

TWO BEST PRACTICES SUCCESSFULLY IMPLEMENTED BY THE INSTITUTION

1. Best Practice (1)

Community Empowerment through School Visits and Street Plays

2. Objectives of the Practice

The objective of this practice is to empower the community by fostering education, awareness, and social responsibility. Through school visits, college teachers provide academic support to students of classes X and XII, helping them prepare for board exams while offering career counselling to guide their future paths. Awareness programs are conducted to educate students about government schemes, scholarships, and opportunities for their development. Additionally, street plays and stage performances are utilized as powerful tools to address pressing social issues such as voting rights, drug abuse, gender equality, and inclusion. This initiative aims to inspire informed, responsible, and socially aware citizens

3. The Context

This practice stems from the need to bridge educational and social gaps in the community. By visiting nearby schools, college teachers address the challenges faced by students of classes X and XII in preparing for board exams. Simultaneously, awareness programs and street plays tackle societal issues like drug abuse, voting rights, and gender inclusivity. The initiative seeks to educate, empower, and inspire students and the broader community to build a more informed and equitable society

4. The Practice

The initiative of community empowerment through school visits and street plays aims to bridge educational and social awareness gaps while fostering responsible citizenship. College teachers visit nearby schools to support students of classes X and XII in their board exam preparations. These sessions focus on improving academic performance, clarifying doubts, and providing personalized guidance to students who might lack access to quality coaching. Additionally, career counseling sessions are conducted to help students understand their

potential career paths and opportunities, equipping them to make informed decisions about their future.

Alongside academic support, awareness programs are held in schools to educate students about various government schemes, scholarships, and welfare initiatives. These programs aim to ensure that students, especially those from underprivileged backgrounds, are informed about opportunities available to them, empowering them to utilize these resources effectively.

Another unique aspect of this practice is the use of street plays and stage performances to address critical social issues. These plays are staged in schools and public spaces, using creative storytelling to raise awareness about voting rights and duties, the consequences of drug abuse, gender equality, and inclusivity. Sensitive topics like rape and the struggles faced by the transgender community are also highlighted, encouraging empathy and understanding among the audience.

This multifaceted initiative combines education, awareness, and creative expression to create a lasting impact. By empowering students academically and socially, and by engaging the community in conversations about pressing social issues, this practice contributes to building a more informed, responsible, and inclusive society.

5. Evidence of Success

Many students have availed government scholarships. The street plays have sparked community discussions on social issues, promoting awareness and action.

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6. Problems Encountered and Resources Required

Challenges include limited time for teachers to balance their college duties with community visits, resistance from conservative communities toward sensitive topics, and logistical constraints for organizing street plays. Resources required include funding for travel and materials, training for teachers and performers, collaboration with local organizations, and access to public spaces for performances. Support from schools, government agencies, and the community is vital for the sustained success of this initiative.

Best Practice (2)

Bridging Gaps, Shaping Futures: A socio-Economic and Educational Profile Analysis

2. Objectives of the Practice

The primary objective of this best practice is to create an inclusive and equitable learning environment by systematically understanding the academic, intellectual, and socio-economic diversity of students through the Student Profile Mapping System. This initiative is designed to:

- Identify students' strengths, weaknesses, and unique needs by analyzing their academic, personal, and social backgrounds.
- Provide customized support tailored to different categories of learners—Slow Learners, Average Learners, and Advanced Learners—ensuring that every student has the opportunity to succeed.
- Empower students to overcome challenges posed by socio-economic barriers, enabling them to achieve their academic goals and prepare for future opportunities.

3. The Context

Vidyasagar College for Women has a student population that reflects a wide spectrum of socio-economic conditions, academic preparedness, and cognitive abilities. These variations often pose challenges in maintaining uniform learning outcomes, as a single teaching approach cannot cater to all learners. To overcome these barriers and provide an inclusive learning environment, the college introduced the Student Profile Mapping System. By analyzing the individual profiles of students, the institution seeks to identify their strengths, weaknesses, and areas of interest. This information helps in categorizing students and formulating specific strategies for their academic growth, skill enhancement, and career readiness.

4. The Practice

The Student Profile Mapping System is a structured and technology-enabled approach implemented to support personalized learning experiences. The process involves the following steps:

a) Online Assessment and Data Collection:

- Upon admission, students access the college's homepage and log into the profile mapping portal using their registration details.
- They fill out a detailed questionnaire capturing information about their academic history, socio-economic background, learning habits, and personal goals.
- This data is processed to generate a comprehensive report for each student.

b) Categorization:

Based on the data and internal assessments, students are classified into three categories:

- **Slow Learners** (scoring below 40%): Require foundational support and extra mentoring.
- **Average Learners** (scoring between 40-70%): Need guidance to enhance their skills and improve their performance.
- **Advanced Learners** (scoring above 70%): Require opportunities for advanced academic activities and career planning.

c) Intervention and Action Plans:

- **Slow Learners:**
 - Provided with remedial classes focusing on key subject areas where they struggle.
 - Regular mentoring sessions to address personal and academic challenges.
 - Career counseling to explore achievable goals and options for skill-building.
- **Average Learners:**
 - Engaged through hands-on workshops and group projects to improve critical thinking and problem-solving abilities.
 - Assignments and periodic evaluations to track progress and reinforce concepts.
- **Advanced Learners:**

- Supported in preparing for competitive exams, scholarships, and higher education opportunities.
- Encouraged to participate in seminars, conferences, and advanced-level projects to broaden their academic exposure.

d) Monitoring and Evaluation:

- Regular assessments and follow-ups are conducted to measure the impact of interventions.
- Feedback from students and faculty helps refine the approach and ensure its effectiveness.

5. Evidence of Success

- Slow learners have demonstrated a significant improvement in their academic performance, with average scores increasing by 20-25% after receiving personalized support.
- Many advanced learners have successfully cracked competitive exams and secured scholarships for higher studies.
- The initiative has fostered a sense of inclusivity and confidence among students, ensuring that no learner feels left behind.
- Enhanced student engagement and participation in academic and extracurricular activities have been observed across all categories.

6. Challenges Faced and Resources Needed

Challenges: Challenges include student hesitation to share socio-economic details, limited availability of mentors and counsellors, time constraints for remedial classes without disrupting schedules, and ensuring consistent monitoring and evaluation of progress across all student groups.

Resources Needed:

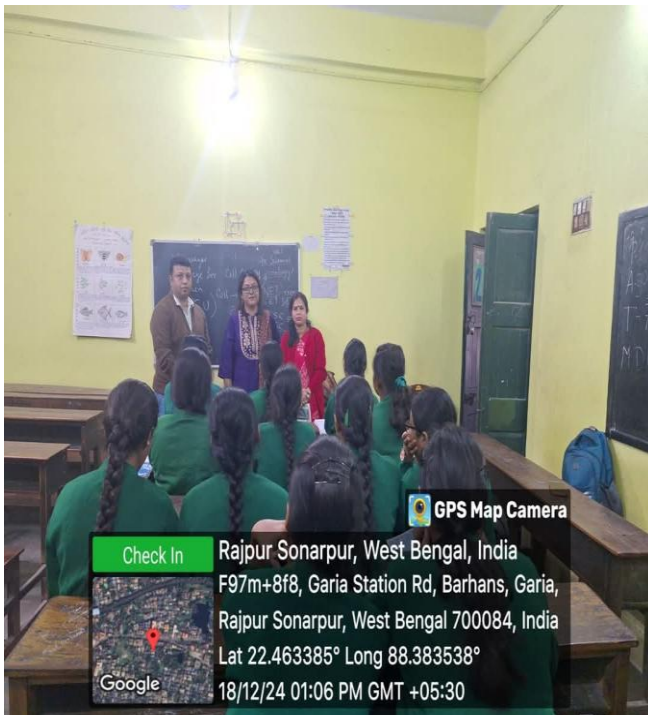
To enhance the initiative, additional funding is needed to expand remedial programs, purchase learning materials, and upgrade the profiling system. Recruitment of professional counsellors and experts, investment in advanced software tools for data analysis, and dedicated spaces for workshops and classes are also crucial.

Best Practices of The Institution

Best Practice 1

Community Empowerment through School visits and Street plays

One of the standout practices of the college involves faculty members from various departments offering specialized classes for students of Classes X to XII at nearby schools, particularly focused on preparing them for their Board Exams. These classes aim to provide students with in-depth knowledge and strategies for effective exam preparation, boosting their confidence and academic performance.



Zoology teachers guiding students for the upcoming Bio-Science examination at Harimatii School, Garia



Dr. Sinjini GanChowdhury conducting a History class at Harimati School

Empowering Future Scholars



Dr. Sugato Gupta and Prof. Keka Das mentoring students at Harimati School, Garia



Chemistry Class being conducted at Metropolitan Institution by Dr. Anirban Sarkar



Dr. Anal pal delivering a Bengali lesson at Harimati School.

Outreach and Guidance for Academic and Personal Growth

Faculty members from the college visit nearby schools to inform students about various government scholarships, student credit card schemes, Kanyashree prokolpo and motivate them to pursue higher education.



Teachers Guiding students at
Arya Kanya School



Mentoring students at Metropolitan
Institution



Mentoring session at Adi
Mahakali Pathshala

Teachers from the college visit nearby schools to offer Career counseling and emphasize the importance of pursuing higher education.



Mentoring Session at Adi Mahakali Pathshala

Mentor: Ali Hossian Mollah of Education Department



Mentoring students at Arya Kanya School

Mentors: Srijanai Basak of Zoology and Dr. Soham Mitra of Economics

One of the unique features of this practice is the involvement of the college's drama club, “*Swang*”. The club organizes street plays and drama on various social issues, such as drug abuse, transgender rights, and voting awareness. These plays are performed in the local community, helping to spread critical messages in an engaging and impactful manner.

On 5th January 2024, SWANG presented an engaging street play titled *Matdaan* at Bidhan Sarani Road, Kolkata. The play, aimed to raise awareness about the importance of voting and active civic participation.



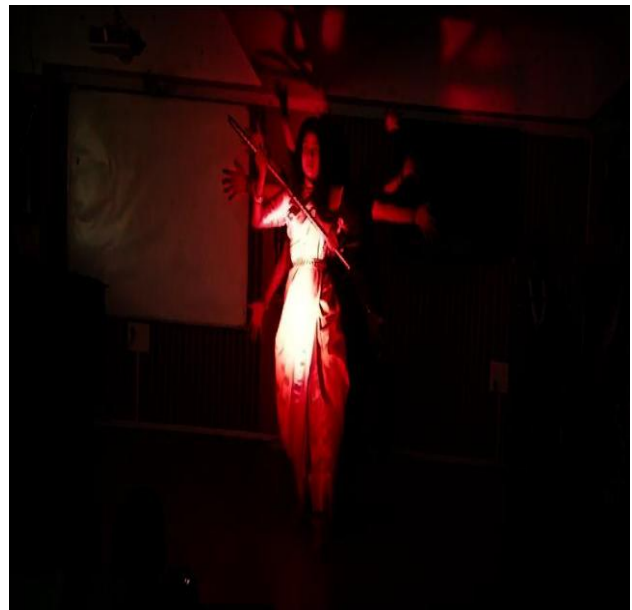
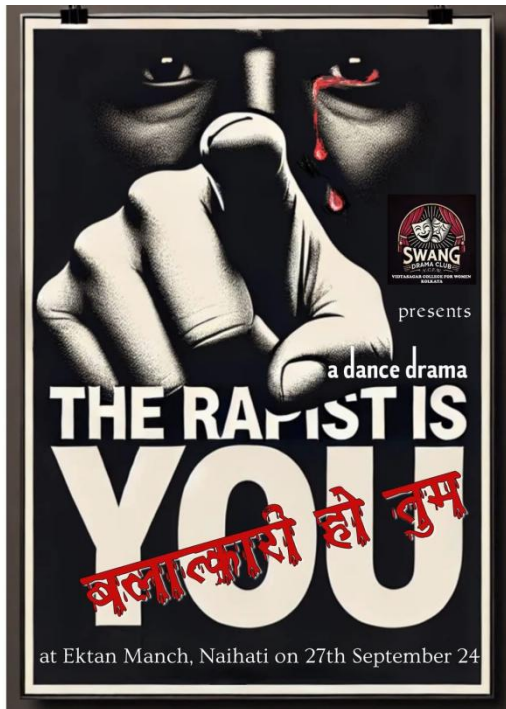
The SWANG Drama Club of in collaboration with Bondhur Pothe Bondhu performed a powerful street play addressing the issue of drug addiction and abuse at Panskura, Purba Medinipur on 26th June 2024. The performance, which took place in a bustling marketplace, drew a significant crowd, including local residents and passersby.

The play depicted the harrowing journey of individuals falling into the trap of drug addiction, highlighting the devastating impact on their lives and families.



"The Rapist is You (Balatkari Ho Tum)," a powerful and thought-provoking performance by "Swang" that aimed to raise awareness on the issue of sexual violence and its impact on society.

Performed at Naihati on 27th September 2024



"Teesri Taali": A heartfelt and thought-provoking play that sheds light on the lives of the transgender community. Through a seamless blend of compelling acting and expressive dance, the drama captures their struggles, resilience, and unwavering quest for equality.

December 1, 2024, at Rangkarmee's prestigious Binodini Keya Manch.



Best Practice 2

Bridging Gaps, Shaping Futures: A Socio-Economic & Educational Profile Analysis

The classroom at Vidyasagar College for Women comprises students from diverse socio-economic backgrounds and varying ability levels. These differences are often reflected in their cognitive development, which impacts their capacity to grasp subject knowledge and articulate their understanding. Teaching in such a mixed classroom is challenging, as a one-size-fits-all approach is rarely effective in meeting the needs of

Student Profile Mapping

What

Students Profile Mapping System is a tool which developed with a view to assess student's primary skill. This systematic process involves three major steps:

- Assessment
- Counselling/Mentoring
- Training & Development

College undertakes online 'Profile Mapping' of students after admission. Their academic, social and intellectual background are mapped and assessed.

Why

Profile mapping of the students are done to understand their academic acumen which is analyzed and they are counseled to take up subjects accordingly.

When

As soon as admission and registration get over.

How

VIDYASAGAR COLLEGE FOR WOMEN
Govt. Aided College, Kolkata, Established in 1960, Affiliated to University of Calcutta
39, Sankar Ghosh Lane, Kolkata - 700 006, West Bengal
Re-accredited at the B++ (With CGPA 2.79) by NAAC (Cycle-2) 2017

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LMS FEEDBACK PO-CO MAPPING & ATTAINMENT 360° TEACHER'S APPRAISAL STUDENT PROFILE MAPPING SYSTEM GRIEVANCE PORTAL OER PORTAL ENTRY IN SERVICE MCQ PORTAL NAAC

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Featured Events

https://vcfw.in/vcfw_spm/students.php

1. Open Vidyasagar College for Women 'Homepage' Click on 'Student Profile Mapping System'

Vidyasagar College for Women
Student Profile Mapping System

// CONNECT WITH US
Email:
office.vcfw@gmail.com

Students Portal

Registration No.: *

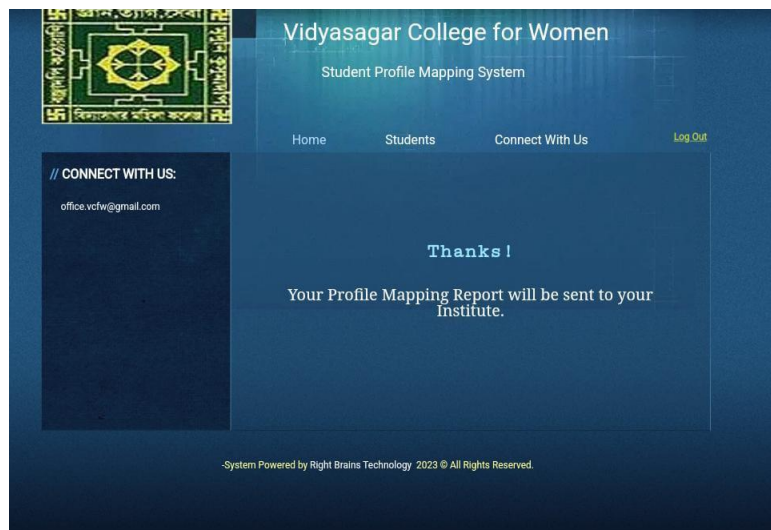
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2. After providing the Registration No. click enter

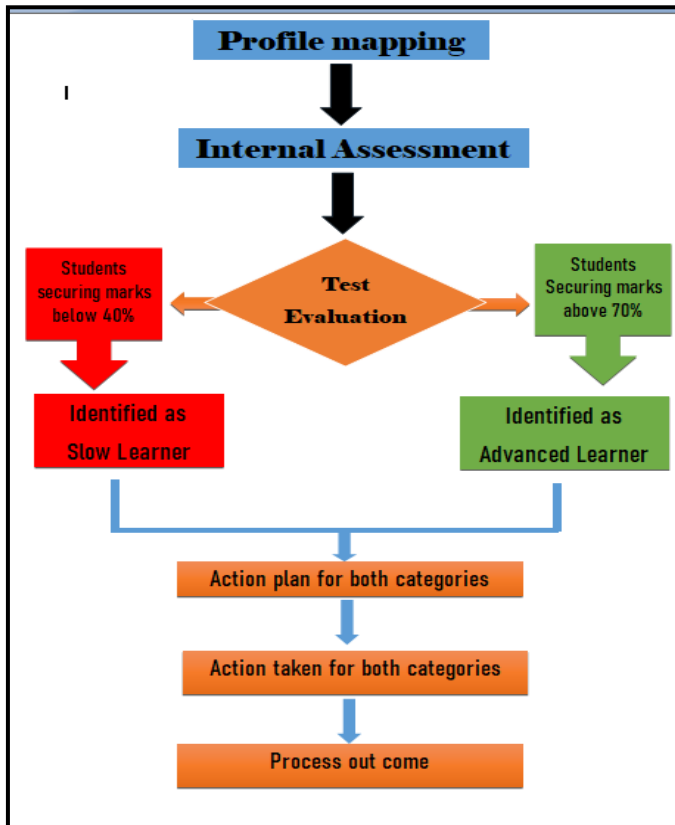
3. After filling up the form click on Proceed

4. Fill up the questionnaire



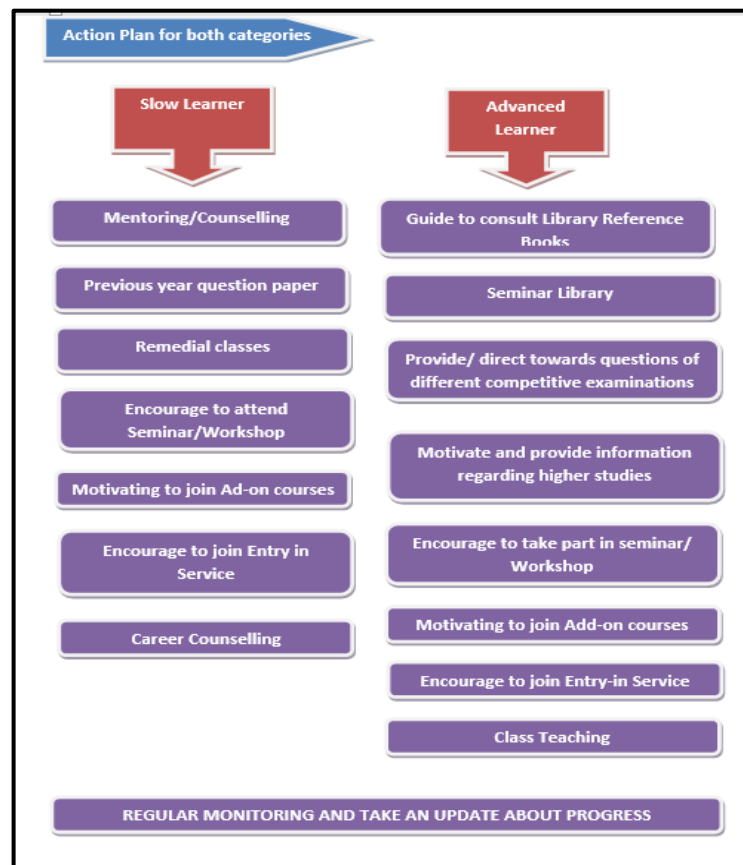
After collecting responses from the students, a comprehensive student profile mapping report is generated and shared with the Head of the Institution (HOI). The HOI then distributes the report to the respective departments. Based on this report, students are categorized into three groups: Slow Learners, Average Learners, and Advanced Learners.

Steps for identifying Advanced and slow learner



This flowchart depicts the process of identifying slow and advanced learners through profile mapping and internal assessments. Students scoring below 40% are classified as slow learners, while those scoring above 70% are identified as advanced learners. Specific action plans are implemented for both groups, followed by evaluation of outcomes.

This illustrates an action plan designed to support both slow learners and advanced learners. It provides targeted strategies, such as mentoring, remedial classes, and career counselling for slow learners, while advanced learners are guided through higher studies, competitive exams, and seminars. Regular monitoring ensures progress for both groups.



Sample 1: Slow Learner

Profile Mapping Report

Personal Details :

College Name	: Vidyasagar College for Women	Session	: 2023-24
Name	: SABNUR KHATUN	DOB	: 2006-01-15
Sex	: Female	Caste	: General
Semester	: 1st Sem	Registration No	: 136-1211-0189-23
Stream	: Science	State	: West Bengal
Family Empowerment	: 63		
Performance Level	: Slow Learner (<40 => Slow Learner , >=40 to <70 => Average Learner , >70 => Advance Learner)		

Profile Map :

gQ and mQ comparison :

Your gQ and mQ in comparison to your Peer Group:

Academic Score	: 96	Group Academic Score	: 78
Knowledge Score	: 0	Group Knowledge Score	: 72
Intelligence Score	: 0	Group Intelligence Score	: 85
Propensity to Accept Task	: 0	Group Propensity to Accept Task	: 52
Propensity to Think	: 0	Group Propensity to Think	: 27
Propensity to Communicate	: 0	Group Propensity to Communicate	: 28
Propensity to Use Tools	: 20	Group Propensity to Use Tools	: 46

How to Appreciate the Profile Map

First look into your

- Academic Score - reflects how good you are in your studies
- Knowledge Score - reflects how much you know
- Intelligence Score - reflects how good you are in solving problems

If these three scores are high your "general quotient" will be satisfactory

Then try to identify your propensities

- Propensity to Accept Tasks - tendency to believe on your own abilities which allows you to accept any task given to you
- Propensity to Think - tendency of applying your mind to any given task and seek solutions to such tasks
- Propensity to Communicate - tendency to receive other people's thought and also sending your thoughts to other people, in different situations and through diverse media
- Propensity to Use Tools - tendency to make use of tools towards fulfilling your functional requirements and be a task enabler

If these four propensities are high your "empowerment quotient" will be satisfactory.

Sample 2: Average Learner

Profile Mapping Report

Personal Details :

College Name	: Vidyasagar College for Women	Session	: 2023-24
Name	: RAJNANDINI BHATTACHARYYA	DOB	: 2004-12-06
Sex	: Female	Caste	: General
Semester	: 1st Sem	Registration No	: 136-1211-0164-23
Stream	: Science	State	: West Bengal
Family Empowerment	: 44		
Performance Level	: Average Learner (<40 => Slow Learner , >=40 to <70 => Average Learner , >70 => Advance Learner)		

Profile Map :

gQ and mQ comparison :

Your gQ and mQ in comparison to your Peer Group:

Academic Score	: 81	Group Academic Score	: 78
Knowledge Score	: 80	Group Knowledge Score	: 72
Intelligence Score	: 100	Group Intelligence Score	: 85
Propensity to Accept Task	: 40	Group Propensity to Accept Task	: 52
Propensity to Think	: 20	Group Propensity to Think	: 27
Propensity to Communicate	: 40	Group Propensity to Communicate	: 28
Propensity to Use Tools	: 40	Group Propensity to Use Tools	: 46

How to Appreciate the Profile Map

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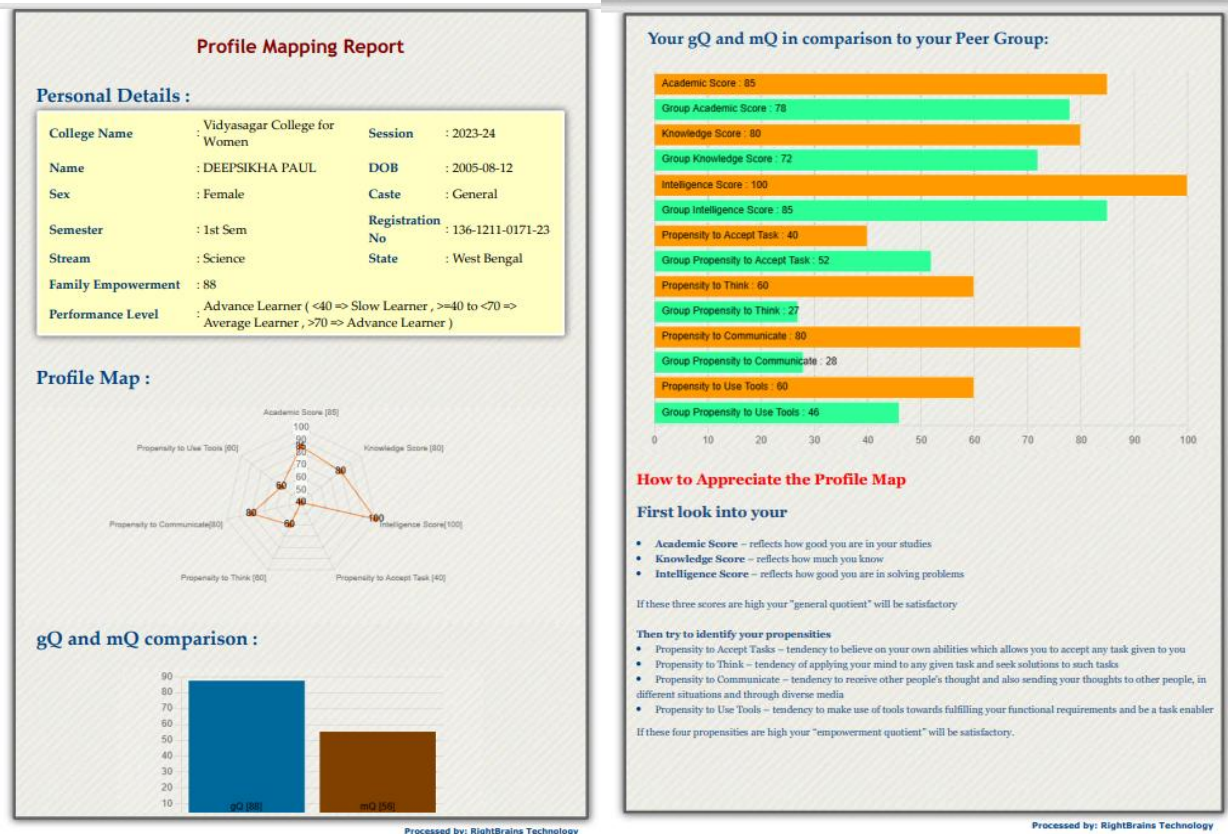
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Sample 3: Advanced Learner



In conclusion, this Best Practice demonstrates a robust approach to understanding and addressing the diverse needs of students through systematic profile mapping and tailored action plans. By categorizing students into slow learners, average learners, and advanced learners, the college ensures that each group receives targeted interventions, fostering holistic development and academic success. This practice effectively bridges gaps in learning and supports students in realizing their full potential.