YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	VIDYASAGAR TEACHERS' TRAINING COLLEGE
• Name of the Head of the institution	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
2.Institutional status	
• 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	**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**
3.Website address	http://vttcollege.org.in/
• Web-link of the AQAR: (Previous Academic Year)	https://vttcollege.org.in/ssr/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://vttcollege.org.in/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**2.55**	**2022**	**07/06/2022**	**06/06/2027**

6.Date of Establishment of IQAC	**16/05/2013**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**

• Upload latest notification of formation of IQAC	[View File](#)	
9.No. of IQAC meetings held during the year	`10`	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	`No`	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`Completed first cycle of NAAC`

`Observation of Special Days- World Population Day, Vidyasagar Birth Anniversary, Children's Day, Human Rights Day, Republic Day, Vidyasagar Death Anniversary, International Mother Language Day, National Science Day, Internat5ional Women's Day, World Health Day, World Book Day, Rabindra Jayanti, International Yoga Day, Independence Day, Rabindranath Tagore's Death Anniversary, National Sports Day`

`Workshops for Hands on Practice (TLM, Micro-Teaching, ICT, Work Education, Stress Management, Campus Beautification) Special Lectures Series on School Education of Different Boards and Councils and NEP Lecture Series`

`Continuous academic enrichment of faculty (participation in FDPs, OP/RC/STC/Workshops, MOOCs) to create an even better learner centric environment`

`Faculty Special Classes for Improving Curricular Inputs (Learning Design, ICT-Use, Effective Communication, Simulated Sessions, Test Construction, Micro-Teaching)`

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).

Plan of Action	Achievements/Outcomes
SSR to be submitted for the first cycle of accreditation to NAAC	The first cycle of NAAC was successfully completed
More programs to support mental well being of all stake holders of the institution	Regular sessions on mental health and stress management were organised
Providing Merit cum Means Scholarships to the meritorious students from the college fund	Vidyasagar Merit cum Means Scholarships was provided to the college top rankers from the college fund
Upgrade institutional infrastructure and take necessary actions in order to maintain cleanliness in campus	The campus has been beautified and it has been declared as minimal plastic usage zone
Strengthening Local Resources and Support from Society	The college has involved local academicians, top social activists, renowned doctors and industrialists in academic activities.
Strengthening of Alumni Association	The alumni association has been registered
Implementing suggestions given by the NAAC Peer Team	The college is in the process of implementing the suggestions given by the NAAC Peer Team

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body of Vidyasagar Teachers' Training College	16/12/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	19/02/2022

15.Multidisciplinary / interdisciplinary

Multidisciplinary concept do exists in B.Ed. curriculum. The syllabus at present includes unique educational approach which allows the students to learn & explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.

16.Academic bank of credits (ABC):

Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace.

17.Skill development:

The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our institution encourages skill developments as tailoring, needle work, bamboo work, tie and dye in optional papers opted by interested trainees. The internship programme is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole.

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

We are blessed to be born in India as we have been bestowed with the treasure of knowledge. In order to incorporate Indian knowledge

system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of co-curricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes. The community based activities and awareness programs give an array of exclusiveness to the traditions and values inherent in our cultural system.

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

In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have achieved professional excellence. The trainees are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes.

20.Distance education/online education:

NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning (online teaching, online assessment and use of e-resources).

Extended Profile

1.Student

2.1 Number of students on roll during the year	**200**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3	**48**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**100**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**100**

File Description	Documents
Data Template	View File

2.6	**100**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**98.94790**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**48**
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	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**20**

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

Institution is affiliated under WBUTTEPA, which imposes parameters regarding curriculum design and coverage, duration for teaching and tutorials. Institution periodically reviews and adapts the prescribed curriculum to meet the needs of local context and balance it with goals of affiliating university. Decisions regarding curriculum are taken in meetings where the Principal, teaching faculty, and headmasters of practice teaching schools are present. Issues regarding adaptation and implementation of curriculum are open to suggestion and discussion in order to maintain democracy and transparency while final decision is taken by the Principal after a democratic argumentative session. Following the guidelines of affiliating University, our Institution draws up an Academic Plan for each semester having a detailed outline of the distribution of syllabus (adapting the curriculum to fit the local needs), theory and practical classes, adequacy of library books and other aids for efficiently running the course, date of internal and external exams, dates of assignment submission, school internship, date of educational excursions, diagnostic tests, remedial classes, seminars and co-curricular activities and sports.

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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://vttcollege.org.in/plo-clo/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://vttcollege.org.in/curriculum-syllabus/

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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	One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
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- Orientation Program regarding

course structure, syllabus, PLO and CLO is organised. Knowledge about qualities and role of a teacher; philosophical, sociological and the psychological bases of education, and importance of interdisciplinary education is given.

Procedural knowledge- transacted through practicum based 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 knowledge of child psychology, Bloom's Taxonomy, the bases of education; as well as skill of simulated teaching, school management, evaluation and skill of organising co-curricular activities are applied during internship.

Skills/Competencies

1. Emotional Intelligence developed through the theoretical course contents, community based activity, co curricular activities and excursions, visit to special schools as a part of practicum.

2. Critical Thinking developed through various assignments, practicum, simulated teaching, as well as brainstorming, monthly debate and reflective thinking during the theoretical classes

3. Communication Skills are developed through individual seminars, micro-teaching classes where they practise simulated communication, Cultural programs and debates (anchoring and volunteering).

4. Negotiation and Collaboration 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	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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 of different boards for their practicum and learn about assessment systems of various boards. School Internship acquaints trainees with real school functioning (maintaining registers, organizing cultural programs, implementing government schemes) and school administration (different committees involved in school functioning, principles of inspection and supervision). College organizes lectures and talks by Headmistress/ Headmaster from various school boards for giving a comparative view and functional differences among them. Trainees also learn about nuances of inclusive school.

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.

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 helps trainee teachers to understand interconnectedness among the various learning engagements and how theoretical aspects of B.Ed. curriculum form the foundation for practicum activities, and how practicum helps in self-experiencing and assimilating these theoretical concepts. Interconnectedness and interdisciplinary concepts are prevalent in all papers 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). The ICT course provides practical hands-on-experience with computer which helps the trainee teacher in preparing assignments and innovative classes during internship. Paper on professional comptencies focus on the development of language skills (comprehension skills, and reading skills), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy and basic skills of using powerpoint, excel, word; skills of using digital platform for communication and e-learning resources) and skills of maintaining physical and mental wellbeing through yoga and self-concept development.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	View File
Any other relevant information	View File

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	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

`45`

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

`56`

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

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

`03`

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

`03`

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

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.

At the entry level, the trainee teachers who take admission in the college, our institution organizes an Induction programme for seven days. We conduct an Aptitude test at the end of the Induction programme which helps us to assess a trainee teacher's aptitude towards teaching profession. Students profiling is also done to maintain a record of students' background at the entry level.

Trainees encouraged to take part in debate, quiz, essay writing, presenting a paper in the seminars, writing magazine and in various programmes conducted by the College. To motivate them every year awarded with "Vidyasagar merit cum scholarships" who has got the highest marks in the college of university examination.

• Encouragement for participation in inter-college competitions, and paper presentations using ICT

• Special lectures by eminent speakers from academia

   • Organizing remedial classes

   • Teachers available beyond class hours to counsel the weaker students

   • Free internet access

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

| **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 Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and** | Six/Five of the above |

Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

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	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Learning is made more student-centric through a combination of old and new methods of teaching. In order to motivate the students beyond the scope of theoretical knowledge various student-centric learning methods like workshops, seminars, group discussions, field trips, institutional visit, slide shows, case study-based research projects, internship etc. have been adopted. Student-centric methods are an integral part of the pedagogy adopted by the faculty for which the college provides all possible support such as:

• Smart classrooms

• projectors and smart boards

• Personal laptops for faculty

• Fully Wi-Fi campus

• Open access library

• Facility to download e-resources

• Fund allocation for institutional visits and excursions, organizing workshops, seminars and conferences

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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	View File
Link to LMS	https://vttcollege.org.in/e-learning-resources/
Any other relevant information	View File

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	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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 activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://vttcollege.org.in/e-learning-resources/
Any other relevant information	View File

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

Teacher Trainees of our college are divided into groups under mentors, mentors assigned in the beginning of the course continue to be the mentor till completion.Diversity is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Bengali and English, provide ample space for respecting student diversity.The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college.The trainees are encouraged to keep themselves abreast with the recent development in the field of education and life through Wi-fi enabled campus, ICT lab and rich library e-resources.We often conduct seminars and inhouse workshops by collaborating with the academicians, faculty and professionals related to the field of education.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	Five/Six of the above

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

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

Wall Magazine: A wall magazine gives a platform in an educational institute where trainees can express their creative, literary and artistic sides through articles, poems, drawings which form a collage representing a common theme. The college organises a wall magazine annually where trainees of all methods contribute their ideas. Creativity and innovativeness are given a platform as trainees often present known content with a creative twist of their own. Innovativeness in every aspect of the magazine from its external appearance, decoration and presentation of content are undertaken by trainees.

Cultural Initiatives: Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

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

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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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	**All of the above**

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

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	All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning 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	All of the above

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

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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Our college has ten designated schools where we send our trainee teachers for completion of Internship.Before school internship begins, an Introductory Meeting is scheduled with the headmaster/headmistress and Teacher-in-Charge of designated schools.An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities.Faculty members are also assigned as

mentors for each practice teaching school.Mentor teachers have to maintain hand written records of the classes observed during internship.Seminars and special lectures are organised in the first semester to provide exposure to trainees regarding different school systems currently in practice in India.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above

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

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.

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

Our college organizes orientation-cum-consultation meetings with the school headmaster/headmistress or TIC. The Teacher Council of our college organizes a meeting with school principals and mentor teachers every year before the internship programme. In this meeting, our Teacher Council puts forth some rules regarding the participation and contribution of trainees in all the activities such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers. The headmasters/headmistresses/TICs are requested to evaluate the trainees in all the above activities.Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation. In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

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

15

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

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

7

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

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

15

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

97

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

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

Teachers attend in house discussions on current developments and

issues in education like an extension lecture was organized to deliberate upon new education policy and its implications.

1.Share information with colleagues and with other institutions on policies and regulations.

2.Teachers of the institution have also attended many webinars on New Education Policy and shared information with the colleagues.

3.The faculty also attended many Faculty Development Programmes and undertook academic enrichment courses during this period to keep themselves updated professionally. We have signed a MoU in this regard and in future we are planning to sign few more in order to extend our services with our sisters institutions.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

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

1. The marked answer sheets are given to the trainee teachers to give them the opportunity to look into the weaknesses of their performance.

2.When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.

3.The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.

4. The college also follows criteria laid down by the University for the internal evaluation system.

5. Special tests are taken for slow learners.

6. School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of

Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions.

7. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro- teaching, simulated demo classes before internship and practice teaching classes.

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

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	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

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

After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to College for the same.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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 a detailed schedule of working days, events to be organised and dates of examination.The Teacher Council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee decides on the dates within which the internal assessment is to be conducted and dates within which the marks are to be submitted to the office. These dates are to be strictly adhered to during each semester. The convener of the College Examination Committee issues notices to all teachers to submit their chosen dates for practicum examinations and

written internal tests. A notice regarding the same is issued after receiving notification regarding examination from the University. Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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.

The knowledge of theoretical content and hands-on practice helps them to understand the very basics of the teaching learning process. This fundamental knowledge is essential to acquaint the trainee teachers with the essence of the teaching profession. The trainees learn to design appropriate teaching learning strategies, and become aware of teaching and learning of the subject concerned(method opted).The trainees are familiarized with the ICT process which enables them to become technologically proficient. It also helps to figure out integration of technological tools for teaching and learning, content development and developing collaboration and sharing in the field of education.The Internship program in schools which include first hand experience in observing the school practices, school administration, teaching learning environment, role of different stakeholders in education and practice teaching.Trainees are also involved in a number of co curricular activities which includes participation in cultural activities and involvement in different cells and committees in the college governance.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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

The affiliating University(WBUTTEPA) has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs. Each course paper has internal assignments, practicum and also external evaluation where performance of trainees are evaluated on both cognitive and professional grounds. At the very initial stage of entry, we create an individual learner's profile(mentoring book).

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

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	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

After admission during the induction program we try to assess learning needs of trainee teachers through an Aptitude test, a Personality Test and a cultural program. Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of trainees. We have learners coming from diverse backgrounds. The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met by backgrounds who have different entry level knowledge and learning needs.The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://vttcollege.org.in/feedback/

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	[View File](#)
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	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	[View File](#)

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	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

07

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
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

8

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

180

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

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

164

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

164

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

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. 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	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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	View File
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

0

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

0

File Description	Documents
Data as per Data Template	[View File](#)
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

01

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	[View File](#)
Any other relevant information	[View File](#)

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	One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

Vidyasagar Teachers' Training College has adequate infrastructural facilities required as per University and NCTE guidelines to run B.Ed. program andfor conducting Teaching-Learning process smoothly which are divided under the following heads:

A) ADMINISTRATIVE-Principal's Room, Head Clerk Room, Accountant's Room, Staffroom for Faculty,Staffroom for non teaching

B) ACADEMIC FACILITIES -Language Lab, Mathematics Lab, Physics Lab, Chemistry Lab, Psychology Lab, Life Sc Lab, Geography Lab, History Room, Education Room,Economics Room, ICT- Computer Laboratory, Library

C) STUDENTS' SUPPORT FACILITIES 1.Sick Room 2. Separate Common Rooms for Boys and Girls 3. Multigym 4. Women's Hostel 5. Alumni Room 6. Recreational Room 7. Yoga Room

The Institution is working towards the mission of providing the best possible infrastructure and to create an effective teaching-learning environment through extensive use of ICT. 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	View File
Geo-tagged photographs	View File
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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://vttcollege.org.in/infrastructural-facilities/
Any other relevant information	View File

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

52.054

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 VTTC Library has started its automation works of library

function using widely used open source ILMS "KOHA". Presently the version 18.11.00 is in use. The housekeeping operations include acquisitions, cataloguing, circulations, serial control, OPAC and maintenance. The complete process of acquiring books and its technical processing is completed using the designated module of the software. The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The OPAC facilitates searching of a complete library collection with the results, providing the location of a book in a particular library.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://vttcollege.org.in/libray/
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 computersand 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 N-LIST consortium by providing unique User ID and Password given by the N-LIST College administrator (Librarian). The teachers may access e-books & e-Journals covered by N-LIST even out side the college library. Institution has remote access to library e-resources covered by N-LIST which teachers use frequently. In the upcoming academic year we plan to extend the access of N-LIST e-resources to students through Unique ID subsequently.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
Details of users and details of visits/downloads	View File
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	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

0.46317

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

1460

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://vttcollege.org.in/libray/
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

The institution has a well-equipped computer lab connected in LAN. All the systems are having Internet (Wi-Fi) facilities and all required ICT tools and resources are available. Computer systems have been placed at specifically meant point for use by faculty and students for academic purposes like attending academic programmes, preparing PPTs and for maintaining records, etc.

Our college has upgraded the 30 Mbps Leased Line Internet connectivity to 100 Mbps Leased Line.

The Internet Service Provider (ISP) Reliance provides connectivity with high fault tolerance.

Internet connectivity is available in class rooms.

Video conferencing facility is available at the ICT lab.

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

4.3.2 - Student – Computer ratio during the academic year

7.14

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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	No File Uploaded
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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	One of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
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	**Nil**
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)

52.31727

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

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 college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students.All the labs and equipment are under AMC – Annual Maintenance Contract. The labs are made available to all the

departments with prior approval. College Library has acquired, organized and provides access to various kinds of information sources including academic books, journals and reference books catering to the needs of various semesters as per the latest syllabus provided by University. It also has e- Resources like INFLIBNET to simplify the learning process in a progressively growing learning platform. The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and nonteaching staff. Staff members are deputed to ensure maintenance of the campus.

File Description	Documents
Appropriate link(s) on the institutional website	http://vttcollege.org.in/infrastructural-facilities/
Any other relevant information	View File

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 fo the above |

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

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	**Seven/Eight of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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)	**Three of the above**

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

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
03	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

1

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
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)

22

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
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

The following are the committees where the teacher trainees have their representation in order to help the staff and administrators.

1. Cultural and Drama Committee promotes and arranges extracurricular activities to bring out the talents of students in performing arts

2. Magazine Committee is responsible to publish an annual print magazine and wall magazines that highlights students' concerns and activities.

3. Excursion Committee is responsible to organize tours, trips and field visits. The committee seeks necessary permissions for Tour/Field visit etc., and prepare the details of excursion and manage funds, ensure safety and security of students at the time of Tour.

4. Game and Sports Committee plays a vital role to create a healthy, mentally and physically fit body and mind for every trainee to ascertain their dynamic future.

5. Common Room Committee: The college has a provision for separate Common Room for boys and girls which is properly ventilated, well-lit, neat and clean to provide a friendly ambience.

6. Beautification Committee is responsible for overall beautification of the college campus including purchase of plant and check cleanliness of all the lawns and every year adds on new avenue trees.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

12

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

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

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

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	[View File](#)

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

8

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View File](#)
Any other relevant information	[View File](#)

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 alumni of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college by the alumni . The alumni association tends to ensure coordination and proper conduct of alumni meets. Every year the college keeps a separate register of their alumni members where their permanent addresses, phone numbers, and professional details are entered and the college ensures to update the details every year.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

The leadership role is played by the secretary of the GB (who is the Principal) acting as a visionary figure and keen academic guide for the faculty members, trainee teachers and non-teaching staff. Vision and Mission of this college is reflected through the following programme and activities. Principal holds periodic meeting with teaching and non-teaching staff. Various committees are formed in the beginning. Academic calendar is designed according to academic calendar of the affiliated University. Time table is framed. Classes are taken according to time table.

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

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

VTTC motivates a culture of decentralisation and participative management involving all the staff members in a number of administrative roles. The GB is the highest policy making body in the governance of the college. The GB of the college comprises representatives as laid in the government order The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017 dt. 22nd March 2017 from the teachers, non teaching staff, university representatives, state government representatives, state higher education council representatives along with the Principal of the college. This body takes decisions on the recommendations placed to it from all the assigned committees of the college. Before the commencement of each academic year various subcommittees are formed, in the GB under the guidance of the Principal. These committees include representatives from teaching staff, non-teaching staff and trainee teachers. Every committee has the freedom to prepare their own plan of action and decide their implementation strategies.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

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

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

Action Initiated for Teaching Learning Development (2021-2022) are as follows:

The college follows this academic calendar for implementing curricular and co-curricular activities.

The syllabus is distributed at the beginning of each semester.

The college organizes orientation programmes for the freshly inducted B.Ed. trainees. E-content is also provided.

Learner centric approach is maintained in the classroom.

Teachers motivate the trainee for factual learning, associate learning and conceptual learning. Trainee teachers are asked to deliver seminar through PPT presentation.

Smart classroom is introduced. E-learning facilities are also introduced.

Tutoring, Counseling, remedial classes, group discussions are provided especially emphasized for those who are differently abled and havespecial needs.

Supervision during internship programmes of trainee teachers is executed properly. Continuous assessment and evaluation is done to measure outcomes.

Different educational excursions, assignments fieldworks seminar, visit to other places, co- curricular activities are arranged for enhancement of learning skills of the trainee teachers.

Regular feedback is obtained from trainee teachers for improving teaching learning method. Teachers are concerned and interested in students' progress.

Teachers participate in different Orientation Programmes (OP), Refresher Course (RC), Short Term Course (STC), State, National and International Seminars for enhancement of teaching capability.

The access for e-resources is also increased.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://vttcollege.org.in/strategic-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 organizational structure of Vidyasagar Teachers' Training College is a good example of democratic governance and accountable leadership. The Governing Body of the college is constituted as per provisions of the West Bengal Universities and Colleges (Administration and Regulations) Act 2017 and subsequently the rules of the governing body laid are in conformity with the act.The G.B of the college is the highest authority and it functions within the rules and regulations of the Dept. of Higher Education, Govt. of West Bengal, UGC, NCTE, WBUTTEPA. The principal, secretary of the GB functions as the chief administrator who supervises and coordinates academic and administrative activities. The Principal is at the apex of the institution and under him are the convenors of different subcommittees. Besides the members of the GB, other teachers and non- teaching staff are also included in these committees.

File Description	Documents
Link to organogram on the institutional website	https://vttcollege.org.in/organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 formed for addressing issues of gender sensitivity 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 guest lectures, seminars, awareness program extra.

For the said purpose Dr. Jayashri Roy, Convenor of Women Cell of Vidyasagar Teachers' Training College held a meeting on 6 th June 2022. In this meeting it was resolved that a Debate Competition will be held on 28.06.2022 at the topic is finalized "Women Reservation Bill".

This program was organised by a Women Cell, Vidyasagar Teachers' Training College and students, teachers and non-teaching staff were present

Dr. Monoranjan Bhowmik, Principal the college inaugurated the program. This program was conducted by Smt. Juma Chowdhury, Assistant Professor in Bengali (Contractual). Total number of participants was 87. This program is successfully organised by the Women Cell. It also provided the platform for women to share in experience and views regarding their status in the society.

The male teachers, non-teaching staff and students also share their experience in favour of women of the society.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

02

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

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

02

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

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

08

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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

For effective and efficient management of financial resources, the Finance Subcommittee, the Accountant, the Cashier, the Head Clerk and the Principal carry out their duties according to the policy framed by the authority, i.e., Govt. of West Bengal. The Accounts Department handles all the work related to treasury and Bank. Every year the Budget provisions are formally identified and approved by the GB. The expenditure incurred in the most economical and transparent manner is in conformity with the procedure prescribed by the Govt. of West Bengal.

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

External audit is done by the Chartered Accountant appointed every year by the Department of Higher Education, Govt. of West Bengal. The Chartered Accountant prepares the audit report which is submitted to the Govt. of West Bengal for its kind perusal and necessary action.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
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.

Mobilisation of Fund:

For the improvement of the academic process and infrastructure development the institution makes an effort for resource mobilization. The institution generates its fund from various sources including fees collection from the trainee teachers, funding for research projects, grants from UGC, Grants from the State Govt., donations from alumni all other philanthropic persons (if found), renting out the college hall and occasionally rooms, interest from fixed deposit, endowment funds.

Optimal utilization of Fund:

Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, upgradation of facilities in laboratories, strengthening of information and knowledge delivery system and submits this information to Govt. of West Bengal and UGC with proper justification and consideration. The purchases amounting to higher funds are made through tendering/e-tendering in a transparent manner.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process. The faculties in the college are encouraged to utilize information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching. Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty toupgrade their content knowledge. We have set up a gymnasium and a recreation room for fostering physical and mental wellbeing of staff. The faculty members are oriented with the ethos and culture of the institution.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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.

The institution aims to create and disseminate knowledge to keep in tune with time. With this aim, we have enabled wi-fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources. The College has different types of laboratories/Rooms such as Language laboratory, Geography Laboratory, History Room, Economics Room, Education Room, Physical Science Laboratory, Chemistry Laboratory, Psychology Laboratory, and Maths Laboratory. The college also has provisions for separate rooms for Fine arts and Work Education Room, Music Room, Gymnasium, Yoga Centre. Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly

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

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

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

58

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

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	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://vttcollege.org.in/iqac-minutes/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://vttcollege.org.in/aqar/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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

1. Formulation of vision and mission of the college

2. College website creation and maintenance

3. Online admission with payment gateways

4. Internet Connection

5. Wi-Fi Facilities/ Smart Classroom

6. ICT Lab

7. Integrated Library Management Software

8. INFLIBNET N-LIST Journal Subscription

9. Language Lab, Psychology Lab and other lab renovation

10. Meetings of IQAC regularly

11. Seminar organized

12. Students support Cells--Women Grievance Redressal, Student welfare , Anti-Ragging, ICC etc.

13. Prospectus

14. Feedback collection to improve teaching Learning Process

15. Opinion of Alumni- Valuable suggestion taking

The college has been successfully accredited by NAAC for the first

cycle. The college has also upgraded all the laboratories facilities to its optimumlevel.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 take necessary measures for energy conservation. We motivate the staff, students and stakeholders to : Turn off the lights when not required. The Institution has a stated energy policy streaming ways of energy conservation, use of alternate sources of energy for meeting its power requirements. The trainees and staff of our college have been successful in preparing seminar presentations on ways 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	View File
Any other relevant information	View File

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 nutrients

rich food for plants in the form of compost. 3 .Recycling: Old batteries, computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadiwallahs. We 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	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	[View File](#)
Any other relevant information	[View File](#)

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	**Two of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 (Marygold), 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	View File
Any other relevant information	View File

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	**Two of the above**

Green landscaping with trees and plants

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

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

1.84380

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

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. Levaraging local resources 1. Inviting local academicians as resource persons and judges for co-curricular activities 2. Sending trainees to nearby schools for school internship (ten schools in the locality) 3. Utilising local places (such as Mogholmari, Pathra, Bidisha, Gopegarh 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	[View File](#)
Any other relevant information	[View File](#)

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 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	**A. All of the above**

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

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

Best Practice-1

Celebration of World Health Day was organised by Vidyasagar Teachers'Training College, Midnapore on7th April, 2022.The aim of the practice is to create awareness among the students regarding health.We have faced challenging issues while planning and executing theprogramme.Doctor Golok Maji of Midnapore Town was the main Speaker who gave a very informative and highly motivated speech on health and how to maintain it and monitor high stress and tension. About 80% of the students werepresent.The main problem was that of the arrangement of Doctor.

Best Practice-2

Awareness regarding female foeticide and dowry organised by Vidyasagar Teachers' Training College, Midnapore in collaboration with IQAC. The goal of this street play was to aware the community about the ill effects of dowry and female foeticide.Dowry and female foeticide is a social curse This was staged in the nearby slum near our college.80% participants of the students and 90% people of the community participated in the street play. Counselling by our students was done with utmost care to the women of that

community.The main problem was that the women of the community were reluctant to come out of their house.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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 college has a practice of providing rigorous professional training in tandem with practical experience in the field & a code of professional ethics that binds its members into a fraternity. The faculty members are encouraged to make extensive use of ICT facilities to support the classroom teaching. Project work, school Internships, Oral presentation, Seminars, Workshops Paper presentations,Group discussions etc.Counseling system is a part of curricular transactions.Every faculty member is allotted some students to whom one acts as a counselor. Eminent local experts of National/ International repute are invited for webinars, workshops, and conferences.Feedback System Students also give feedback about the faculty at the end of the day.Community outreach is a regular feature of the college .

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File