



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	VIDYASAGAR TEACHERS' TRAINING COLLEGE
• Name of the Head of the institution	DR MONORANJAN BHOWMIK
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03222275479
• Mobile No:	9434177252
• Registered e-mail ID (Principal)	mbvttc@gmail.com
• Alternate Email ID	vttcollege68@gmail.com
• Address	Keranitola
• City/Town	Midnapore
• State/UT	West Bengal
• Pin Code	721101
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Baba Saheb Ambedkar Education University (Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration)				
• Name of the IQAC Co-ordinator/Director	Dr Kishwar Badakhshan				
• Phone No.	9474413909				
• Alternate phone No.(IQAC)	7992337269				
• Mobile (IQAC)	8777347500				
• IQAC e-mail address	iqacvttc@gmail.com				
• Alternate e-mail address (IQAC)	jazzyrasool@gmail.com				
<b>3.Website address</b>	<a href="https://vttcollege.ac.in/">https://vttcollege.ac.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://vttcollege.ac.in/page.aspx?page_id=64">https://vttcollege.ac.in/page.aspx?page_id=64</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://vttcollege.ac.in/page.aspx?page_id=67">https://vttcollege.ac.in/page.aspx?page_id=67</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.55	2022	07/06/2022	06/06/2027
<b>6.Date of Establishment of IQAC</b>			16/05/2013		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>5</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	<b>30,000/- (Thirty Thousand)</b>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>A NAAC Sponsored National Seminar on "Quality Enhancement Initiatives Through Best Practices and Innovative Ideas in Teacher Education Institutes" on 03.03.2023 A District Level Seminar on Anti Drug Awareness on 12.02.2023 Workshop on Hands on Practice in Physical Science and Geography on 14.12.2023 and 15.12.2023 Intercollege Sports Meet on 13.01.2023 Campus Bazaar on 24.03.2023</p>		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
The Academic Calendar was decided and prepared for various activities round the year.	Academic Calendar for the session 2022-23 was followed.
A NAAC Sponsored National Seminar on	A NAAC Sponsored National Seminar on
Regular guidance and counselling was to be provided to the students.	Mentoring Programme was successfully executed.
Value added course was planned.	TET Preparatory classes and Computer Certificate Course was executed.
Observation of Special Days	Special Days were celebrated in the campus
Merit cum Means Scholarship will be provided.	Vidyasagar Merit cum Means Scholarship was provided to the college top rankers
Strengthening local resources and support from society	The college has involved local academicians, top social activists, renowned doctors and the industrialists in organising different academic activities
Lecture Series on NEP 2020 and other Policies of Educational Importance was planned	Lecture Series on NEP 2020 and other Policies of Educational Importance was executed
Community Outreach Programme was planned.	Community Outreach Programme was executed.
NSS Unit was planned to be opened.	NSS Unit was started and many activities were conducted by this unit.
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021-2022	06/01/2023

**15. Multidisciplinary / interdisciplinary**

As an institution, we have a goal to adapt to the New Education Policy 2020 by becoming a comprehensive, multidisciplinary institution. Our College is conveniently located in the centre of the city and has excellent access to the rest of the city. It has a sizable campus that spans in 1.78 acres. To transform our organisation into a multidisciplinary institution, we have the following plans: 1. We have adequate room to expand and create a multidisciplinary institute with a college of arts and sciences. 2. We want to offer an integrated B.Ed. programme in conjunction with one of the city's premier Arts and Science Colleges. We have a vision that if we start providing a four-year integrated teacher education programme, we can ensure that there will be a variety of entry and exit points at the conclusion of the first, second, and third years of undergraduate study while still upholding the rigorousness of the content covered. The fact that the students will be awarded certificates in accordance with the UGC's "Guidelines for Multiple Entry and Exit in Academic Programmes Offered in Higher Education Institutions" would be taken into account.

**16. Academic bank of credits (ABC):**

The College adapts the curriculum as per the local needs and is periodically modified in response to stakeholder feedbacks. Due to the importance of each component in achieving the course learning outcomes, credits have been assigned to each and every one of the College's programmes. According to their needs and interests, students are allowed to choose the elective courses. Value added course is already a part of the college's curriculum.

**17. Skill development:**

For the purpose of developing holistic, individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education". The curriculum of B.Ed. provide scope for enhancement of professional competencies through courses on Enhancing Professional Capacities

(EPC) with courses like Reading and Reflecting on Texts (EPC1), Drama and Art in Education (EPC 2), Critical Understanding of ICT (EPC 3) and Yoga Education: Self Understanding and Development (EPC 4). These courses enhance the communication, technical and professional skill sets of students.

#### **18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

National Education Policy 2020 emphasizes that "the promotion of Indian arts and culture is important not only for the nation but also for the individual" and stresses "that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education." We at Vidyasagar Teachers' Training College endeavour to instill Indian Value system in the prospective teachers of India. A spirit of Indianness is infused among the trainees through multiple activities like guest lectures, invited speeches, seminars, community engagement activities, cultural programmes and events in addition to their normal curricular transaction hours.

#### **19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):**

The college's OBE framework for education emphasises on student-centered continuous quality improvement. CLOs are created to help the programme in question achieve its Programme Specific Outcomes (PSOs). In order to achieve the course learning outcomes (CLOs), the syllabus is implied in a way which is students' centric. It clearly lays out the trainees' expectations as well as the learning objectives. Additionally, it offers training exercises that support the trainees in achieving their learning objectives.

#### **20. Distance education/online education:**

The designated faculties developed Google Classroom specifically for each course. Google Classroom is used to save and share materials from Google Drive that are appropriate for each course. Google Meet serves as the venue for the classes in online mode. We emphasise on using a hybrid mode for providing curricular and co-curricular experiences.

### **Extended Profile**

#### **1. Student**

2.1

200

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	48
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	100
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	100
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	200
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	84.11422

4.2	49
Total number of computers on campus for academic purposes	

### 3. Teacher

5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2	20
Number of sanctioned posts for the year:	

## Part B

### 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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution is affiliated to WBUTTEPA, which sets restrictions/parameters regarding curriculum design and coverage, length of teaching and tutorials. Institution periodically reviews and adjusts the mandated curriculum to meet the needs of local context and strike a balance with goals of affiliating university. Curriculum decisions are made in discussions with the principal, teaching staff, and principals of practice teaching schools. In order to retain democracy and openness, issues relating to the modification and implementation of the curriculum are available to suggestions and discussion. The Principal then makes the final decision following a democratic deliberative session. Our Institution creates an Academic Plan for each semester in accordance with the requirements of the affiliating University. This plan includes a detailed outline of the syllabus distribution (adapting the curriculum to fit the local needs), theory and practical classes, the availability of sufficient library materials and other course-related aids, the dates of internal and external exams, the deadlines for assignment submission, the dates of school internships, the dates of educational excursions, diagnostic tests,



**and remedial courses.**

File Description	Documents
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 File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	<a href="#">View File</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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**C. Any 3 of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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**

**A. All of the Above**

are stated and communicated to teachers and students through Website of the Institution  
**Prospectus Student induction programme**  
**Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://vttcollege.ac.in/page.aspx?page_id=23">https://vttcollege.ac.in/page.aspx?page_id=23</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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**

**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://vttcollege.ac.in/page.aspx?page_id=23">https://vttcollege.ac.in/page.aspx?page_id=23</a>

**1.2.2 - Number of value-added courses offered during the year****2****1.2.2.1 - Number of value-added courses offered during the year****2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****244****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****244**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

**Three of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year

01

#### 1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

**A fundamental of teacher education- An Orientation program including**

information on the course structure, curriculum, PLO, and CLO is organized. Trainees are acquainted regarding the qualities and duties of a teacher; the philosophical, social, and psychological foundations of education, and the significance of interdisciplinary education.

Procedural knowledge- is provided through practicum of school visit (child psychology), knowledge about curriculum construction, time table preparation, micro-teaching skills, knowledge of pedagogy, question preparation, evaluation techniques (achievement test construction) and ICT use.

Acquired Competencies as principles of child psychology, Bloom's Taxonomy, the bases of education; competencies of simulated teaching, school management, evaluation and skill of organising co-curricular activities are practised during internship.

#### Skills/Competencies

1. Emotional Intelligence fostered through the theoretical contents, community based activity, co curricular activities and excursions, visit to special schools as a part of practicum.
2. Critical Thinking nurtured through assignments, practicum, simulated teaching, brainstorming, monthly debate, book discussions and reflective thinking
3. Communication Skills are developed through individual seminars, micro-teaching classes, Cultural programs and debates (anchoring and volunteering).
4. Negotiation and Collaboration enhanced during school visits for practicum, community based activities, cultural programs and annual excursions where trainees interact with people outside campus.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Trainees visit schools run by several boards to learn about their evaluation practices. During school internship trainees are familiarized with genuine school operations (such as maintaining registers, planning cultural events, and carrying out government schemes) as well as school administration (such as role of various committees in school operations and the principles of inspection and supervision). College arranges lectures and seminars by Headmasters and Headmistresses from other school boards to provide a comparative perspective and highlight the functional distinctions between them. Additionally, trainees study the subtleties of inclusive education.

Norms and standards are taught theoretically through norms of a test, validity, reliability and practically while construction of achievement tests during internship, and determination of objectivity of tools in practicum.

Institution hosts seminars and speeches for trainees about state-level disparities in various school boards. Experienced principals of various boards are invited to share their views. Trainee teachers themselves share their experiences about their school boards. In the aforementioned lectures, assessment patterns for exams administered by the CBSE, ICSE, and other boards are also covered. To provide a comparative understanding of the teaching-learning process of various boards, method and core papers in B.Ed. include critical analysis and review of textbook.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution aids trainee teachers to understand interconnectedness among the various learning experiences how the theoretical components of the B.Ed. curriculum serve as the basis for practicum activities, and how practicum aids in internalizing and applying these theoretical concepts. Interconnectedness and interdisciplinarity is prevalent in various areas of the course (interconnectedness between micro lessons, practice teaching and pedagogy; between child psychology and transacting a lesson; between educational management and managing real classroom activities during internship; between principle of evaluation and construction of achievement tests; between different types of curriculum [hidden, latent and null curriculum] and classroom teaching; between knowledge of special needs children learnt in core papers and proper interventions taught in optional papers).

ICT course gives students hands-on computer expertise, which aids them in creating engaging assignments and innovative classes during internship. Course on professional competencies focuses on the development of language skills (reading comprehension and writing skills), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy and fundamental word, excel, and powerpoint skills; skills of using digital platforms for communication and e-learning resources), and skills of maintaining physical and mental wellbeing through yoga and self-concept development.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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 Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Feedback collected and analysed**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

100

##### 2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**



56

**2.1.2.1 - Number of students enrolled from the reserved categories during the year**

60

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

**2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**

02

**2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year**

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the assessment process 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, in not more than 100-200 words.

The aspiring trainee teachers at the entry level come from a range of socioeconomic backgrounds, and many of them are unfamiliar with training facilities. Trainees at the initial level receives orientation regarding the nature of the programme. They are also made to learn how they can manage to get achieve this outcome. Special sessions are planned at the college to provide guidance for the students.

The institution has made the following provision:

- Face to face meet with the Principal and Teachers
- Interaction with parents
- Aptitude test administered to teacher trainees to know their necessities in course completion.
- Induction programme for 7 days
- Interaction with the seniors

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 the aptitude of 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	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Mentoring / Academic**

All of the above

**Counselling Peer Feedback / Tutoring  
Remedial Learning Engagement Learning  
Enhancement / Enrichment inputs  
Collaborative tasks Assistive Devices and  
Adaptive Structures (for the differently abled)  
Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

All of the above

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

**2.2.4 - Student-Mentor ratio for the academic year**

**6 : 1**

**2.2.4.1 - Number of mentors in the Institution**

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

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

- Participative learning mode, is used by teacher educators to instill confidence and positivity and to ensure physical and mental development of the trainee teachers 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.
- 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.
- 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 tour Ayodhya (Purulia) 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.
- 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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://vttcollege.ac.in/page.aspx?page_id=68">https://vttcollege.ac.in/page.aspx?page_id=68</a>
Any other relevant information	<a href="#">View File</a>

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

200

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room

Five/Six of the above

**activities Biomechanical and Kinesiological**  
**activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://vttcollege.ac.in/page.aspx?page_id=68">https://vttcollege.ac.in/page.aspx?page_id=68</a>
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

- **Working in Teams:** All trainees (6-8) are grouped under the supervision of mentors with students to cope with academic and professional growth. They are encouraged and guided to participate scholastic and co scholastic events.
- **Dealing with Student Diversity:** Equity and equality are the core values in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully.
- **Conduct of Self with Colleagues and Authorities:** Trainees are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self conducting habits with stakeholders, within the community other than the profession.
- **Balancing Home and Work Stress:** During PTA meet, parents of trainee-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes and tackle feelings of stress and frustration.
- **Keeping Themselves Abreast:** Awareness programmes are organized during the formative period of the programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation.

Continual mentoring is provided by mentors for successful completion of work.

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

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Teachers of Vidyasagar Teachers' Training College gives preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty as well as students also. A wall magazine, different workshop gives a platform where trainees can express their creative, literary and artistic sides through articles, poems, drawings which form a collage representing a common theme.

Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have trainees 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 college organises a wall magazine annually where trainees of all methods contribute their ideas. The various innovations tried are as follows:

- Create a compassionate, accepting environment
- Be present with students ideas
- Encourage autonomy
- Reward assignments to promote creative thinking
- Give students direct feedback on their creativity

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above

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

Ten/All of the above



**certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

All of the above

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

<p><b>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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p><b>All of the above</b></p>															
<table border="1"> <thead> <tr> <th data-bbox="76 562 550 629">File Description</th> <th data-bbox="555 562 1490 629">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 636 550 703">Data as per Data Template</td> <td data-bbox="555 636 1490 703"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 710 550 799">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="555 710 1490 799"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 806 550 940">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="555 806 1490 940"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 947 550 1010">Any other relevant information</td> <td data-bbox="555 947 1490 1010"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>	Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	<table border="1"> <thead> <tr> <th data-bbox="785 562 1490 629">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="785 636 1490 703"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="785 710 1490 799"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="785 806 1490 940"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="785 947 1490 1010"><a href="#">View File</a></td> </tr> </tbody> </table>	Documents	<a href="#">View File</a>	<a href="#">View File</a>	<a href="#">View File</a>	<a href="#">View File</a>
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<a href="#">View File</a>																
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	<p><b>All of the above</b></p>															
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<p><b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</b></p>	<p><b>All of the above</b></p>															

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

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

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

- **Exposure to a variety of school set ups: Special lectures are organised in the first semester to provide exposure to trainees regarding different school systems currently in practice in India.**
- **Selection/identification of schools for internship:**

participative/on request: Our college has eleven designated schools where we send our trainee teachers for completion of Internship. Schools are assigned only after taking option from the trainees. Counselling is done by Teachers' Council.

- 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.
- 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.
- 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.

Streamlining mode/s of assessment of student performance: Mentor teachers have to maintain hand written records of the classes observed during internship.

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

#### 2.4.9 - Number of students attached to each school for internship during the academic year

##### 2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of**

Nine/All of the above

**student learning – home assignments & tests**  
**Organizing academic and cultural events**  
**Maintaining documents Administrative**  
**responsibilities- experience/exposure**  
**Preparation of progress reports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. Our college organizes orientation-cum-consultation meetings with the school headmaster/headmistress or TIC .

- **Teacher Educators Role:** They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modelled.
- **Role of Peers:** Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.
- **Role of School Headmaster/Headmistress/ Teacher in Charge:** They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.
- **Role of School Teachers:** The reflection from the school teachers is interpreted to review the gaps to adopt new

strategies suitable to schools as per their requirements. School teachers recommend our candidates for various posts vacant in their respective schools.

- **Role of Self:** Every student teacher assesses their own growth, through a reflective analysis and improve upon themselves through peer assessment process from their peers students. The reflective journal, students are monitored and credited based on their self-worth.

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

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)**

All of the above

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

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Five of the above

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

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

109

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

109

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows:

- During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future.
- IQAC put forth challenges in emerging new domains of knowledge which are to be studied for personal growth of faculty & institution.
- Professional growth of faculty also expands through add on courses and FDP
- Faculty with their expertise are capable of selecting journals, books for references and upload e-books using their experience of research and teaching exposure
- In-house deliberations take place informally in the staffroom on topics on educations.
- Faculty development field trips (tours) are periodically arranged for updating the current developments in other universities.
- The faculty members organize seminars, webinars and capacity building sessions for in-house members in area of interest, expertise leading towards professional engagement.
- The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the school teachers regarding the students' teaching and interaction, marks obtained during internship that are sent in sealed covers are analysed for students' performance

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



## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Assessment of teaching of student teachers is viewed from two perspectives 1) knowledge assimilation 2) acquisition of skills. The students are assigned topics from school curriculum to teach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly, which helps the teacher educator in designing the methods of teaching.

- **Teacher-Learning Efficiency:** Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment.
- **Effectiveness of the evaluation system:** Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress 1) Mentor Assessment proforma 2) practical aspects in all courses 3) Field work 4) Paper presentations 5) Conducting projects 6) Literary references 7) Preparation of subject / project materials 8) ICT based teaching. This is developed to strengthen the coscholastic domains while reflecting on the self-capacity building and competencies.

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

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

At the beginning of the semester, faculty members brief the trainee teachers about the various components of the assessment process during the semester.

- The internal examination is conducted in the college, as per the rules and regulations of the affiliated training university. Grievances related to examination are readily accepted by the college. Our college plans its exam schedule based on the academic calendar provided by the affiliated universities.
- Before the exam, there are some common complaints of the apprentice teachers such as late submission of application form, non-receipt of exam admit card or wrong entry. In both cases, the complaints are reported to the university examination department and resolved as soon as possible. The college helps trainee teachers to fill exam form, make payment and download admit card for exam.
- After the declaration of university results, if a student teacher has any objection, the college resolves the problem by sending an application to the university for photocopy of answer script, re-evaluation and re-calculation of marks etc.
- Redressal of Grievances at University Level: After sending such questions through college examination department, questions related to result, improvement of marksheets, other certificates issued by the university are directed to examination department.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Before the commencement of each academic year the college prepares its own academic calendar which contains detailed schedule of working days, organized events and examination dates. A copy of the same is published on the college website to inform the students and other stakeholders about the nature of the activities scheduled for the semester. The faculty council initiates this academic plan and tries to ensure its strict adherence by all faculty members. The College Examination Committee decides the date by which the internal assessment will be conducted and the date by which the marks are to be submitted to the office. These dates are to be strictly adhered to in each semester. The Convener of the College Examination Committee issues notice to all the teachers to submit their selected dates for the Practicum Examination and Written Internal Examination. A notice regarding the same is issued after receiving the examination notification from the University. Trainee teachers are informed about due dates, practice etc. for submission of assignments. Before starting each internal assessment test, students are given assignments for each course.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

1After completing B.Ed. programme, trainees are able to:

1.Theoretical content knowledge and hands-on practice help them understand the basics of the teaching learning process. This basic

knowledge is essential to introduce novice teachers to the essence of the teaching profession. Trainees learn to design appropriate teaching learning strategies and become aware of teaching and learning in related subjects (chosen methods).

2. Trainees are exposed to ICT processes that enable them to become technically competent. It also helps in the integration of technological tools for teaching and learning, content development and collaboration and sharing in education

3. School Internship Program which includes first hand experience in school practices, school administration, learning learning environment, role of various stakeholders in education and teaching practice. All of this practical school experience prepares future teachers before entering the professional world as they constantly practice and acquire skills.

4. The trainees are also involved in various co-curricular activities which include participation in cultural activities and involvement in various cells and committees in college management which help in nurturing a sense of leadership and developing accountability towards the teaching profession.

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

### 2.7.2 - Pass percentage of Students during the year

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

PLO and CLO are listed on the college website and brochure for clarity of trainees who wish to pursue this course. PLOs and CLOs help trainees to be aware of the course demands as well as the qualifications expected of them in their chosen profession. Bed. There are CLOs for each paper in the program after which PLOs can be achieved. For this purpose, the institution has an effective monitoring process that helps determine whether the trainees are achieving the prescribed CLO. Each course paper consists of internal assignments, exercises and external assessments where the performance of the trainees is assessed on both cognitive and professional basis.

The college ensures holistic and progressive management of students' performance in professional and personal qualities by adopting comprehensive strategies. Self-assessment is highly valued for its ability to produce reflective lifelong learners

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

## 2.7.4 - Performance of outgoing students in internal assessment

### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200

words.

At the beginning of the course, students are provided with the objectives in the prospectus so that they can identify whether the program matches their learning needs. After admission during the induction programme, we try to assess the learning needs of the apprentice teachers through an aptitude test, a personality test and a cultural programme. Learning needs are assessed by judging the gaps that exist between PLOs and CLOs and trainees' knowledge. We have students from a variety of backgrounds with different entry-level knowledge and learning needs.

For assessment to be meaningful, we believe that it must be well aligned with the type of learning that is valued. Along with academics our trainees engage in a list of extra curricular activities which are important in developing skills such as critical thinking, creativity, management skills, social and communication skills, adaptability, problem solving, collaboration skills. Actively shaping a peaceful future. We also try to focus on skills for life.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

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

[https://vttcollege.ac.in/page.aspx?page\\_id=28](https://vttcollege.ac.in/page.aspx?page_id=28)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think**

One of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

#### 3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

8



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

15

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

#### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

##### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

1612

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

243

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

243

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

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.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

5

##### 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The Vidyasagar Teachers' Training College has the necessary infrastructure, which is classified into the following headings, to manage the B.Ed. programme and to perform Teaching-Learning activities effectively:

A) ADMINISTRATIVE: Principal's room, Head Clerk's room, Accountant's room, Faculty staff room, Non-Teaching staff room

B) EDUCATIONAL FACILITIES: Language Lab, Math Lab, Physics Lab, Chemistry Lab, Psychology Lab, Life Science Lab, Geography Lab, History Room, Education Room, Economics Room, ICT- Computer Lab, Library, E-Studio

C) RESOURCE FACILITIES FOR STUDENTS 1. Sick Room 2. Boys and girls' common rooms that are separate (3) Multigym 4. Female Hostel 5. Alumni Room 6. Reception Area 7. Yoga Studio

Through substantial use of ICT, the institution is working towards its purpose of providing the greatest infrastructure and fostering an effective teaching-learning environment. Over the years the infrastructure of the institution is being upgraded keeping in mind the developments and rising demands in the education sector.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://vttcollege.ac.in/page.aspx?page_id=32">https://vttcollege.ac.in/page.aspx?page_id=32</a>
Any other relevant information	No File Uploaded

#### 4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

26.08894

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the features of Library Automation in not more than 100 – 200 words.

The V TTC 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.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://vttcollege.ac.in/page.aspx?page_id=30">https://vttcollege.ac.in/page.aspx?page_id=30</a>
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The Institution Library has computers and internet facilities. The students and staff avail unlimited number of hours of the said facilities during the library hours. Students and staff use the library facilities for their course work, research work and new references. Library has provided the access of e-resources through INFLIBNET NLIST 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.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

Two of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.69416

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2.5 - Per day usage of library by teachers and students during the academic year

##### 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

1880



File Description	Documents
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 academic year with seal and signature of both the librarian and principal	<a href="#">View File</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="https://vttcollege.ac.in/page.aspx?page_id=30">https://vttcollege.ac.in/page.aspx?page_id=30</a>
Any other relevant information	No File Uploaded

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

Three of the above

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

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Vidyasagar Teachers' Training College continuously strives to update its ICT facilities to ensure efficient functioning. The staff avail the ICT facilities to enhance their teaching and learning The ICT helps to enhance teachers' delivery process and improves student learning experiences by utilizing different types of technology in the classroom situations. In addition to the traditional method of teaching along with modern methodology our classroom infuses digital

learning tools such as Laptops, Computers, LED/DLP projectors, Smart Boards, Internet Connectivity with Wi Fi facility and Public Address System. Well-furnished Classrooms accelerate the rate of learning and build 21st Century techno-pedagogy skills. Our College and Technology are blending in educational system with ICT facilities. The use of technological devices in the classroom is explored to create meaningful learning experiences for students. The staff avail the ICT facilities to enhance their teaching and learning.

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

#### 4.3.2 - Student – Computer ratio during the academic year

##### 4.16

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content

Four of the above

**distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://vttcollege.ac.in/page.aspx?page_id=68">https://vttcollege.ac.in/page.aspx?page_id=68</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://vttcollege.ac.in/page.aspx?page_id=68">https://vttcollege.ac.in/page.aspx?page_id=68</a>
Any other relevant information	No File Uploaded

**4.4 - Maintenance of Campus and Infrastructure**
**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

**31.37998**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The Principal and the Secretary of the college in discussion with the Governing Body decides about purchasing necessary computers, printers, photocopying machines, scanners, Information and Communication technology related equipment as per recommendations received from the faculty and the administrative office of the college. All the facilities related to equipments are maintained by

AMC with personnel who also take the responsibilities of periodic up-gradations. Technicians from outside are entrusted with use and maintenance of these facilities. Proper maintenance of equipment and facilities are done by the staff in-charge. Cleaning of the whole building is done and a few days are allotted for deep cleaning and maintenance of the building. The regular maintenance is done by plumbers, electricians and carpenters who are hired for maintenance work. Generator facility is available in our college for the use of electricity for emergency purposes. The furniture, fans, air conditioners, tube lights, almirah, electrical appliances, and other equipment are managed by stock verification every year. Restrooms of Boys, Girls and Staff are maintained very neatly by using necessary materials for the healthy wellbeing.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://vttcollege.ac.in/page.aspx?page_id=32">https://vttcollege.ac.in/page.aspx?page_id=32</a>
Any other relevant information	<a href="#">View File</a>

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

Five for the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
01	100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

52

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

We are not permitted by government regulation to have any student elections, hence there is no elected student council. The Students' Subcommittee is a decentralized organizational structure that includes student representatives to form the voice of the student body. This provides them ample opportunities for leadership development by planning and implementing programmes and activities inside the institution.

#### Objectives

- To foster a sense of community within the student fraternity for their overall growth
- To foster social consciousness among students.
- To encourage communication and knowledge exchange between teacher candidates.
- To encourage the student body's capacity for all-around development.
- To encourage and improve organisational skills.

#### Major Activities Undertaken

- To instill patriotism and national integration in teacher trainees by including Teachers' Day, National Sports Day, Independence Day, Republic Day and the like are organised.
- To coordinating with the faculty to organize a variety of events like conferences, seminars and workshops.
- To publish college Wall Magazine 'Katha Mala' and the Annual Magazine 'Padakshep'.
- To keep the campus environment clean and maintained.
- To organise cultural events and contests.



File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 5.3.2 - Number of sports and cultural events organized at the institution during the year

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni involvement is very important to preserve and improve the college image. The student experience can be greatly enhanced by creating channels that allow for deeper ties between alumni, students, and colleges. Every alumni who attended Vidyasagar Teachers' Training College once is serving as a valuable resource for inspiring young minds and fostering unique skills. By respecting our history, traditions, and accomplishments, the alumni are developing as a community. Additionally, the alumni offer moral assistance when required by collaborating and planning college workshops, seminars, and other extracurricular and curricular activities with the faculty and students.

The Alumni Association also provides special recognition to the topper of each session by providing with medals and gifts. The Association meetings are attended regularly by nearly 200 members. The Association is registered and functional till date.

#### Special Events Organised by the Alumni in the Session 2022-2023

1. Alumni Meet organized on 30.04.2023
2. Felicitation Ceremony for the Toppers

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	<a href="#">View File</a>

#### 5.4.3 - Number of meetings of Alumni Association held during the year

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

**The Institution is effectively supported by the Alumni Association.**

#### **Academic Support**

The alumni offers awards and medals to the college topper. The Alumni members come in person and distribute the awards and share the details on a regular basis.

#### **Mentoring Support**

The Alumnae are invited to talk as guest speakers on a variety of important topics related to teaching. They discuss the knowledge and skills they acquired at their alma mater that have allowed them to make such renowned advancements in their careers and personal lives.

#### **Institutional Services**

The College invites alumni members to give former students a platform to build the alumni network, which expands the number of devoted supporters and effective ambassadors. The institution makes use of the intellectual contributions made by alumni who are active in academic and professional domains to broaden and improve the curriculum and plan activities which will enrich learning experiences of the trainees.

#### **Networking Assistance**

During internships, students are housed in local practising schools where many of our alumni hold positions as heads of institutions and academic faculty. The faculty members notify the group on WhatsApp when there are openings in local schools, and the Placement Cell

then recommends the same.

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

## 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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vidyasagar Teachers' Training College, Midnapore affiliated under Baba Saheb Ambedkar Education University keeps its doors open to train prospective teachers in West Bengal and the neighbouring states for teaching positions, particularly those from rural neighbourhoods. Through institutional mechanisms, it assures decentralised, participatory governance and collaborative management with all of its stakeholders, including teachers, support staff, students, alumni, parents, employers, and heads of schools.

#### Plan of Action

1. Providing first-generation and underprivileged students with quality education by combining a visionary curriculum in accordance with NCTE standards.
2. Upgrading and revising the curriculum to conform to national standards and the institution's goal of preparing future teachers.
3. Adopting digital technologies, such as virtual platforms, web tools, and mobile apps, in order to improve the teaching and learning process while keeping a clear, long-term perspective on the current situation.
4. Increasing the infrastructure to include a multipurpose rooms, ICT-enabled classrooms with high-speed internet access and subject labs that are well-equipped to meet the different needs of the students.

5. Promoting cooperative management with all of its constituents including teachers, support staff, students, alumni, parents, employers, and heads of schools.

6. Participative Management through decentralized structure consisting of Teachers, Non Teaching Staff and Students

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</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 File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college employs decentralisation and participatory management in all of its academic and administrative areas including the execution of the curriculum, the administration of assessments, the formation of different cells and committees, grievance procedures, conflict resolution processes, sanctions, funding distribution, staff-student enrichment activities and the planning of co-curricular events. The institution has a multi-layered, transparent governance mechanism in place.

**Financial:** All expenditure proposals are budgeted and approved by the Governing Body. Regular auditing is done in the college. The office computer contains all the data of the allocation under different heads and the expenditure details.

**Academic:** Each year, the academic calendar and syllabus is discussed. To acquaint the students with academic rules and regulations, an orientation programme is held. Through a complex system of several committees and cells, the college performs its duties. There are remedial classes available to help weak students.

**Administrative:** The College helps in supporting administrative roles

by conducting meetings which are held periodically at various levels to guarantee accountability, transparency and remedial actions. In the event of disciplinary matters, committees are established, parties involved are given ample opportunity to present their side and a fair inquiry is conducted.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

#### Transparency in Academic Functions

- The College Academic Calendar is prepared by the Academic Sub Committee before the commencement of the academic year.
- The College provides course outlines and course schedules for enabling the students to get an idea of what they are going to learn.
- Provision is made to continuously monitor and evaluate the quality of teaching and its effect on student performance.
- Advertisements are placed with admission details. The entire admission process is done through online. The filled-in applications are scrutinized and the merit list is prepared accordingly. Transparency is ensured at all stages of the admission process and proper notification is made regarding their performance.

#### Transparency in the Financial Function

- The financial regulations of the institution are based on clearly 'laid-down procedures' of financial management with total transparency.
- The planning is done by the finance committee.
- All the items of expenditure are budgeted and audited.

#### Transparency in Administrative Function

- The college follows a democratic, participative model of decision-making.

- Team-based functionality is the cornerstone of administrative practices in the college.
- Decision-making is delegated to the various committees at each level of activity and is approved by the Governing Body.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The strategic plan of the organisation is created in accordance with the goals and objectives of the College. The Principal is the lynchpin of support in paving the road forward and lending legitimacy to established initiatives. The Principal regularly engages in one-on-one activities such as:

- Planning and Execution of Resources
- Administration and Operation
- Profiling of Institution
- Selection of Key Performance Indicators
- Making specific Objectives and Actions a priority
- Financial Planning

The college planned to implement a strategic plan to enable the stakeholders to optimally utilize various resources and let the services be also utilized by the public. This initiative was brought to the discussion of the members of IQAC and staff council. The modalities for optimally utilizing the resources of the college are worked out and discussed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://vttcollege.ac.in/page.aspx?page_id=12">https://vttcollege.ac.in/page.aspx?page_id=12</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The organisation of Vidyasagar Teachers' Training College represents numerous committees, bodies and cells. The organisational structure of the college is clearly defined, which ensures effective management and governance. The institutional entities are organised in accordance with the UGC's recommendations, state laws, university standards and the Apex body (Governing Body).

Regular meetings are held to carry out the operations. The action taken reports are minutely detailed, kept up to date and signed by the principal. For the sake of transparency, the college website posts the minutes and decisions made. All college-related initiatives, such as the planning of seminars, extension lectures, workshops, remedial programmes for students, and student-led field trips are discussed at a formal meeting presided over by the Principal of the college.

File Description	Documents
Link to organogram on the institutional website	<a href="https://vttcollege.ac.in/page.aspx?page_id=18">https://vttcollege.ac.in/page.aspx?page_id=18</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

All of the above



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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Women Cell of Vidyasagar Teachers' Training College is framed for addressing issues of gender Sensitization and women empowerment, It also provides a platform for women to share their experiences and views regarding their status in the Society and to suggest ways to improve and empower through lectures, seminars, awareness programmes etc.

For The said purpose Dr. Jayashri Roy, Convener of Women Cell held a meeting on 08/06/2023. In this meeting it was resolved that a special Lecture will be held on 20/06/2023. The Topic is finalized : Sexual Harassment of women in work place.

This Programme was held on 20/06/2022. Dr. Monoranjan Bhowmik ,Principal of the college , inaugurated the Programme. Mrs. Tanusree Bhattacharya, Assistant Teacher of Godapiasal H.S. School, was the speaker. She addressed the students and faculty members on about Sexual Harassment of women in work place mentioning 2013 Act, importance of vishakha guidelines and preventive measures.

The audience found the lecture informative and relevant. It also provided the platform to share experiences and views regarding their status in the society and specially in workplace.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

#### Welfare Measures for Staff

- Gives academic freedom for staff members
- Congenial atmosphere in the staffroom
- The free internet facility available to the teaching and non-teaching staff paves the way for their academic enrichment.
- The management encourages the faculty to attend the Faculty Development Programmes, Orientation and Refresher courses for the professional development of the staff. A token amount is provided to the faculty who are participating in the FDPs.
- Upgradation of canteen services
- Career Advancement benefits for those with Ph.D. qualifications
- Teaching staff have been given laptops for their academic usage.
- On-Duty leave is provided for attending Workshops, Conferences Orientation courses and Refreshers courses.
- Appreciation measures by organising get-togethers.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- Superannuation of staff is celebrated with a sense of gratitude.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.

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

### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

06

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.3.4 - 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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

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 as per the UGC Norms evaluates the performance of respective teachers.

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

(like 10/20 years benefit as per the rules of the Govt. of West Bengal) of a non-teaching staff is decisive for his/her promotion.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The College regularly follows financial audit system and has an established mechanism for conducting audits on the financial transactions every year to ensure financial compliance. Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the Governing Body to the management. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, books, journals and other consumable charges etc., and non-recurring expenses like lab equipment purchases, furniture and other development expenses. After the audit, the report is forwarded to management for review, and the auditor makes sure that all payments have been properly authorised. The institution did not encounter any significant audit objections in the years before. The Principal & the Secretary of the Governing Body and chartered accountant have properly signed the audited statement. The same is uploaded in the college website and sent to the Govt. of West Bengal. All of these procedures show that financial concerns are kept transparent and that there is adherence to financial discipline to prevent the institution's assets or finances from being misappropriated at any level.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college has a clearly laid out plan for tracking the efficient and effective use of funds. The resources mobilised are primarily used for the college's infrastructural growth, the improvement of student support services, the expansion of the library (including the purchase of books) and the acquisition of equipment for boosting the teaching and learning process. The Governing Body oversees the financial operations. The institution ensures: - optimum utilisation of resources and assets such a playground, seminar hall, classrooms, computer labs and building space. Funds are directed towards student support activities. The college helps students by guiding them through the government scholarship application process.

The management allocates funds depending on necessity and priority while the Governing Body oversees the perspective strategy. All

purchases are approved in the meeting of the Purchasing Committee and subsequently the purchases made are entered in the Stock Register of the College.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The purpose of the IQAC is to raise the standard of education. The IQAC members work towards quality assurance while having a deeper understanding of what is expected of them. The IQAC makes sure that quality is achieved through meeting the demands of the students. The teachers at the institution represent the various requests of the students at IQAC meetings. The IQAC considers the needs of the students while making judgments. Teachers have a dependable platform to enhance their professional development through the college's IQAC. Additionally, it regularly promotes and oversees teachers' professional development. The IQAC encourages teachers to conduct good research in order to advance the research culture and maintain high standards. Feedback from participants and stakeholders is rigorously assessed to identify areas that require development in order to raise the calibre of the activities that the institution hosts. Documentation of completed work is another indication of quality. The IQAC goes above to carefully document all works done inside the college. A Newsletter is released biannually by IQAC. A Google drive that acts as a digital notebook stores all activities.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process

periodically in not more than 100 - 200 words.

At the forefront of improvement, the IQAC schedules regular quality assessments at the college level. To meet the academic objectives of the institution, this Cell develops and enforces ongoing evaluation procedures and lasting assessment systems.

At IQAC meetings, findings are discussed, evaluated and suggestions are made for general development. The IQAC controls the semester examinations and keeps an eye on the Examination system. The Teachers' Council keeps a track of absenteeism, and the IQAC mandates attendance as per the University guidelines at the start of each academic session.

At the conclusion of every academic session, teachers are required to submit an institutional appraisal report to the Principal. The college places a strong emphasis on academic achievement and those who succeed are acknowledged. The students complete learning tasks through assignments, seminars, group discussions, quizzes, chart and model competitions and other means at their discretion. Through a consistent and ongoing evaluation process, outcome-based learning is accomplished. This gives the learner lots of chances to learn new things and form their own opinions.

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

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

45



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://vttcollege.ac.in/page.aspx?page_id=60">https://vttcollege.ac.in/page.aspx?page_id=60</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://vttcollege.ac.in/page.aspx?page_id=64">https://vttcollege.ac.in/page.aspx?page_id=64</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The institute tracks incremental improvements in all its endeavour. There are various initiatives where incremental changes are reflected. The very first is the college library which is also known as learning resource centre of the institute. KOHA software has been installed as an Integrated Library Management system. Books are classified, catalogued and bar-coded. Very rich Reference Section. Online Public Access Catalogue (OPAC) system is available.

The incremental improvement is also reflective in Physical developments of the College. Construction of building, renovation of existing facilities, beautification of campus, environmental sustainability and impact of quality of life in college campus have been considered as priority during 2022-2023. Tree plantation, nursery with grilling frame and iron shed, gardening, plastic free campus, termite paste management spray in college building are some of the remarkable initiatives for renovation of existing facilities of the institute for physical development

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

## 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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

As per our energy policy, we encourage students & staff to takenecessary measures for energy conservation. We motivate the staff,students and stakeholders to : Turn off the lights when notrequired. The Institution has a stated energy policy streaming waysof energy conservation, use of alternate sources of energy formeeting its power requirements. The trainees and staff of ourcollege have been successful in preparing seminar presentations onways of energy conservation.Unplug appliances when not in

use. Switch over to LED or CFLs. Use of alternate sources. We have Solar Plant in the campus as an alternate source of energy. The college building allows us to take advantage of sunlight / daylight.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.2 - Institution has a stated policy and procedure for implementation of waste management. Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

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. 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 contamination. 2. Composting : The remains of the dead plants and kitchen waste from the hostel and canteen is turned into nutrient 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 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.

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

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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**

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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 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 and a plastic free zone. We spread awareness about the benefit of cleanliness. 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 Mahogany, Delonix, Albizzia, Teak inside our college campus. In our floral garden we have flowering plants like Murraya (Kamini), Tagetes (Marigold), Cosmos, Hiptage, and varieties of Roses. We have a majestic Mango tree, Neem, inside the college campus. And also we have a herbal garden. We have green generator in our college.

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

1.53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

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 cocurricular 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.
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 all round 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.

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

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The**

**A. All of the above**

**Code of Conduct is displayed on the website**  
**There is a committee to monitor adherence to the Code of Conduct**  
**Institution organizes professional ethics programmes for students, teachers, administrators and other staff**  
**Annual awareness programmes on the Code of Conduct are organized**

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

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
 Describe any two best practices successfully implemented by the institution as per NAAC format

### TET COACHING CLASS

The main objective of this course is to provide necessary skills to increase the employability quotient and equipping the students with essential skills to succeed in life. From this year we have started value-added courses such as Crash course in Teacher Eligibility Test (TET). The classes focused on Pedagogy of Mathematics, Pedagogy of English, Pedagogy of Bengali, Environmental Science and Child Psychology were taught. The number of students who have qualified in the TET exam is 130 out of 144 i.e 90 % of the students enrolled . This crash course was all success.

### COMPUTER COURSE

The name of the course is "Advance Diploma in Information Technology

Application".The main objective of this course is to assist the trainees in enhancing ICT based capabilities for developing teaching learning situation and to provide opportunities for future placement of trainee teachers . Students will come to know about the emerging technologies and bridge the gap in skill and make them ready for industry. The course was inaugurated by Dr. Monoranjan Bhowmik on 1.2. 2023. The course mainly dealt with Computer Fundamentals , Windows, Microsoft Office, Accounting Package, D.T.P, Introduction of internet, C'Programming , Auto CAD etc.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution's vision aspires to develop future teachers with a thorough understanding of the demands and requirements for advancing social justice and social progress in the present and the future. By emphasising the instillation of moral and spiritual principles and empowering individuals, the institution seeks to develop an integrated personality. The institution is dedicated to the training of prospective teachers in particular, as well as to develop knowledge instillation, character formation, personality development and commitment to social change. As a result, the institution helps the trainees to understand the holistic reality of society as a whole and gives them the opportunity to express what they study through community participation projects. This encourages the trainees to adopt moral principles and combat social evils.

The emotional and institutional challenges that impact mankind are often introduced to the student teachers. In addition to theory classes, seminars, webinars, and workshops are held to help student instructors get a deeper awareness of societal issues.

Additionally, it aids in the development of many different abilities in the teachers, including self-assurance, self-expression, communication, teamwork, collaboration, interpersonal skills, aesthetic awareness, and imagination.



File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>