Donation Camps, Free Health Checkup Camps, Tree Plantation, Awareness Campaigns about the concern for environment, providing support for development of schools in nearby areas.

### **Institutional Weakness**

- Hostel accommodation is needed for male students.
- Staff accommodation is not available
- Several infrastructure in the college do not have facilities for the differently-abled.

### **Institutional Opportunity**

- Friendly and Healthy Campus Atmosphere

- Cordial Relationship between the Teacher and the Taught
- Ragging free Campus
- Student Grievances addressed on time
- Opportunities of physical, mental and moral development
- Opportunities of mastery learning through remedial classes
- Opportunities to utilise local resources due to positional advantage of the college
- Guidance from experienced alumni who are already placed in teaching profession

### **Institutional Challenge**

- Balancing the need to serve the requirements of the local community with the need to train students to compete nationally and globally.
- Empowering our SC/ST and women students to thrive in a more globalized and competitive environment.
- Competition with private colleges offering fees reduction and flexible college hours
- To get government scholarships for all deserving students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The SSR report has seven sections based on seven criterions. In **this criteria**, the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context has been explained. This section describes how academic decisions are taken by teachers' council and how the academic calendar of the year is prepared after comprehensive meetings where Faculty of the institution, Head/Principal of the institution, headmasters of practice teaching schools and Alumni are present. While planning institutional curriculum, the institution adheres with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as prescribed by the affiliating University and during curriculum transaction this is also explained to the trainees so that they have an idea about the goals they have to achieve. Curriculum provides adequate choice of courses to trainees in the form of optional & pedagogy courses which learners can choose aligned to their personal needs. The institution has no provision for value added courses or self-study courses so

it is difficult to provide learners with the opportunity to upgrade their extracurricular skills. Though the B.Ed. Curriculum provides opportunities for the students to acquire and demonstrate factual, conceptual and procedural knowledge, values and Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others which the institution tries to inculcate to the optimum level. Institution also familiarizes students with the diversities in the school system in Indian as well as in an international and comparative perspective as these learners will become part of the school system in future. Professional competencies are also inculcated in a regular manner throughout the entire course. Institution also obtains feedback about their functioning in curricular areas from all the stakeholders involved and tries to improve itself from their suggestions.

### **Teaching-learning and Evaluation**

**This criteria** dealt with Average enrollment percentage of students during last five years including reserved categories (SC, ST, OBC). After admission the entry level behaviours of students are assessed and student diversities in terms of learning needs are given consideration. Institution has provisions for catering to differential student needs through Mentoring / Academic Counselling, Peer Feedback / Tutoring, Remedial Learning Engagement, Learning Enhancement / Enrichment inputs, Collaborative tasks and Multilingual transactions. Faculties use different teaching-learning strategies including participative learning, problem solving methodologies, brainstorming, focused group discussion, and take help ICT while teaching. Learners are also encouraged to use ICT in theory courses, Practice teaching, Internship and field work. Mentoring is provided to every learner for improving their professional competencies. Teaching learning process is designed to acquaint learners with recent developments in the field of education and foster creativity, innovativeness, intellectual skills, empathy, and life skills. Institution prepares trainee teachers for their future through developing teaching competencies and skills such as communication skills, ICT skills, classroom management skills, formulating learning objectives, lesson planning, identifying varied student abilities, visualising differential learning activities according to student needs and assessing student learning by developing tools of assessment. Students are encouraged to develop competence to organize academic and extracurricular activities as cultural, sports and community related events. Internship program is very crucial for B.Ed. course and institution systematically plans it from initial meetings with school heads, to assigning mentors, selecting school leaders, visiting schools, effective monitoring of all activities, trainees engage in, by different stakeholders. In the next section, details about teachers of the institution, their qualification, teaching experience and professional upgradation undertaken by them are discussed. Following section deals with the Internal Evaluation process in detail with dates, schedule, method adapted, display of internal assessment marks, feedback mechanism, remedial support given and grievance redressal related to examination. Final section talks about whether PLO and CLO is reflected in the teaching learning process, reflected in student progress in terms of pass percentage and attainment of professional and personal attributes in line with the PLOs and CLOs and whether their entry level needs are catered to.

### **Infrastructure and Learning Resources**

Under **this criteria**, the infrastructural facilities of the institution for Teaching- Learning purposes such as classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex and also classrooms and seminar hall(s) specially, smart classroom and their utilisation processes are described. The process of infrastructure augmentation during the last five years is also elaborated. In the next section, the focus is on automation of library, remote access for students, subscription for e-resources by our institution and the average annual expenditure for purchase of books, journals, and e-resources during the last five years is

highlighted. The details of per day usage of library by teachers and students during the last completed academic year is presented as well. The content of the library in the form of National Policies and other documents on education available in the library were discussed. The following section describes ICT facilities including Wi-Fi, Student – Computer ratio, Internet bandwidth available in the institution. In the next section, percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years was described and the closing section focussed on systems and procedures our institution follows for maintaining and utilizing physical, academic and support facilities such as laboratory, library, sports complex, computers, classrooms.

### **Student Support and Progression**

**This criteria** discussed the capability building and skill enhancement initiatives undertaken for students such as Career and Personal Counselling, skill enhancement in academic, technical and organizational aspects and various other initiatives including workshops to teach how to develop a seminar paper and E-content. The student support facilities of the institution as Vehicle Parking, Common rooms for boys and girls, Recreational facility, First aid and medical aid, Book bank, Safe drinking water, Hostel, Canteen. Toilets for girls were discussed and functioning of the Grievance cell was reported. In the next section, the students' future progress in the form of getting entry to higher education or placement was highlighted. The following section reported how students participated in college life actively through student council, sports and cultural events in various roles as volunteers, anchors and reporters. The following section dealt with Alumni Association and how they contribute to the development of the institution through motivating new students, helping in the in-house curriculum development, student mentoring, financial contribution to infrastructure and book bank, placement advice and support.

### **Governance, Leadership and Management**

In **this criteria**, started with the vision and mission of the institution and how effective leadership from HOI and participation from teachers and non-teaching staff help in achieving it. Key to this is decentralization and participative management which has been always practised by the institution. Transparency is sought in every aspect of functioning be it financial, academic, administrative and other functions. The institution has a well organised Strategic Plan which it follows and adheres to. All the institutional bodies try to achieve perfection in their policies, administrative setup, appointment and service rules, procedures. The various bodies / cells / committees have regular meetings and implement their resolutions as far as possible given external constraints. E-governance is implemented in Finance and Accounts, Student Admission and Support, Examination System, Biometric / digital attendance for staff, Biometric / digital attendance for students. Welfare and professional enhancement of staff is also an area of concern and the institution provides financial support and career augmentation opportunities. The institution has a performance appraisal system for teaching and non-teaching staff to maintain quality of education imparted. Institution conducts internal or /and external financial audits regularly and maintains the records for future and the funds are used in optimal and effective manner for greater benefit. Internal Quality Assurance Cell (IQAC) maintains the quality culture in college through reviewing the teaching-learning process, collecting feedback, analysing and using it for institutional improvements.

### **Institutional Values and Best Practices**

**This criteria** describes how the institution fulfils its social responsibility through efficient and effective use of

natural resources. Energy policy and ways of energy conservation practiced by the institution is highlighted. Being a small institution, provision of solar alternatives is not in place but the institution contributes to its share by making optimum use of resources. Institution has a policy of waste management on a small scale such as segregation of waste into different garbage cans, E-waste management in an environmentally friendly manner, and creating vermi-compost from organic waste on campus. For water management and prevention of wastage, Waste water recycling in hostel campus is undertaken, there are reservoirs/tanks for preserving water and economical usage of water through closing taps and reducing wastage through tank overflow is encouraged. Institution is committed to maintenance of a pollution free healthy campus environment which is clean, with proper sanitation, and green cover through encouraging use of bicycles / E-vehicles, creating pedestrian friendly roads, avoiding plastic-use and reuse of paper in office. Institution uses the local environment, locational knowledge and resources, and involves the community to give learners a comprehensive educational environment. Institution also desires that the learners, students, teachers, administrators should adhere to Code of Conduct so that not only the physical environment but also the cognitive environment is at its best. The institution tries to undertake several community-based activities and wishes to earn a distinct position in the educational map.

### **Research and Outreach Activities**

Under **this criteria**, the research projects handled by teachers and average grants received for research projects from government and / or non-government agencies has been discussed though during the last five years there has been no such projects. The institution tries to motivate teachers by providing in-house support to them in the form of granting study leave for research field work, internet facilities and infrastructural facilities, organizing internal seminars and interactive sessions on research. This section also describes in detail about the journals and books written by the faculties and evidence is provided for the same. Another area was community-based activities which are an integral part of our B.Ed. curriculum in the 3rd semester and this criterion elaborates in detail how the institution promotes and facilitates such programmes and how learners are motivated to treat these activities not as a part of syllabus but as community service. The collaboration and linkages section highlighted the friendly collaboration of the institution with local schools and community and also explains how their inclusion in the decision making process has made B.Ed. a comprehensive experience.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYASAGAR TEACHERS' TRAINING COLLEGE
Address	Keranitola, Midnapore, Paschim Medinipur, West Bengal-721101
City	Midnapore
State	West Bengal
Pin	721101
Website	<a href="http://vttcollege.org.in/">http://vttcollege.org.in/</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Monoranjana Bhowmik	03222-275479	9434177252	-	vttcollege68@gmail.com
IQAC / CIQA coordinator	Kishwar Badakhshan	-	9474413909	-	jazzyrasool@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	The West Bengal University of Teachers' Training	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-07-1968	<a href="#">View Document</a>
12B of UGC	01-07-1968	<a href="#">View Document</a>

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	<a href="#">View Document</a>	27-05-2015	80	Validity is permanent if the institution confirms to the norms of NCTE

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	Keranitola, Midnapore, Paschim Medinipur, West Bengal-721101	Urban	1.78	2955.97

## 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, Bed	24	UG and or PG	English + Bengali	100	100

### 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	2				2				15			
Recruited	0	0	0	0	0	0	0	0	2	5	0	7
Yet to Recruit	2				2				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				19
Recruited	9	2	0	11
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	2	4	0	6

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		1	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	30	0	0	0	30
	Female	70	0	0	0	70
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	8	10	9	11
	Female	15	14	15	13
	Others	0	0	0	0
ST	Male	2	2	0	3
	Female	4	7	6	3
	Others	0	0	0	0
OBC	Male	4	3	5	8
	Female	8	10	24	18
	Others	0	0	0	0
General	Male	20	13	11	8
	Female	36	41	28	36
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	3	0	1	0
	Others	0	0	0	0
Total		100	100	100	100

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary concept do exists in B.Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn &amp; explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our</p>
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	institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.
2. Academic bank of credits (ABC):	Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace.
3. Skill development:	The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our institution encourages skill developments as tailoring, needle work, bamboo work, tie and dye in optional papers opted by interested trainees. The internship programme is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.
5. Focus on Outcome based education (OBE):	In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have achieved professional excellence. The trainees are

	<p>taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources).</p>





## Extended Profile

### 1 Students

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	48	48	25	25
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
98	97	99	47	49
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
98	97	99	47	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
15	16	17	13	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	20	20	20

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
39.74363	28.25498	30.91058	51.01186	38.46363

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 48

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:

This institution is an affiliated college under WBUTTEPA, which imposes certain parameters within which the college functions in terms of the curriculum design and coverage, allocation of time for teaching and tutorials. The College aligns its goals with the goals of the affiliating University, personal goals of trainee teachers and goals of society. Having clarity in vision and mission, we are firm believers in the philosophy that attributes characteristics such as discipline, hard work, intellectual curiosity which interact with intellectual rigour in ways that are indispensable tools in our pursuit of excellence. The institution periodically reviews and adapts the prescribed curriculum to meet the needs of local context. For this purpose, the teacher educators try to inculcate among the trainee teachers, qualities of being a good teacher who would be capable of handling local students' needs. The institution inculcates professionalism in students by maintaining strict discipline during the academic year and especially during practice teaching sessions, through individualised attendance register and activity book for each school. The institution organises excursion and community outreach activities to generate a quest for lifelong education in trainees. For fulfilling the educational aims and objectives the institution draws up an Academic Plan for each session. The plan is formulated keeping in mind the guidelines of the affiliating University. This plan is made for each semester and has a detailed outline of the theory and practical classes to be held, the internal and external exams to be conducted, the dates of assignment submission, the date of excursion and co-curricular activities and sports, the distribution of syllabus among teachers and how they should adapt the curriculum to fit the local needs. The activities indicated in prescribed curriculum are also adjusted according to needs of local students and practice teaching schools. The communication of all decisions are done through meetings where the Principal, teaching faculty, and headmasters of practice teaching schools are present. The decisions are announced by the Teacher Council Secretary and thereby recorded in a meeting register. All the issues relating to adaptation and implementation of curriculum are open to suggestion and discussion in order to maintain democracy and transparency. The final decision is taken by the Principal after a democratic argumentative session. Issues discussed in these meetings are as follows:-

- Distribution and transaction of syllabus
- Innovations that could be included
- Difficulties faced by teacher educators while transacting lessons
- Problems raised by trainees while undergoing the course
- Issues related to practice teaching both from side of schools and trainee teachers
- Adequacy of library books and other aids for efficiently running the course

- How and where educational excursions should be organised
- Number of diagnostic tests and remedial classes to be conducted
- Types of debates, seminars to be organised for successful transaction of lessons

Knowledge is like an eternal spring that never ceases and as teacher educators it becomes our duty to constantly update and expand ourselves academically as without such upgradation an effective implementation of the curriculum is impossible.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**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:** B. Any 3 of the above

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

## 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:** 41.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	31	31	31	31

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

### 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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**1.2.5 Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years****Response:** 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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 starts with an Orientation Program where the trainee teachers are acquainted with the syllabus, course structure and PLO and CLO of the B.Ed. program. They are also made to understand how this particular program is helpful in their journey to become a successful teacher. 1st semester curriculum has been specifically designed to provide adequate exposure to understand the qualities and role of a teacher; familiarize with the philosophical, sociological and the psychological bases of education and also the importance of interdisciplinary education and collaboration with other peer teachers.

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

The B.Ed. course consists of many activities to provide the trainee teachers with procedural knowledge like



visits to schools as part of practicum on child psychology, about different types of curriculum and their importance through real life subject specific examples. In the 2nd semester the students are acquainted with micro-teaching skills to make them capable of handling real life classroom situations. They also act as observers while their peers transact their simulated lessons. In the 3rd semester the students are given the knowledge of pedagogy and they get an understanding of ways of asking questions, evaluation techniques (achievement tests, their construction and about using other evaluation techniques) and providing assignments. The ICT training in 4th semester prepares them to remain abreast with modern age online and innovative teaching.

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

The trainee teachers develop the capacity to apply acquired competencies from previous semesters during their practice teaching sessions. In this four month period, the trainee teachers use the knowledge of child psychology, the bases of education from 1st semester as well as the knowledge of simulated teaching and school management from the 2nd semester to teach in a real classroom. The trainee teachers also make use of practice teaching skills in a real classroom. The trainees are acquainted with various co-curricular activities during B.Ed. which they apply while participating in the cultural life of schools they are employed. The trainee teachers are also provided with the knowledge of Bloom's Taxonomy which forms the basis of teaching and evaluation process in their teaching career. This knowledge helps them to construct achievement tests and various other assessment tools.

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

**1. Emotional Intelligence** is developed through the theoretical course contents in semester 1 and semester 2 where focus is to make trainees develop sensibility. It is also developed through community based activity where they work in groups and develop brotherhood, co curricular activities and excursions where students often have to interact with real world situations, visit to special schools as a part of practicum. Emotional intelligence is necessary in a teacher to deal effectively with students and empathise with them.

**2. Critical Thinking** of the trainee teachers is developed through various assignments, practicum as well as simulated teaching and practice teaching. Teachers regularly practise brainstorming during the theoretical classes, there are monthly classes where debate and reflective thinking are encouraged.

**3. Communication Skills** are developed through theoretical knowledge as well as through various individual seminars where trainees have to give presentations and during their micro-teaching classes where they practises simulated communication. Cultural programs and debates form a platform where trainees participate in roles as anchors, volunteers which increases communication skills. Teacher Induction Program also focuses on communication skills so that teacher educators can facilitate the development of the same in trainees.

**4. Negotiation and Collaboration** with others is developed during school visits to complete various practicum, during community based activities and during annual excursions arranged by college. In all these programs trainees have to interact with people outside the campus. The College also organizes various cultural programs to develop collaboration and brotherhood among students. The group leadership during Internship helps to increase negotiation skills.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

The development of the school system is taught in the 2nd semester where the trainee teachers learn about various details of school administration. They also come to know about different committees involved in school functioning and about principles of inspection and supervision. School Visits during 2nd semester of the B.Ed. programme acquaints the trainee teachers with the real life functioning of the schools as maintaining registers, organizing cultural programs, implementing government schemes. In the 4th semester, the trainee teachers are made aware about the specifications and nuances related to an inclusive school.

The college organizes lectures and talks by Headmistress/Headmaster and teachers from various schools following different boards of education. The functioning of various Boards of School Education are discussed by them through relevant examples and PPT presentations. The students in their 4th semester learn about the functioning of various Boards of School Education and functional differences among them. The trainees also visit schools of different boards to complete a practicum under this paper. In the same paper the trainee teachers learn about the assessment systems of various boards under the above mentioned practicum. The trainee teachers themselves belong to different boards of education and are asked to share their knowledge regarding curriculum and evaluation systems of such boards during their class discussions and during the induction program.

Norms and standards are a concept given to the trainee teachers in theoretical form in their 2nd semester where they learn about norms of a test, validity, reliability and many related concepts. The practical experience comes when the trainee teachers themselves construct achievement tests for their students at school, and when they judge objectivity of such tools in their practicum. While constructing pedagogy in their respective subjects the trainee teachers also have to construct a blueprint of achievement tests keeping in mind the norms and standards.

To explain state-wise variations in different boards of education to the trainee teachers, the institution organizes seminars and talks periodically. Principals and experienced teachers of different boards are invited to share their rich experiences. The trainee teachers themselves also share their experiences about different boards of education. Assessment patterns of CBSE, ICSE and other boards' examinations are also discussed in the above mentioned seminars. Review and critical analysis of the text books and curriculum is done in method and core papers to give a comparative idea about the teaching-learning process of different boards. Teacher educators from the institution who have studied outside the state share their experience about state wise variations in boards.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **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 institution tries to enable trainee teachers to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. The trainee teachers are made aware about the process through which theoretical aspects of B.Ed. curriculum form the basic framework for practicum activities, and how practicum helps in self-experiencing and assimilating these theoretical concepts. Interconnectedness and interdisciplinary concepts are introduced early in the 1st semester through showing the connections between different branches of education.

The trainee teachers are also made aware about interconnectedness between micro lessons, practice teaching and pedagogy where the former two are practical versions of the latter. Moreover, the concepts of child psychology taught in 1st semester and practice teaching taught in 3rd semester are interconnected, as trainee teachers should be aware about a child's mental state before transacting their lesson. The concepts of educational management taught in 2nd semester is also essential during the practice teaching while managing classroom and outside class activities. The concepts of evaluation taught in 2nd semester are essential while making achievement tests in the method paper courses. The concepts of different types of curriculum taught in 2nd semester help the learners to improve the classroom transaction keeping in mind hidden, latent and null curriculum (all of which hold significant importance). Micro teaching skills taught in 2nd semester helps the learners to apply these skills in the real classroom situations. The knowledge of special needs children in 4th semester helps trainees to connect it with optional papers such as Guidance

and Counselling where the problems of special children are discussed and proper interventions are taught. The ICT course provides practical hands-on-experience with computer which helps the trainee teacher in preparing assignments and innovative classes during practice teaching.

In B.Ed. curriculum, we try to enhance professional competencies papers among our trainee teachers by focussing on the development of language skills (comprehension skills, and reading skills), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy and basic skills of using powerpoint, excel, word; skills of using digital platform for communication and e-learning resources) and skills of maintaining physical and mental wellbeing through yoga and self-concept development. These skills are useful for trainees as they become a part of school life during school internship and later when they enter teaching profession.

Each and every part of the curriculum through theory and practicum helps in professional development of the trainee teachers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>

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

**Response:** C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>

NAAC

## 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:** 100

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 20.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	44	41	38	22

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

#### 2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 3

**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	03	03	01

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

**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:**

At the entry level, the trainee teachers who take admission in the college belong to different socio-economic backgrounds and many of them have little knowledge about a training college. So, it is necessary to welcome new trainee teachers to the training institution and prepare them for their new role. Our institution organizes an Induction programme for seven days in order to orient fresh trainee teachers and help them to adjust and feel comfortable in the new environment. The induction programme is organized before commencement of the regular classes. This induction programme acquaints trainee-teachers about the institutional policies, processes, culture and its values and helps in getting familiarized with the institution. Our college tirelessly works on fulfilling requirements of newly admitted trainee teachers with regards to linguistics and communication skills. This programme also helps in developing self awareness and sensitivity among the trainee teachers. We have a special session in the Induction programme which is solely devoted to assess the differential teaching aptitude of the trainee teachers at entry level. We conduct an Aptitude test at the end of the Induction programme which helps us to assess a trainee teacher's aptitude towards teaching profession. Students profiling is also done to maintain a record of students' background at the entry level.

**Details regarding Teaching Aptitude Test conducted at Entry Level**

This test is specially adapted by us for B.Ed. entry level students. The test assesses a trainee teacher on Reasoning, Problem Solving, Communication Skills related to Teaching Aptitude. The objectives of this test are to check whether the B.ed. entrant:

- Can logically analyze and structure information to reach alternative solutions
- Can follow the right approach to problem-solving

- Can efficiently complete a task
- Can communicate effectively in verbal and written language
- Whether the entrant conforms to the specifics of teaching profession

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** As an institutionalized activity in accordance with learner needs



File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

#### 2.2.4 Student-Mentor ratio for the last completed academic year

**Response:** 7:1

##### 2.2.4.1 Number of mentors in the Institution

Response: 15

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

The main objective of our teaching is all round development of the trainee teachers that includes physical, mental and moral development.

**Participative learning mode** (form of a reflective teaching), is used by teacher educators to instill confidence and positivity and to ensure physical and mental development of the trainee teachers. It also evokes interests, develops mental ability and encourages trainee-teachers to participate actively in the teaching learning process and learn simultaneously. We motivate our trainee-teachers by various participative methods such as initiating group work through cultural programme, be responsible for community work, organising debates, discussion and seminars, publication of college magazine, participation in physical development activities, and teamwork during field/ school visits and educational tours. Our educators provide opportunities for self-assessment and peer- assessment which improves the structured learning process.

**Problem solving methodologies** are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handedly undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

**Experiential learning** which focuses on the learning process of the individual, is one of the other teaching methods used by our college faculty. Some examples of experiential learning which is organised in our college are educational tours (Digha and Visakhapattanam) and field visit (to ecological, historical and economic places). One of the most important part of experiential learning opportunities is an internship session of four months where trainees experience a real life classroom. Our trainee teachers gain a lot of teaching experience when they go for community service such as Road safety programme, Blood donation camp, and various awareness programmes. Through these programmes trainee teachers gain a better understanding of course material; develop insight into their own skills, interests, passions, and values; receive opportunities to collaborate with diverse organizations; develop positive professional practices and skill sets as well as self-confidence and leadership skills.

**Focused group discussions** are also used by teacher educators to enhance student learning on various topics related to B.ed. course. Teacher educators ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among trainee teachers.

Our teacher educators support a blended form of learning. The trainee teachers are often encouraged to maximise use of ICT in teaching learning process, through commonly available technologies such as Google class room, Google meet, you tube, power point or interactive websites for enhancing their learning.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **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:** 30.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	5	2	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** 99

**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: 99

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

**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:** B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

#### Response:

Teacher Trainees of our college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion. Mentors encourage and nurture mentees under their guidance (to enjoy learning, taking time to listen to what trainees have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork.

Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to **work in teams**.

Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and inhouse faculty who are willing to provide career and personal counseling and teach teamwork.

**Diversity** is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Bengali and English, provide ample space for respecting student diversity.

The **code of conduct** guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

**Stress Management**- For meeting diversified learner needs we have a recreation room, gymnasium and a beautiful garden and an open terrace area which reduce feelings of stress and frustration.

The trainees are encouraged to **keep themselves abreast with the recent development** in the field of education and life through Wi-fi enabled campus, ICT lab and rich library e-resources. We often conduct seminars and inhouse workshops by collaborating with the academicians, faculty and professionals related to the field of education.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Wall Magazine:**

A wall magazine gives a platform in an educational institute where trainees can express their creative, literary and artistic sides through articles, poems, drawings which form a collage representing a common theme. The college organises a wall magazine annually where trainees of all methods contribute their ideas. Creativity and innovativeness are given a platform as trainees often present known content with a creative twist of their own. Innovativeness in every aspect of the magazine from its external appearance, decoration and presentation of content are undertaken by trainees. The trainees come up with relevant themes and this is done by group discussion with convenors of the Magazine Committee. Intellectual and thinking skills are nurtured and nourished when the trainees brainstorm to develop a framework of the magazine. The wall magazine is a collaborative group work and teachers always encourage participation of

maximum trainees. In this collaborative process the trainees get acquainted with each other and develop a sense of belonging to peers. The bond gets stronger with the successful completion of their endeavour. This platform acts as a medium of interaction between students, teachers and staff by showcasing their ideas and making it widely known. It also acts as a source of encouragement for learners who see their works published for the very first time.

### **Cultural Initiatives**

Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students. The trainees often learn on how to work for a common goal and this ultimately develops a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. Sustained involvement in more than one activity reflects the talent and potential of the trainee teachers. The trainee teachers along with b.ed training learn prioritization and time management skills. These academically and co-curricularly talented trainee teachers have a well-groomed personality, which helps them to face the world in a better way. The value and enjoyment resulting from cultural activities, also gives our trainee teachers a chance to develop important life skills such as creativity, confidence, self discipline, effective communication and the ability to work in teams.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **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:** B. Any 6 or 7 of the above

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

**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:** A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** C. Any 3 of the above

File Description	Document
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

**1. Selection/identification of schools for internship:participative/on request:** Our college has ten designated schools where we send our trainee teachers for completion of Internship. Every year schools are assigned keeping in mind the place of residence of trainees. Trainees are given the option to either

accept or raise objections in adverse cases. In case any trainee is unwilling to accept assigned schools, counselling is done by Teacher's Council. Trainees are motivated to accept the allotted school. Change in allotment of schools is only made in special conditions. Most of the schools allotted for practice teaching are within one kilometer radius from the college. The list of designated schools is reflected in College Website.

**2. Orientation to school /headmaster/principal/teachers:** Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools. The agenda of this meeting includes discussion regarding requirements of the schools from this Internship Program. We also brief trainees about the nuances of the Internship Program and the code of conduct to be maintained during internship. We also solicit feedback from participating schools regarding specific requisitions and suggestions for further improvement.

**3. Orientation of students going for internship:** An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. The trainees are given the opportunity to select a Group leader among themselves who will be acting as a chord between the practice teaching school and the College during the Internship. Group leader assigned to the respective school is responsible to take care of all the immediate needs of trainees.

**4. Defining role of teachers of the institution:** Faculty members are also assigned as mentors for each practice teaching school. Any problem experienced by trainees is to be immediately reported to group leader and respective school mentor. Every method teacher has responsibility to approve learning designs of trainees before its delivery.

**5. Streamlining mode/s of assessment of student performance:** Mentor teachers have to maintain hand written records of the classes observed during internship. These records help in further improvement. The mentors assess a minimum of five practice teaching classes of each trainee teacher. The trainees are evaluated on criterias such as blackboard skill, questioning skill, use of teaching aids, classroom management and so on. Teacher educators make efforts to understand and solve difficulties faced by trainees during internship.

**6. Exposure to a variety of school set ups:** Seminars and special lectures are organised in the first semester to provide exposure to trainees regarding different school systems currently in practice in India. As a part of practicum in second semester, trainees are given opportunity to visit government and private schools where they get hands-on experience of working nature of different schools and interact with teachers and administrative staff.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.9 Average number of students attached to each school for internship during the last completed academic year****Response:** 9.8**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Response: 10

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11 Institution adopts effective monitoring mechanisms during internship programme.****Response:**

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency by the trainee-teachers during their internship in B.Ed. College. University prepares a calendar of school internships. The first phase (2nd sem) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons etc. The second phase (3rd sem) is the internship phase where they have to teach lessons in their respective pedagogic subjects.

Our institution takes the following steps for effective monitoring mechanisms during internship programme:

Our college organizes orientation-cum-consultation meetings with the school headmaster/headmistress or TIC. The Teacher Council of our college organizes a meeting with school principals and mentor teachers every year before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses/TICs are requested to evaluate the trainees in all the above activities.

The headmasters/headmistresses of all the schools follow the rules prescribed by the affiliating university to evaluate the trainee teachers. Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation.

In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer.

Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers.

The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

The basic principle which helps in conducting assessment during internship programme is based on constructive criticism. All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the trainees.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** C. Any 2 or 3 of the above

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

**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:** A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

<b>2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years</b>	
<b>Response:</b> 69	
<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

<b>2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years</b>	
<b>Response:</b> 50.72	
<b>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</b>	
Response: 7	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

<b>2.5.3 Average teaching experience of full time teachers for the last completed academic year.</b>	
<b>Response:</b> 6.07	
<b>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</b>	
Response: 91	
<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

<b>2.5.4 Teachers put-forth efforts to keep themselves updated professionally through</b>	
<ul style="list-style-type: none"> <li>• <b>In house discussions on current developments and issues in education</b></li> <li>• <b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul>	
<b>Response:</b>	

## 1. In house discussions on current developments and issues in education:

Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organise formal seminars to celebrate various occasions such as World Book Day, World Consumer Rights Day, World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organise teacher induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and novice faculties. We organise counselling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticising and analysing recent developments in the field of education (from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher's classroom management techniques during internship). There are informal discussions in the college staffroom among teachers or even in a classroom or on an individual basis. Teachers meet together informally once every week and discuss how to improve the teaching learning process. Our college teacher educators are on an endless journey where we are always looking for new ideas or teaching strategies, which can help to improve trainee teachers' skills, and ensure learners' success, and be useful in their future life.

## 2. Share information with colleagues and with other institutions on policies and regulations

The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organise small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognise the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. Regular interactions either in the form of formal meetings or informal interactions in the evening is a regular affair which helps in identifying the changes happening around us. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. Our discussions revolve around information on how other institutions have improved their learning environment, policy adopted by other educational institutions for student welfare, policies which other educational institutions are adopting to keep themselves professionally upgraded and how we could bring similar kinds of changes in our institution.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken.

1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance.
2. When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.
3. The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.
4. The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and whatsapp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counseling to trainee teachers.
5. Special tests are taken for slow learners.
6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3 Mechanism for grievance redressal related to examination is operationally effective

**Response:**

- At the beginning of the semester, faculty members inform the trainee teachers about the various components in the assessment process during the semester.
- Internal Examination in the college is conducted, as per rules and regulations of the affiliating Training University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc, immediate action is taken to resolve the issue.
- In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken.
- At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues
- Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University
- Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for examinations.

After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to College for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

Before the commencement of each academic year the college prepares its own Academic Calendar which contains a detailed schedule of working days, events to be organised and dates of examination. A copy of the same is published on the college website to inform the students and other stakeholders regarding the nature of activities which are scheduled for the semester. The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.

Usually in the 1st semester and 3rd semester, the dates for the first evaluation for theory papers lies in the 1st week of December while for the second sem and 4th sem in the 1st week of June. For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment. A sample of circular announcing dates for conduction of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on gazetted holidays as well as other planned activities of the college such as the cultural programs, Foundation day, Sports day, etc.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:

After completing B.Ed. programme, trainees are able to:

1. The knowledge of theoretical content and hands-on practice helps them to understand the very basics of the teaching learning process. This fundamental knowledge is essential to acquaint the trainee teachers with the essence of the teaching profession. The trainees learn to design appropriate teaching learning strategies, and become aware of teaching and learning of the subject concerned(method opted). They also develop concepts and skills regarding assessment and evaluation related to their respective method subjects, understand the individual differences among learners in the classroom, become competent in measuring the attainment, evaluating progress, and assessing learning abilities as a teacher, as well as become proficient in handling guidance programmes and administering psychological tools. Trainees learn the epistemological, sociological and the psychological bases of curriculum development, understand the different types of curriculum with respect to their main orientation and approaches, compare and analyze the educational policies over the years with respect to their foundation, considerations, concerns, priorities and goals. The trainees perceive and acknowledge linkage among curriculum framework and critical issues, which directly and indirectly are related to learning, and analyse the curriculum framework in the light of learners' needs. Trainees learn how to motivate others, learn about testing and non-testing tools, develop the knowledge about adjustment and maladjustment, understand the mental health, causes and remedy of depression, phobia, child psychology, concept of growth and development and stages of development with special reference to the stage of adolescence.
2. The trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education. They learn to use ICT as teaching aids in teaching their method subject, use ICT based communication in the classroom and use ICT in lesson planning.
3. The Internship program in schools which include first hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching. All these real experiences of the school prepares the future teachers before they enter the professional world. The whole of the Internship program is divided into two parts: Pre Internship where the trainees are accustomed with school life and during Internship they master the skills by constantly practising it. The trainees are accustomed to prepare learning design, instructional material for teaching and make teaching aids, toys, charts, before and during the Internship program.

4. Trainees are also involved in a number of co-curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance. These opportunities provided to the trainees help in nurturing a sense of leadership and developing accountability to the teaching profession. The trainees understand classroom diversities and are enabled to deal with diverse learners in inclusive classroom setup, become aware of human rights, acknowledge women empowerment, develop sensitivity towards environment and accept its role in teaching-learning process.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

2020-21	2019-20	2018-19	2017-18	2016-17
98	97	99	47	49

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

The affiliating University has clearly defined PLOs and CLOs while developing the B.Ed. program, which

are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of trainees are evaluated on both cognitive and professional grounds.

The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an individual learner's profile(mentoring book). The purpose behind this profiling is to ensure effective assessment of learning. We often provide feedback that is specific, informative and focuses on facilitating trainee teachers to evaluate their own learning performances and to gain mastery on the content areas. Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners.

The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills. We also encourage dialogue between teacher educators and trainee teachers that encourages reflection on their learning. The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded and use evidence obtained when trainee teachers are involved in special tasks or activities in addition to their regular work. The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

#### **2.7.4 Performance of outgoing students in internal assessment**

**Response:** 100

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

**Response:** 98

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

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

#### **Response:**

At the beginning of course, learners are provided with objectives in the prospectus so that they can identify whether the program is aligned with their learning needs. After admission during the induction program we try to assess learning needs of trainee teachers through an Aptitude test, a Personality Test and a cultural program. Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of trainees. We have learners coming from diverse backgrounds who have different entry level knowledge and learning needs.

For assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action.

The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular activities emphasises collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games, survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our trainee teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs' and CLOs' are achieved. The performance of the trainees is well reflected through their achievements in examination, Performance during Internship, punctuality and attendance in college, job placement and modification of behavior. In case progress is unsatisfactory,

remedial classes are provided to fulfill the learning needs.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.6

NAAC

## 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..**

2020-21	2019-20	2018-19	2017-18	2016-17
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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

Any additional information

[View Document](#)

**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
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** E. None of the above

## 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:** 1.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	11	6	8

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** 0.43

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
03	01	01	00	01

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 3.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	5	3	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 74.25**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
80	82	87	20	28

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>

### 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:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Fortunately, idea of the cleaning the campuses, the surroundings, the furniture are also included in our uniform 2 year B.Ed. curriculum as community based activity. The whole of the B.Ed. syllabus is a perfect amalgamation of theories and practical concerns (social concerns, cleanliness and beautification, celebrations of important dates, awareness of cultural diversity) which are taught and discussed throughout the session. Due to such activities students also get conscious about sanitization. For abatement with deforestation and pollution problem the college focused on tree plantation.

The physicians are invited to deliver their talk on health, nutrition and female related issues. These

activities involving students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, analyse and lead others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Through involvement in these extension and outreach activities, the students develop critical thinking skills and time management. The engagement of teacher trainees in community outreach programmes including visits to different places provide exposure and understanding of the diversities existing in our society. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well mannered citizens.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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: 0.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 0

#### 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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

**Vidyasagar Teachers' Training College has adequate infrastructural facilities for conducting Teaching-Learning process smoothly which are :**

#### **A) Administrative**

1. Principal's Room
2. Head Clerk Room
- 3.Accountant's Room
4. Staffroom for Faculty
5. Staffroom for non teaching

#### **B) ACADEMIC FACILITIES**

Our institution boasts of having enriched laboratories:

##### **LANGUAGE LAB**

The college has a well-equipped Language Laboratory for the Department of English, Bengali and Sanskrit to run the audio-visual programmes where learners can actively participate and learn in an individualistic and group approach.

##### **MATHEMATICS LAB**

It provides an opportunity for the students to discover the basic ideas of foundations of mathematics and the general concept of space, as well as interactions between physics, mathematics and philosophy.

##### **PHYSICS LAB**

This lab is equipped with a complete set of latest equipment and tools which caters to the needs and enhances the practical skills of trainees in physics and chemistry.

##### **CHEMISTRY LAB**

The complete set of latest equipment and chemicals helps trainees to carry on experiments which they can

demonstrate during internship.

### **EDUCATIONAL PSYCHOLOGY LAB**

This lab is equipped with a good collection of psychological tests such as Personality Inventory, Creativity Tests, Achievement and Achievement Motivational Tests etc. The tests are also used to judge the entry level aptitude and personality of our trainees and further helps them to understand the way of conducting psychological experiments.

### **LIFE SCIENCE LAB**

The atmosphere inside the Life Science Laboratory creates a spirited environment conforming to the four pillars of education that is “Learning to do, learning to know, learning to be, and learning to live together.

### **GEOGRAPHY LAB**

The lab is well equipped with a series of maps, topographic sheets and a variety of survey equipment like tracing table, thermometers, barometer, magnetic compass, etc. The lab specializes in the development of qualitative and quantitative research skills in trainees.

### **HISTORY ROOM**

The lab is decorated with numerous teaching aids and collections of replica artifacts which encourage the learners to create their own.

### **EDUCATION ROOM**

Education is the core of B.Ed. curriculum so apart from having a Psychology Laboratory we have this lab to provide the learners with practical experience of theoretical concepts.

### **ECONOMICS ROOM**

Equipped with teaching aids made by trainees, pictures of famous economists, flash cards and coin collection, maps explaining different economic issues and events, this lab motivates learners. This small section is a representation of economic ideas of the B.Ed. curriculum which trainees can relate to.

### **ICT- COMPUTER LABORATORY**

This lab with strong LAN connection helps trainee teachers to become competent and confident users of technology and use the basic knowledge and skills acquired to assist in the teaching learning process.

### **LIBRARY**

It has an extensive collection of books, reference materials, journals, e-resources and exclusive reading rooms for teachers and student alongwith Internet connectivity.

### **C) STUDENTS' SUPPORT FACILITIES**

1. Sick Room	
2. Separate Common Rooms for Boys and Girls	
3. Multigym	
4. Women's Hostel	
5. Alumni Room	
6. Recreational Room	
7. Yoga Room	
<b>File Description</b>	<b>Document</b>
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 55.56

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

Response: 5

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

Response: 9

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**

**Response:** 56.24



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

2020-21	2019-20	2018-19	2017-18	2016-17
31.45024	14.57286	19.48778	30.72672	9.71471

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

The VTTC Library has started its automation works of library function using widely used open source ILMS “KOHA”. Presently the version 18.11.00 is in use. The housekeeping operations include acquisitions, cataloguing, circulations, serial control, OPAC and maintenance. The complete process of acquiring books and its technical processing is completed using the designated module of the software.

The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The OPAC facilitates searching of a complete library collection with the results, providing the location of a book in a particular library. The library staff provides guidance to staff and students in using the OPAC card catalogue. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. It is Unicode supported and thus facilitates bibliographic entries in many Indic languages like Hindi, Urdu, Punjabi, Bengali etc.

The ILMS is operational and is very helpful in meeting the end user’s academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records. The library has created the database in standard KOHA ILMS formats which enables the end user to retrieve information easily and accurately. Networking and sharing the resources for retrieval, uploading and downloading in any environment becomes possible using Z39.50 protocol. All the resources available

in the library are cataloged using MARC21, the International Standard for machine readable catalog world over. The database server is Z39.50 compliant to enable the Internet Users to access the database with ease.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

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

##### Response:

Library has provided the access of e-resources through INFLIBNET N-LIST consortium by providing unique User ID and Password given by the N-LIST College administrator (Librarian). The teachers may access e-books & e-Journals covered by N-LIST even out side the college library. Institution has remote access to library e-resources covered by N-LIST which teachers use frequently. In the upcoming academic year we plan to extend the access of N-LIST e-resources to students through Unique ID subsequently.

##### We have the following facilities in our Library:

1. All the books are bar coded
2. There is a facility for OPAC
3. Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days
4. Teachers can borrow 15 books for a period of 1 month
5. We have an exclusive reference section which can be accessed by the students and staff

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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:** C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

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

**Response:** 0.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.54260	.03960	.02489	1.42014	.52048

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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: 34.02

**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: 755

**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: 854

**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: 1036

**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: 685

**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: 582

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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

**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:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1 Institution updates its ICT facilities including Wi-Fi

**Response:**

The plans for infrastructural development are given top priority as the College realizes the correlation between adequate infrastructure and effective teaching – learning. The strategies adopted for ensuring adequate infrastructure are as follows:

- At the beginning of the academic year need - assessment for replacement / upgradation / addition of the existing infrastructure is carried out based on the suggestions from TC members and lab technicians, after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also teacher trainees grievances.
- Optimal deployment of infrastructure is ensured through awareness during students' and teachers' induction programs
- Effective utilization of infrastructure is ensured through efficient and qualified lab technicians
- Renewal for the deployed Software applications, UPS and Generators is usually done at the beginning of each academic year (Table 4.3.1 A)

The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time.

- Our college has upgraded the 30 Mbps Leased Line Internet connectivity to 100 Mbps Leased Line over RF (Table 4.3.1B).

- The Internet Service Provider (ISP) Reliance provides connectivity with high fault tolerance.
- Internet connectivity is available in class rooms.
- Video conferencing facility is available at the E-learning resource lab.
- Most of the labs are equipped with LCD's for online demonstration to students.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 2.08

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

**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:** 25.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.29339	8.60013	9.28232	9.92522	11.17811

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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 by the college as per the requirements in the interest of students.

**Laboratory:**

1. Record of maintenance account is maintained by lab attendant and supervised by the concerned teacher.
2. The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises.

**Library:-**

1. The requirement and list of books is taken from the concerned faculty and the finalized list of required books is duly approved by the library subcommittee and signed by the Principal.
2. Suggestion box is installed inside the reading room to take users feedback. Their continuous feedback helps a lot in introducing new ideas regarding library enrichment.
3. To ensure return of books, 'library clearance' from the library is mandatory for students before appearing in exams.
4. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are chalked out / resolved by the library sub committee.

**Sports: -**

Regarding the maintenance of sports equipment the college physical education teacher is deputed. Annual Sports have been duly organised though in the wake of recent pandemic the programme has remained cancelled.

**Computers: -**

The computer laboratory is established to enrich the students. The faculty has two desktop computers for their requirements installed with an internet facility in the staffroom. There are three laptops also given for the teachers in the staffroom . The campus is internet and WIFI Enabled.

**Classrooms: -**

1. The college has various committees for maintenance and upkeep of infrastructure.
2. At the institutional level, TCS submit their requirements to the Principal regarding classroom furniture and others.

**Additionally:-**

1. There are lab attendants who maintain the stock register by physically verifying the items round the year.
2. Lab wise annual stock verification is done by the Lab-incharge and is countersigned by the Principal



3. Regular maintenance of Computer Laboratory equipment is done by Laboratory attendants and they are supervised by the faculty.
4. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by the college.
5. College campus maintenance is monitored regularly. Smoking free and litter free campus environment is maintained.
6. Upkeep of all facilities and cleanliness of the environment in the women's hostel is maintained through the Hostel Committee.
7. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.
8. Outsourcing is done for the maintenance of wooden furniture, electrification, and plumbing.
9. Regular maintenance of the water cooler and water purifier is done.
10. The maintenance of the reading room and stock verification of library books is done by library staff.
11. Fire Safety Equipments are adequate and effectively placed.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## 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:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

**Response:** 8.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	8	4	6

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education during the last completed academic year

**Response:** 7.14

#### 5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 3

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 2

#### 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 2

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

**Response:** 10.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	11	10	7	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

#### Response:

As per the government policy we are not allowed to hold any students' elections, thus we do not have an elected student council. We have a decentralized structure called the **Students' Subcommittee**. It includes representatives from students in order to create an opportunity to develop leadership by organizing and carrying out activities and program within the institution and forms voice of the student body.

#### Students Subcommittees:

**1. Cultural and Drama Committee** promotes and arranges extracurricular activities to bring out the talents of students in performing arts. Committee prepares annual budget for cultural events, decides the date of the program, obtain formal permission from the College, invite guests and other dignitaries, arrange mementos for guests and certificates for participants.

**2. Magazine Committee** is responsible to publish an annual print magazine that highlights student concerns and activities. It arranges a meeting at the beginning of semester and decides upon the theme of the magazine. Articles are called from trainees of both semesters in English, Bengali, Hindi and other languages. Magazine committee also brings out two wall magazine every year to give a platform for creative ideas. Trainees of all department and members of the committee work collaboratively to bring out the magazines.

**3. Excursion Committee** is responsible to organize tours, trips and field visits. The committee seeks necessary permissions for Tour/Field visit etc., and prepare the details of excursion and manage funds, ensure safety and security of students at the time of Tour/Trip etc, inculcate significance of relation between human life and nature in different forms, promote the spirit of observation of different lifestyles and cultures of people living in different areas of the country and also keep the necessary records and prepare the report of Tour/Trip.

**4. Game and Sports Committee** plays a vital role to create a healthy, mentally and physically fit body and mind for every trainee to ascertain their dynamic future. They are responsible to conduct intra-college sports events, schedule Game and Sports events for the academic year. It takes necessary steps for approval

of event, conduct meeting to discuss and delegate task, decide the date time and agenda of the program, invite the guests and judges, arrange mementos and certificates.

**5. Common Room Committee:** The college has a provision for separate Common Room for boys and girls equipped with drinking water facility, indoor games, electricity, fans etc. The room is properly ventilated, well- lit, neat and clean to provide a friendly ambience. The committee members ensure that the Common Room is always kept neat and clean, furniture arranged properly and reading material laid out properly.

**6. Beautification Committee** is responsible for overall beautification of the college campus including purchase and plant all seasonal plants in the pots and lawns, growing nurseries of the seasonal flower plants, check cleanliness of all the lawns and every year adds on new avenue trees. The main aim is to impart knowledge, create awareness and develop an attitude of concern and to nurture necessary skills to handle the environmental issues and challenges.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>

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

**Response:** 11.6

#### 5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
05	14	13	14	12

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes

**significantly for the development of the institution.**

**Response:**

The college has an Alumni Association for building strong bond between alumni and present students. The Alumni Association in our college is constantly exploring different ways of energizing, enhancing and strengthening alumni engagement. The alumni association often engages in activities that are designed to meet alumni needs for contribution, social and professional networking, recognition, connection, personal growth, career support services, unique identity and autonomy. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

**Objectives of the Alumni Association:**

- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.
- To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution.
- To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To assist and supporting the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter.
- To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

**Activities and Contributions:**

- Alumni are invited for meetings at the college and they interact with their teachers and express their suggestions on curricular transactions.
- Few Alumni give guest lectures to the existing students on some contemporary developments and focus on career guiding.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

**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:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for the selected claim	<a href="#">View Document</a>

#### **5.4.3 Number of meetings of Alumni Association held during the last five years**

**Response:** 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	0	0	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **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:**

The alumni of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college by the alumni . The alumni association tends to ensure coordination and proper conduct of alumni meets. Every year the college keeps a separate register of their alumni members where their permanent addresses, phone numbers, and professional details are entered and the college ensures to update the details every year. The Alumni committee of our college consists of our Principal, present faculties who are ex -students and our former students. The college is committed towards the valuable feedback from alumni members. Academic and professional guidance is offered by the alumni members to the students of our college. The Alumni of the College maintains funds with the aim of supporting their regular activities. The Alumni association of the college provides mentorship, professional guidance to various student support programs. The Alumni



often contribute to the Book Bank in the college library and sometimes support for developing the infrastructure of the college. The college follows the practice of collecting feedback and suggestions from each member of alumni of the college in order to ensure betterments of the institution. The feedback received from the alumni are effectively channelized for better functioning and development of the college.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## 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:**

Vidyasagar Teachers' Training College (VTTC) is managed by the Governing Body of the college. It is the apex body of the college which plans, formulates policies and executes developmental activities of the college by setting values and participatory decision making process. This is important not only to achieve the vision and mission of the college but also helps in upholding the organizational tradition. VTTC, a pioneer in Teacher Training, has been driven by its vision and mission over the past fifty years of its existence.

**Mission:**

*To develop teachers as a whole through the cultivation and enrichment of the human mind and spirit and to work successfully on an international canvas of the one world with a view of achieving higher levels of quality and excellence.*

**Vision:**

*Our college sets its vision in*

*“Enter to Learn and Grow*

*Learn to Lead and Serve”*

VTTC aspires to unveil the inherent latent potentialities of the trainee teachers by providing them with an inspirational and stimulating environment to establish them as the upright nation builder of tomorrow.

The regulatory bodies of this college are the Governing Body (GB), The West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA), The National Council of Teachers' Education (NCTE) (Eastern Regional Centre) and the University Grants Commission (UGC). Among these regulatory bodies, the college GB plays an effective leadership role for the proper management of the college in tune with the existing vision and mission of the institution.

The leadership role is played by the secretary of the GB (who is the Principal) acting as a visionary figure and keen academic guide for the faculty members, trainee teachers and non-teaching staff.

Vision and Mission of this college is reflected through the following programme and activities.

Principal holds periodic meeting with teaching and non-teaching staff. Various committees are formed in the beginning. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed. Classes are taken according to time table.

- Unity and discipline are inculcated through extra curricular activities such as sports activities, social initiatives and cultural programmes
- An optional course in Environment and Population Education is prescribed in the syllabus of the fourth semester for developing environmental awareness and sensitivity.
- The college motivates the faculty members to attend national and international seminars, conferences, courses and workshops for professional enrichment.
- Lectures and various welfare activities are organized by the college regularly.
- Community services and development of trainee teachers are done as prescribed in the curriculum of the third semester.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

#### Response:

Decentralisation is seriously thought about and has a significant impact on policy, planning and management. It is a means of improving the efficiency of the education system and educational services. VTTC motivates a culture of decentralisation and participative management involving all the staff members in a number of administrative roles.

The GB is the highest policy making body in the governance of the college. The GB of the college comprises representatives as laid in the government order *The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017 dt. 22nd March 2017* from the teachers, non teaching staff, university representatives, state government representatives, state higher education council representatives along with the Principal of the college. This body takes decisions on the recommendations placed to it from all the assigned committees of the college.

Before the commencement of each academic year various subcommittees are formed, in the GB under the guidance of the Principal. These committees include representatives from teaching staff, non-teaching staff and trainee teachers. Every committee has the freedom to prepare their own plan of action and decide their implementation strategies.

These committees are responsible for activities like admission, time table preparation, welfare of students, and organization of extra curricular activities etc. The suggestions of the committees are discussed and

placed in the GB for its approval.

The following committees are there in our college:

1. Academic Sub-committee
2. Teachers' Council
3. IQAC Sub-committee
4. UGC Sub-committee
5. State Govt. Sub-committee
6. Finance Sub-committee
7. Purchasing Sub-committee
8. Building Sub-committee
9. Admission Sub-committee
10. Provident Fund Sub-committee
11. Library Sub-committee
12. Laboratory Sub-committee
13. Service Book Sub-committee
14. Examination Sub-committee
15. Anti Ragging Cell
16. Sexual Harassment (Student) Sub-committee
17. Grievance Sub-committee
18. Women's Cell
19. Student welfare Cell
20. Placement Cell
21. Hostel Sub-committee
22. Internal Complaint Committee

23. Code of Conduct Sub-committee
24. Guidance and Counseling Cell
25. Games and Sports Sub-committee
26. Social and cultural Sub-committee
27. Gardening & Beautification Sub-committee
28. Tour and Excursion Sub-committee
29. Magazine Sub-committee
30. Boys' Common Room Sub-committee
31. Girls' Common Room Sub-committee

So the decentralized governance and participation management model is evident in every sphere of the institution and in each function, there are a separate subcommittees for deciding and implementation of the student centric programmes and activities of the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

#### Financial:

- The institutional mechanism for monitoring the effective and efficient use of financial resources is through the establishment and proper functioning of the finance committee.
- It comprises of the teaching and non-teaching staff, University nominee representatives along with the Principal.
- The finance committee discusses all important matters relating to finance and finalizes the proposals which is presented to the GB for approval.

- We maintain day-to-day cash books as well as relevant vouchers authenticated by the principal.
- Actual day to day transactions are tracked by the principal of the college for approval and transactions.
- Salary of the staff is disbursed directly through NEFT by the government. Students deposit their fees by both online and offline processes.
- The college maintains up-to-date audit report that is 2019-20 financial year is audited by the Charter Accountant prescribed by Dept. Of Higher Education, Govt. Of West Bengal.
- All government grants are utilized and utilization certificates are sent to the authority.
- All furniture, equipments and other articles are purchased through the decision of the purchasing committee.
- Financial operations are made through cheque system, with signature of the principal and signature of either the president or the government nominee of the GB.

### **Academic**

The Principal always discusses issues related to teaching learning and students' welfare with the Teachers' Council before taking any decision. These decisions are based on the unanimous suggestions of the Teachers' Council, IQAC, GB and the like.

In the Teachers' Council meeting, we discuss regarding syllabus distribution among faculties, teaching learning methods, evaluation process, curricular and co-curricular planning. So, curriculum development, teaching learning implementation, examination and evaluation, research and development indicates there is academic transparency in the college. Every year the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. The dynamic structure of the committee ensures decentralisation of power as well as equipping the members with leadership attributes.

### **Administrative**

The president of the GB, being the executive head of the administration of the college, is not directly involved in assigning the responsibilities to the staff members. The job is performed by the Principal, who is also the secretary of the GB. The principal duly ensures communication of major decisions of the Teachers' Council to GB. All of this reflects our commitment to fairness and equity:

- Discussing the plan and policies in the regular staff meeting and different sub committee meetings.
- Identifying and allotting a suitable volunteer for a given portfolio.
- Orienting the volunteer for their specific portfolio.
- Plans and policies are discussed in the respective sub-committees.
- Presentation of the suggestions of the respective sub-committee is placed to the GB for final approval .
- Periodical monitoring and review by the Principal with staff.

In many of the different committees non teaching staff and trainee teachers (students) are also represented who provide us with valuable suggestions and advices. for framing policies and taking decisions regarding the administration of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

Vidyasagar Teachers' Training College is founded on a distinctive ethos that places our trainee teachers at the centre. We provide an environment of academic excellence, discovery and development for the next generation of professionals and world leaders. The exceptional quality of our trainee teachers' experience has always been a hallmark of our college.

The objectives in perspective of Teaching Learning Development are as follows:

- To develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- To bring professionalism in teacher education by improving upon teaching practices in the surrounding area.
- To inspire for life-long learning and for reaching the unreached.
- To enable the students to live in harmony in the profession and community.
- To develop skills among the trainees in order to integrate with existing education system with ease.
- To develop reflective practitioners of teaching learning process.

The strategic plan (2018-2022) provided us a map to guide our collective action for the coming five-year and signalled our priorities for new development. Importantly, this plan built our existing strengths without diminishing our commitment to the mission that had underpinned our success.

Action Initiated for **Teaching Learning Development** (2018-2022) are as follows:

- The College follows the Academic calendar prescribed by the affiliating university “The West Bengal University of Teachers Training Education Planning and Administration (WBUTTEPA)”. The college follows this academic calendar for implementing curricular and co-curricular activities.
- The syllabus is distributed at the beginning of each semester.
- The college organizes orientation programmes for the freshly inducted B.Ed. trainees.
- E-content is also provided.
- Learner centric approach is maintained in the classroom.
- Teachers motivate the trainee for factual learning, associate learning and conceptual learning.
- Trainee teachers are asked to deliver seminar through PPT presentation.
- Smart classroom is introduced. E-learning facilities are also introduced.
- Tutoring, Counseling, remedial classes, group discussions are provided especially emphasized for those who are differently abled and those with special needs.
- Supervision during internship programmes of trainee teachers is executed properly.
- Continuous assessment and evaluation is done to measure outcomes.
- Different educational excursions, assignments fieldworks seminar, visit to other places, co-curricular activities are arranged for enhancement of learning skills of the trainee teachers.
- Regular feedback is obtained from trainee teachers for improving teaching learning method.
- Teachers are deeply concerned and interested in students’ progress.
- Teachers also participate in different Orientation Programmes (OP), Refresher Course (RC), Short Term Course (STC), State, National and International Seminars for enhancement of teaching capability.
- The access for e-resources is also increased.

The strategies formulated are approved by the Teachers’ Council and advocated to the members of the institution for implementation.

### Future Plan

- To strengthen the existing system and procedure for continuous progress assessment.
- To respond on scientific discovery in the areas of learning, instruction, human development and engagement.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

**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 organizational structure of Vidyasagar Teachers' Training College is a good example of democratic governance and accountable leadership. The Governing Body of the college is constituted as per provisions of the West Bengal Universities and Colleges (Administration and Regulations) Act 2017 and subsequently the rules of the governing body laid are in conformity with the act. The Governing Body constituted includes the following members:

1. The President who is a person interested in education and nominated by the state act.
2. The Principal who acts as the ex-officio secretary of the G.B.
3. The permanent regular teachers which include librarians and laboratory instructors.
4. The non-teaching employee.
5. Two persons who are nominated by the state government and one person who is nominated by the West Bengal State Council of Higher Education.
6. One representative from amongst the donors of the college.
7. Two persons nominated by the affiliating university amongst eminent educationists of whom at least one shall be a woman.

The G.B of the college is the highest authority and it functions within the rules and regulations of the Dept. of Higher Education, Govt. of West Bengal, UGC, NCTE, WBUTTEPA.

The principal, secretary of the GB functions as the chief administrator who supervises and coordinates academic and administrative activities.

The Principal is at the apex of the institution and under him are the convenors of different subcommittees. Besides the members of the GB, other teachers and non- teaching staff are also included in these committees.

These committees are empowered to improvise plans, policies and decide upon ways of implementation to achieve the objectives of the college. These committees often discusses issues regarding curriculum, curricular, and extracurricular activities. All the committees organise meetings on regular intervals to assure quality enhancement of the college. The suggestions and recommendations from the concerned committees are discussed and evaluated, and are later placed before the Governing Body for its approval.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

**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:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

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

The college has an effective committee of different bodies cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The Principal acts as a chairperson of these committees. The members of these committees are GB members, teaching staff non teaching staff and student representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analysed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Vidyasagar Teachers' Training College trusts the contribution of the employee towards the overall development and progress of the college. The college offers worthwhile welfare schemes to all the teaching and non teaching staff to ensure and boost their work culture and efficiency. The college provides financial assistance by providing loans against provident funds and loan from employees mutual benefit fund to those employee who wish to avail it. The female teachers get maternity leave as per the govt. rules Employment on died in harness for non teachingstaff, employee retirement benefits, pension gratuity, leave encashment etc are provided to the employees. Festival advance, loan in advance for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit .Purified drinking water facility, multi gym and recreation room are also provided the college. The college has recently formed an internal complaint cell to prevent any type of harassment to any of the employees in the college. These are few of the schemes which are initiated as part of our welfare measures.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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: 0

##### 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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 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: 5

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 24.64

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
9	4	0	1	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

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

#### Response:

Self appraisal sheets are maintained by the teachers. The college authorities maintain a service book for every teaching faculty which is regularly maintained and updated. The government of West Bengal has devised the self- assessment cum performance appraisal forms for teachers in strict adherence to the API Criteria based PBAS prescribed in the new UGC Regulations. The teachers are evaluated/promoted following a transparent process on the basis of API Score(s). The career advancement scheme of teachers is done following this system.

This evaluation system is scrutinized by IQAC and then a screening committee constituted by the Department of Higher Education, Govt. of West Bengal evaluates the performance of respective teachers. The report given by the Screening Committee is forwarded to GB and being approved it is submitted to the Director of Public Instruction (DPI), Govt. of West Bengal. The report if found satisfactory is approved by the DPI Govt. Of West Bengal and the promotion is considered.

The performance appraisal system of the non-teaching staff is equally important for the efficient running of an institution. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his/her promotion . If the members of the Governing Body are satisfied then the promotional benefit papers of non-teaching staff are sent to the Director of Public Instruction, Govt. of West Bengal, following which the DPI approves their promotional benefits.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

For effective and efficient management of financial resources, the Finance Subcommittee, the Accountant, the Cashier, the Head Clerk and the Principal carry out their duties according to the policy framed by the authority, i.e., Govt. of West Bengal. The Accounts Department handles all the work related to treasury and Bank.

Every year the Budget provisions are formally identified and approved by the GB. The expenditure incurred in the most economical and transparent manner is in conformity with the procedure prescribed by the Govt. of West Bengal. The income and expenditure of the institution are subjected to regular audit.

The Principal, the Secretary of the Governing Body, is the Drawing and Disbursing Officer (DDO). The expenditure is done through cheque system signed either by the President of the Governing Body or the member of the Governing Body and the Principal.

Each month a monthly internal audit is done by the Principal, Head-clerk, Accountant, Cashier. They keep a track to check the income received from the students and grants received from the government. Cashbook is maintained with the help of bank statements and vouchers. Ledger posting is maintained by the institution and an expenditure statement is submitted to the Chartered Accountant.

External audit done by the Chartered Accountant is an act of maintaining financial transparency in the institution. An external auditor is appointed every year by the Department of Higher Education, Govt. of West Bengal. The Chartered Accountant along with his team visits and prepares the audit report. The report is submitted to the Govt. of West Bengal for its kind perusal and necessary action.

So the college accounts are regularly audited by both internal and external statutory bodies. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

#### **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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

#### Response:

#### Mobilisation of Fund

For the improvement of the academic process and infrastructure development the institution makes an effort for resource mobilization.

The institution generates its fund from various sources including fees collection from the trainee teachers, funding for research projects, grants from UGC, Grants from the State Govt., donations from alumni all other philanthropic persons (if found), renting out the college hall and occasionally rooms, interest from fixed deposit, endowment funds.

#### Optimal utilization of Fund

Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, upgradation of facilities in laboratories, strengthening of information and knowledge delivery system and submits this information to Govt. of West Bengal and UGC with proper justification and consideration.

The purchases amounting to higher funds are made through tendering/e-tendering in a transparent manner.

The income and expenditure are internally and externally audited. The Annual Audit Report, Utilization Certificate is also submitted to the concerned authorities for their ready reference as well as perusal and necessary action.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are also oriented with the ethos and culture of the institution.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

The institution constantly strives to achieve excellence in teaching learning outcomes through IQAC. The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Language laboratory, Geography Laboratory, History Room, Economics Room, Education Room, Physical Science Laboratory, Chemistry Laboratory, Psychology Laboratory, and Maths Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Gymnasium, Yoga Centre. Library Management Software (LMS), KOHA has been installed. INFLIBNET N-LIST Journals are subscribed. Smart Classrooms are also established. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly.

The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted. Learners are also encouraged to develop the skill of reading for pleasure. We have prepared a list of books for the trainee teachers apart from their academic texts and often conduct Book Reading and Discussion sessions with them. This Book Reading and Discussion session helps in



developing interest in understanding the human psyche and developing life skills among the trainee teachers.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses.

The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of IQAC.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 15.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	15	11	12

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** D. Any 1 of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

**Response:**

Vidyasagar Teachers' Training College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following:

1. Formulation of vision and mission of the college
2. College website creation and maintenance
3. Online admission with payment gateways
4. Internet Connection
5. Wi-Fi Facilities/ Smart Classroom
6. ICT Lab
7. Integrated Library Management Software
8. INFLIBNET N-LIST Journal Subscription
9. Language Lab, Psychology Lab and other lab renovation
10. Meetings of IQAC regularly
11. Seminar organized
12. Students support Cells--Women Grievance Redressal, Student welfare , Anti-Ragging, ICC etc.
13. Prospectus
14. Feedback collection to improve teaching Learning Process
15. Opinion of Alumni- Valuable suggestion taking
16. Submission of data to AISHE portal
17. ISO Certificate of drinking water
18. ISO Certificate for Fire Extinguisher
19. Construction of New Building
20. University Selected Evaluation Centre
21. CAs of Teaching and Non-Teaching Staff
22. Financial transaction through HRMS portal

23. Establishment of eco friendly campus/Eco clubs.  
 24. The IQAC periodically reviews the quality assurance and suggests for gradual expansion.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## 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:

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

Trainees and staff of our college have been successful in preparing seminar presentations on ways of energy conservation.

The college has been actively encouraging creative writing skills among the students by bringing out a series of wall magazines titled "Kathamala", based on topics related to ways of energy conservation and use of alternative sources of energy.

The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines. The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity.

The Institution has a green generator and LED lights have been used in different places. The issue of energy conservation is seriously discussed in the various meetings of the faculty and brainstorming discussions on ways of saving energy like the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use. We give preference to manual equipment rather than electrical ones.

The back side of used pages are reused for official works. All rough works are done in these unused pages thus saving papers, and thus conserving energy resources.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>

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

##### Response:

Improved waste management gives a better quality of life; it improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college. There are many methods available to dispose off the solid waste. Some of the most commonly used methods in our college are-

1. Landfills: Throwing daily waste /garbage in the landfills, which eliminates odours and dangers of

waste.

2. Composting: The remains of the dead plants and kitchen waste from the hostel and canteen is turned into nutrients rich food for plants in the form of compost.
3. Recycling: Old batteries, computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadiwallahs. We at our college are trying our best to discourage the use of plastic materials within the college campus.

The faculty and the staff of the college are encouraged to carry their own water bottles instead of using single use plastic water bottles. We discourage students from using plastic materials in the campus rather we emphasize on using alternative material like paper and jute bags. This small behavioural change in the student and staff of our college ultimately leads to a clean and green environment inside the college campus.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

#### Response:

One of the key dimensions of quality care is cleanliness. Maintenance of hygiene and cleanliness is related to aesthetics. Keeping college campuses clean requires active student participation along with teaching and non-teaching staff. Majority of the students use public conveyance to reach college. Students, teachers and non-teaching staff use the waste-bins. We wash our hands before eating. We don't spit and litter within the college campus. Our college campus is a no smoking zone. We spread awareness about the benefit of cleanliness. Sweeper is there for regular maintenance of campus cleanliness.

Sanitation refers to the provisions of facilities and services for the safe disposal of human urine and faeces. The word "sanitation" also refers to the maintenance of hygienic conditions, through services such as garbage collection and waste water disposal. Regular garbage collection is done in our college and waste water is properly disposed. Our college has a lush green campus. We have beautiful Royal palm on both sides of our entrance gates which gives an elegant look to our college. Varieties of palm like fish tail palm and areca palm beautify our college. We have *Swietenia macrophylla* (Mahogany), *Delonix regia* (Radha chura), *Albizia lebeck* (Sisu), *Tectona grandis* (Teak) inside our college campus. In our floral garden we have flowering plants like *Murraya paniculata* (Kamini), *Tagetes* sp. (Marygold), *Cosmos bipinnatus* (Cosmos), *Hiptage benghalensis* (Madhavi lata), *Rosa sinensis* (Jaba) and varieties of *Rosa* (Roses). We have Kamini bush along the path from the main gate to the main building. We have a majestic *Mangifera indica* (Mango) in our campus. We also have medicinal plants *Azadiractha indica* (neem), *Aloe vera* (*Aloe barbadensis*), *Ocimum* inside our college campus. Our college is quite far away from the main road. It is free from noise pollution also. We have a green generator in our college. We do not use plastic inside our college campus. Most of the staff and students use bicycles thus maintaining a clean and healthy environment.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### 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:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
.35950	.51110	.30240	.26527	.04180

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

Vidyasagar Teachers' Training College, Midnapore is a teachers' training college located in the heart of Midnapore town which has maximum advantage of the local environment such as hospitals and nursing homes, railway station, bus stand, Office of District Magistrate and many schools and colleges.

#### *Leveraging local resources*

1. Inviting local academicians as resource persons and judges for co-curricular activities
2. Sending trainees to nearby schools for school internship (ten schools in the locality)
3. Utilising local places (such as Mogholmari, Pathra, Bidisha, Gopagarh and short excursions to Digha) for creating historical, ecological, social and cultural awareness among trainee teachers.
4. Collaborating with nearby institutions for conducting seminars (seminar on "National Mathematics Day, International Webinar on COVID)

5. Appointing esteemed members from the community for developing decentralised governance in the college (as members of various cells and committees including Governing Body)

6. Partnering with surrounding special institutions to promote allround development of trainees [Midnapore Rehabilitation Center for children (Palbari), Vivekananda Mission Ashram Residential School for blind, ITI Midnapore), some small industries and Ecopark]

7. Using local schools for various practicums where teacher trainees conduct interviews of school students, observe maladjusted children and successful teachers and acquaint themselves with school administrative process.

8. Involving community in various practices of our college in the last few years as follows:

i) Free health check up in collaboration with District Chambers of Commerce and Industry and Nirnoy Hospital, Midnapore held on 2nd April, 2019.

ii) Thalassaemia awareness and detection camp was organized by our college in collaboration with the Thalassaemia society of Midnapore District, Midnapore on 11th Jan, 2019 in the college campus. The secretary of Thalassaemia society of Midnapore Mr. Pradip Bera was the main organizer of the day.

iii) Safe Drive and save life is a campaign to bring down road accidents and to implement better traffic measures. The Ashoka Driving school of our locality organized a campaign based on this on 6th Jan, 2020.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Best Practice 1

1. **Title of the Practice** : Free Health Check-up organised by Vidyasagar Teachers' Training College, Midnapore. In Collaboration with the District Chamber of Commerce; Industry and Nirnoy Hospital, Midnapore on 2nd April, 2019 by Dr. S. Biswas(convenor).

2. **Goal** : The aim of the practice is to provide free health checkup for the trainee teachers and staff

3. **The Context** : We have faced challenging issues while planning and executing the programme. It was an uphill task arranging the Doctors and arranging the paramedical staff for the programme.

4. **The Practice** : A free health check-up organised by our College in collaboration with the District Chamber of Commerce, Industry and Nirnoy Hospital, Midnapore. Srimati Kanta Basu, President of the Women cell District Chamber of Commerce & Industry, Midnapore gave the inaugural speech. Doctor Kanchan Kumar Dhara, a renowned Gynaecologist of Midnapore Town was the main Speaker. He gave a very informative speech on health and ways of maintaining it and how to monitor it in this present day of high stress. The second speaker was Dr. Anirban Palit & Third speaker was Dr. Adrija Palit who gave highly motivated speech on health and importance of checking and monitoring on health. Dr. Dipak kr.(General Physician) was assisted by two Nurses and two paramedical staff and did the general Check-up of each student and advised them accordingly. Dr. Anirban Palit and Dr. Adrija Palit (radiologists) gave lectures on breast cancer and preventive measures. Early Detection of the dreadful disease was discussed in length.

5. **Evidence of Success**: Attendance of the students was above 80 % on the Day.

6. **Problems Encountered and resources required**: Main problem was that of arrangement of Doctors. Another problem which we encountered was arrangement of a closet for female students.

#### Best Practice 2

1. **Title of the Practice:** Thalassemia awareness and detection camp organised by Vidyasagar Teachers' Training College, Midnapore in collaboration with Thalassemia Society of Midnapore District, Midnapore. The coordinator was Dr. Sutapa Biswas.
2. **Goal of this camp was to educate the students about Thalassemia.** Another goal was to detect the carriers of Thalassemia among the students and to counsel them.
3. **The context :** Thalassemia is a blood disorder in which the body makes an abnormal form of haemoglobin. Blood tests can be carried out at any time to check for Thalassemia or to find out if one is a carrier of the disease.
4. **The practice:** The camp was organised on 11th Jan, 2019, inside college campus. At first Midnapore District Hospital Thalassemia Society of Midnapore was approached. The Secretary of the Thalassemia Society of Midnapore Mr. Pradip Bera was the main speaker of the event.
5. **Evidence of Success:** 80% participants of the students and 100% of the college staff participated in the camp. Counselling of the carrier students was done with utmost care.

Problems Encountered and Resources Required: The main problem was that the paramedical staff was less in number so students had to wait for a long time.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

##### Response:

##### Distinctness related to its vision

The vision of our college is "Enter to learn and grow... learn to lead and serve." It is very much important in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. Our college has a large number of students from the surrounding rural areas and poor background, but they are not poor in talent and knowledge. Our college staff identify this talent and encourage them to grow and learn as per our mission statement. Our aim is to make good teachers since the destiny of a nation is shaped in her classrooms.

The institution was established in 1968. The main aim was to provide an opportunity to the students of this area for teacher education. The college organises many seminars, invited lectures from eminent personalities for the teacher trainees. We are very proud to say that many of our students are state government primary teachers, secondary school teachers and higher secondary teachers. The college

considers the students as the strength of the institution.

#### Priority areas

Many efforts are being made for the past few years to change the teaching-learning environment into activity based learning. Following areas are given priority to transform the academic environment.

- The faculty is encouraged to use ICT wherever is required.
- Extensive use of online classes/ Blended online and offline mode of classroom transaction
- Every faculty member is allotted some trainees to whom he/she acts as a mentor.
- The mentor identifies the academic and personal problems of his/her mentee.
- Students are encouraged to participate both in curricular and extra- curricular activities.
- Eminent experts of national repute are invited from academic / organization/ industries for seminars, workshops, conferences etc.
- Students are given practicum, assignment, oral presentation, seminars, symposium, workshops, paper presentations, group discussions.
- We provide students access to e- journals and e- books by use of ICT.

Thrust areas: Our College has always given thrust to teacher education, special thrust is given to underprivileged students to empower them. The institution stresses on outreach programmes like tree plantation, gardening and college campus cleaning. The college inculcates in its students an awareness programme creating empathy in the students for the less privileged sections of the society. A large number of students come to our college from rural and socio-economically weaker sections. Most of them are first generation learners. The commitment to empower women of the country is evident from the very fact due representation is given to women in administration and academic matters of the college. Women faculty members make about 50% of the faculty strength. Our trainees perform well in external exams and get well placed in the society.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

No additional information

### **Concluding Remarks :**

The college follows the path of human values shown by the great visionary Pandit Iswar Chandra Vidyasagar, the greatest educationist and reformist. The college comprises well-furnished buildings, having academic, administrative infrastructure manned by an efficient staff. The premise eloquently supports the quality of its B.Ed. programme. This college takes pride in being a place where students and faculty can pursue knowledge without boundaries. It is a matter of pride to mention that our students continuously maintain top positions in many educational institutions across West Bengal. In the recent years, the college has focussed on use of ICT in teaching and learning, enhancement of IT facilities, activities of Alumni Association, etc. The college is deeply ingrained in the foundational principles of gender sensitivity and equity, eco-consciousness, promotion of green practices, promotion of human values and professional ethics, patriotism and a sense of pride in the nation. We are trying to strive for the best in the interest of our college and community and this summary is an effort for the same.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b></li> <li>2. <b>Teachers</b></li> <li>3. <b>Employers</b></li> <li>4. <b>Alumni</b></li> <li>5. <b>Practice teaching schools/TEI</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above            Answer After DVV Verification: C. Any 3 of the above            Remark : DVV has considered C. Any 3 of the above as per shared feedback report by HEI.</p>																				
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p>2.2.4.1. <b>Number of mentors in the Institution</b>            Answer before DVV Verification : 16            Answer after DVV Verification: 15</p> <p>Remark : DVV has made the changes as per shared mentor list by HEI.</p>																				
2.3.2	<p><b>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</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>14</td> <td>14</td> <td>10</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>5</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has given the input as per shared few e-resources by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	12	14	14	10	5	2020-21	2019-20	2018-19	2017-18	2016-17	5	7	5	2	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	14	14	10	5																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	7	5	2	2																	
2.3.3	<p><b>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..</b></p>																				

**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**

Answer before DVV Verification : 98

Answer after DVV Verification: 99

Remark : DVV has given the input as per shared report by HEI.

**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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has considered B. Any 3 of the above as per shared report 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 considered C. Any 2 of the above as per shared report by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	16	10	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	11	6	8

Remark : DVV has considered only UGC-CARE journals from shared report by HEI.

**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**

**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	01	03	01	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	01	01	00	01

Remark : DVV has considered those books having ISBN numbers only from shared report 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:

2020-21	2019-20	2018-19	2017-18	2016-17
8.29339	8.60013	9.28232	9.92522	25.17811

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8.29339	8.60013	9.28232	9.92522	11.17811

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

**5.2.2 Percentage of student progression to higher education during the last completed academic year**

**5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 4

Answer after DVV Verification: 3

**5.2.2.2. Number of outgoing students progressing from PG to M.Phil.**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

**5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

Remark : DVV has given the input as per shared report 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:

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	1	3	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	0	0	0

Remark : HEI has not shared report for 2016-17 to 2019-20.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	35	23	17	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	15	11	12

Remark : DVV has given the input as per shared report in first level by HEI.

**7.1.4 Institution has water management and conservation initiatives in the form of**

**1. Rain water harvesting**

**2. Waste water recycling**



	<p><b>3. Reservoirs/tanks/ bore wells</b></p> <p><b>4. Economical usage/ reduced wastage</b></p> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has considered C. Any 2 of the above as per shared report by HEI.</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p><b>1. Encouraging use of bicycles / E-vehicles</b></p> <p><b>2. Create pedestrian friendly roads in the campus</b></p> <p><b>3. Develop plastic-free campus</b></p> <p><b>4. Move towards paperless office</b></p> <p><b>5. Green landscaping with trees and plants</b></p> <p>Answer before DVV Verification : B. Any 4 of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : DVV has considered C. Any 3 of the above as per shared report by HEI.</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.2	<p><b>Number of Computers in the institution for academic purposes..</b></p> <p>Answer before DVV Verification : 41            Answer after DVV Verification : 48</p>