



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		Nikhil Banga Sikshan Mahavidyalaya
• Name of the Head of the institution		Prof. (Dr.) Bhim Chandra Mondal
• Designation		PRINCIPAL
• Does the institution function from its own campus?		Yes
• Alternate phone No.		9434113667
• Mobile No:		9434202242
• Registered e-mail ID (Principal)		nbsmahavidyalaya@gmail.com
• Alternate Email ID		bhimsttc@gmail.com
• Address		TILBARI, P.O- BISHNUPUR
• City/Town		BISHNUPUR
• State/UT		WEST BENGAL
• Pin Code		722122
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:		Teacher Education
• Type of Institution		Co-education
• Location		Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	DR. SANTANU GOLUI				
• Phone No.	9433486756				
• Alternate phone No.(IQAC)	9434202242				
• Mobile (IQAC)	9933351560				
• IQAC e-mail address	nbsmahavidyalaya@gmail.com				
• Alternate e-mail address (IQAC)	bhimsttc@gmail.com				
<b>3.Website address</b>	<a href="https://nbsmahavidyalaya.org">https://nbsmahavidyalaya.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://nbsmahavidyalaya.org/uploaded-files/cacef053f2ab1d9e06535468ab2c4c50.pdf">https://nbsmahavidyalaya.org/uploaded-files/cacef053f2ab1d9e06535468ab2c4c50.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	No				
• if yes, whether it is uploaded in the Institutional website Web link:					
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.18	2016	02/12/2016	01/12/2021
<b>6.Date of Establishment of IQAC</b>			09/12/2014		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIKHIL BANGA SIKSHAN MAHAVIDYALAY A	Purchase of Desktops & laptops	Dept. of Higher Education, GOWB	12/04/2023	496500	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Organization State level Seminar on Intellectual Property Rights (IPR) on 27.5.23		
Organization of Workshop on and from 07.12.22. to 09.12.22 in the field of Physical Education		
Organization of Blood donation camp on 8.6.22 and 23.11.22 through NSS Unit		
Organization of Thalassemia detection camp on 08.02.2023		
Organization of Annual excursion for B.Ed on and from 20.2.23 to 28.2.23 & for B.P.Ed on and from 7.3.23 to 12.3.23		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
Orientation programme for students on 26.9.22 to 28.9.22	Students of the session 2022-24 are informed about the infrastructure of the college as well as their course structures.
Conducting workshop on Field Marking for B.P.Ed students on and from 7.12.22 to 9.12.22	Hands on experience on field marking for B.P.Ed students
Skill development programme through micro teaching	Individual teaching skills are developed through microteaching for B.Ed students
Internship programme to Teacher trainee	Internship programme for both B.Ed and B.P.Ed students
Seminar on IPR on 27.5.23	Students as well as faculty members are aware on intellectual property rights
FTEI Sports	Sports skills are developed.
53rd Annual athletic meet	Sports skills are developed.
Annual Camp for B.P.Ed	Leadership skill, self-confidence etc are developed through the Camp. Beside these, relationships with the nature are also built through this camp.
Annual Excursion for both B.Ed and B.P.Ed	Broaden their worldviews, experience natural stimuli are exposed through excursion
Intercollege tournaments	Sports skills are developed.
Publication of magazine and report of events	Annual magazine published annually through which writing skill of both the students of B.Ed and B.P.Ed developed. The reports of all events/Programmes with photographs are updated regularly on website.
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body, NIKHIL BANGA SIKSHAN MAHAVIDYALAYA	16/12/2023

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

Year	Date of Submission
2022-23	09/02/2024

#### 15. Multidisciplinary / interdisciplinary

The College is multidisciplinary with B.Ed and B.P.Ed department of each two year duration. The B.Ed course, which is a multidisciplinary course., offers 7 school subjects like Bengali, English, History, Geography, Life Science, Physical Science, Math as method subjects. Apart from this the B.Ed syllabus also includes dance, drama, Music, Fine arts, Computer literacy, Yoga with the conventional teacher education courses.

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

The institution is eager to carry out NEP 2020 in accordance with State Government directives, affiliated University circulars, and UGC directions. The institution has demonstrated its preparedness to allow for increased student mobility both inside and between courses in accordance with the UGC-provided draft NEP 2020 policy. Additionally, it is acknowledged to adhere to the UGC rules under the National Credit Framework (NCrF), which emphasise the crediting of learning from a variety of perspectives, including academic, professional, and experiential learning. Students were instructed to use their ABC account to search for, pick, and link the name of this institute. After passing the relevant exam at this institution, the credits will be credited into the student's ABC account. Students were instructed to use their ABC account to search for, pick, and link the name of this institute. After passing the relevant exam at this institution, the credits will be credited into the student's ABC account.

#### 17. Skill development:

It is imperative that teachers possess the requisite skill set to meet the demands of the 21st century educational environment. Apart from imparting knowledge, the college consistently endeavors to cultivate in its students vital abilities like ICT proficiency, leadership, and other diverse vital life skills like collaboration, communication, and teamwork via classroom instruction, Power Point presentations, group discussions, field trips, extracurricular activities, and sports, among other means. Students' sports skills have developed through the B.P.Ed course. In addition, microteaching, a twelve-week internship program for B.Ed. candidates, and a four-week program for B.P.Ed. candidates have increased a variety of teaching skills.

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

The college follows the requirements for curriculum dissemination since it is guided by the curriculum created by the affiliating university (BSAEU). Bengali and English are used in a multilingual teaching-learning approach. Indian language Bengali is available at the college as a method subject. Due to the college's location in a heavily tribal area of West Bengal, each year a number of tribal students join in its courses. Faculty members work to create a democratic, inclusive, and participatory learning atmosphere in the classroom so that students can teach one another about their rural indigenous and tribal knowledge. Apart from integrating yoga into the B.Ed curriculum, the college aims to promote the health benefits of yoga to its students and the community. This is achieved through events such as the annual International Yoga Day celebration, yoga competitions, and community workshops.

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

The college has well defined course objectives and programs, which are appropriately communicated to all faculty members at the start of each session, in keeping with its declared vision and mission. Additionally, they are introduced to students during the Orientation Program at the start of each session and in subsequent teaching-learning scenarios in the classroom. As a teacher education college, the curriculum includes setting instructional objectives in terms of behavioral outcomes. Every member of the faculty is knowledgeable about Bloom's taxonomy and how to apply it to instruction and evaluation.

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

No distance education course has been conducted through online mode

## Extended Profile

<b>1.Student</b>	
2.1	<b>194</b>
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	<b>100</b>
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	<b>50</b>
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	<b>98</b>
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	<b>98</b>
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	<b>100</b>
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	49.76
4.2 Total number of computers on campus for academic purposes	31
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	15
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	17
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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	
<p>The institution adheres to the two-year B. Ed. program curriculum, which is broken down into four semesters and was adopted by the affiliated university, BSAEU, formerly known as WBUTTEPA. The college takes the following actions to ensure the curriculum is implemented effectively:</p> <p>i. The academic committee meets at the start of each new session to create Academic Plan. Subsequently, the curriculum is distributed among the faculty members and prepare an academic calendar that includes the timely implementation of the curriculum, and schedule extracurricular events, workshops, seminars, study tours, and field trips.</p>	



ii. Before classes begin, an orientation program is held to inform students about the course and program objectives, the syllabus, the college's policies and procedures, and the calendar for the several semesters.

iii. By meticulously organizing the material in advance, teachers ensure that it is delivered on time. ICT, discussions, field visits, and other techniques are some of the tactics and approaches used for curricular transaction. The punctual meetings of the academic committee guarantee that the teachers carry out their tasks.

Teachers, students, parents, and internship schools provide feedback. Measures are implemented as needed after consideration of stakeholder proposals and analysis of the feedback.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**B. Any 5 of the above**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://nbsmahavidyalaya.org/pages/1113">https://nbsmahavidyalaya.org/pages/1113</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://nbsmahavidyalaya.org/pages/176">https://nbsmahavidyalaya.org/pages/176</a>

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

01

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

129

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

129

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

- 1. The affiliating university created the curriculum for teacher education while taking into consideration the national curriculum for teachers, NCTE recommendations, and new trends and practices that other universities are adopting. This gives its teachers and students a comprehensive understanding of the field of teacher education.
- 2. The internship programme, or experience teaching, is a crucial part of the teacher education curriculum. The school provides instruction in teaching techniques to both its staff and students.
- 3. Introducing an internship or school experience is a crucial part of practicing teaching. The student teachers go to different schools for their internships.
- 4. The college has duly approved add-on courses and programmes that the institution has created to enhance the teacher education curriculum. B.P.Ed. students are performed to track & field marking and take participate for officiating purpose in school sports in different schools at district level.

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

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

As part of the first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Secondary school in B.Ed SEM II to familiarize about school environment and also to clear the concept of functioning of the school system. Besides this, they have ample opportunity to interact with the students of the schools during Internship as per curriculum of B.Ed SEM III and B.P.Ed SEM III. A comparative perspective is created in the thinking of practicing teachers by visits to inclusive schools. These visits sensitize them to the needs of special children in an inclusive set up and how to handle them during classroom interactions. Visits to some innovative institutions help student teachers gain a national and international perspective by witnessing some novel trends in education like elearning, digital initiatives, ICT based teaching learning and assessment.

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

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

A well-designed curriculum and a variety of curricular experiences help student teachers to acquire professional knowledge, skills, and attitudes. There are connections and interwoven themes among theory, teaching practice, school experience, internships, training, extracurricular activities, and community involvement. In a cyclical process, one leads to the other to provide the student instructors with an enriching learning environment. The course "Understanding of Self" assists aspiring educators in realizing their own personal and professional development. Courses in teacher education curriculum "Knowledge & Curriculum" and "Contemporary Indian Education" help students understand teaching as a vocation. Inclusive education courses help aspiring teachers become more aware of the requirements of students with special needs in the classroom. Supplementary programs like as "guidance and counseling" assist student teachers in developing empathy for the personal, social, and professional issues that their students experience in the classroom. Intensive practice teaching in many phases, such as micro, macro, simulated, and actual teaching in classrooms, provides hands-on experience to build teaching skills. Students gain teaching skills as a result of it. In B.P.Ed Teaching practice aslo carried out through the curriculum.

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

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed, action taken and available on website</b>
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
100	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
100	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
54	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
54	



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

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At entry level in the department of physical education organised field entrance test as well as written test to identified the students capability of perfomance and to make sure their level of readiness to undergo the said course. For B.Ed department at the very begining mental ability of students are evaluated through

Raven's Progressive Matrices/Standard Progressive Matrices(Non Verbal InteligenceTest).Nikhil Banga Sikshan Mahavidyalaya provides full supports to different learning ability students i.e. bright student as well as slow learners so faculty will provide every possible facility to enhance learning like slow learners are also groomed regularly in their class hours by asking them questions on the topic which has been discussed in the class. In this way, the slow learners are guided to improve their performance in the university examination.Extra classes, revision classes are arranged for completing the syllabus and for clarifying the doubt of the students regarding various topics as per their syllabus. Thus the college takes every initiative to enhance the quality of students and support them in their quest for knowledge.

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

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Four/Three of the above

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

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

**Two of the above**

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

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

**14 : 1**

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

**14**

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

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Institution believes in the adoption of student centric methods to enhance involvement of students as a part of participative learning and problem solving methods. Field visit, Role Plays, Team works, Debates, Seminar Quizzes and case studies Specifically Students centric Teaching Methods are reflected in project work, & guest lectures. Nikhil Banga Sikshan Mahavidyalaya organized students activities to promote the spirit of Team work, different activities and Camp of NSS, Educational Camp, Educational Tour and institutional social responsibility through Tree plantation, and Health awareness camp, Blood Donation Camp and Thalessemia Detection Camp to help the students learn art of living in a team for Social and community welfare. Practicals and workshops in all individual and group work under the guidance of teachers are also conducted. Special lecture by eminent experts from different colleges and universities from India and abroad are organised to supplement the teaching process and provide experiential learning. Faculty identifies and propose Academically significant Field visits and Surveys for student centric teaching process.

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

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://nbsmahavidyalaya.feespayment.in/">https://nbsmahavidyalaya.feespayment.in/</a>
Any other relevant information	<a href="#">View File</a>

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

94

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

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://nbsmahavidyalaya.org/pages/1139">https://nbsmahavidyalaya.org/pages/1139</a>
Any other relevant information	<a href="#">View File</a>

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

For both the B.Ed. and B.P.Ed. courses, our teachers trainees are grouped under mentors who are assigned at the start of the course and remain mentors till the end of the course. Diversity is fostered by individualized feedback, group discussions, active learning, and independent study. There is plenty of room for respecting the diversity of students in the classroom when there is consistent communication, the practice of cultural and religious sensitivity, freedom and flexibility in the teaching and learning environment, recognition of individual differences, bilingual (Bengali and English) interactions in the classroom, and rich teaching resources in Bengali and English language. The code of conduct of the college guaranteeing appropriate behaviour among the teachers trainee within the college campus. It is urged that the trainees stay upto date on the latest advancements in the fields of sports and education by attending seminars, workshops, and other events. ICT labs and abundant library resources also assist them in keeping upto date.

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

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by**

Three of the above

**experts Book reading & discussion on it  
Discussion on recent policies & regulations  
Teacher presented seminars for benefit of  
teachers & students Use of media for various  
aspects of education Discussions showcasing  
the linkages of various contexts of education-  
from local to regional to national to global**

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

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

Students can have a better comprehension of the subjects they are studying through cooperative learning. Students worked in groups and developed their teamwork skills face-to-face throughout this type of instruction. Both their individual contributions and the group's overall output are their responsibility. Along with fostering better motivation, good self-esteem, and the development of fundamental communication skills, these activities also helped pupils enhance their general social abilities.

College magazine Wall Magazine: Students can express their creative, literary, and artistic aspects through essays, poems, and drawings in college magazines or wall magazines in educational institutions. Annual and wall magazines are published by the Institution, inviting ideas from trainees in all areas. Trainees take on innovative projects related to the magazine's external design, interior décor, and content presentation.

Cultural Initiatives: Cultural events facilitate social contact and the development of new connections. These are typically group-oriented events that bring students from various niches together and provide them an opportunity to learn more about people with diverse passions and cultures. Students' interpersonal skills are developed through interaction with other trainees.

**Students Week:** This activity helps the teacher trainee to promote their own interpersonal skills by the different events likerangoli, floor painting and essay writing.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses 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**

Four/Five of the above



<b>learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group</b>	<b>Four of the above</b>

<b>activities Performance tests Oral assessment Rating Scales</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	<b>Two of the above</b>
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>Four of the above</b>

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

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

All of the above

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

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

We send our trainee teachers to the ten schools specified by our college to complete their internship for both B.Ed and B.P.Ed courses. An introductory meeting with the teacher-in-charge and the headmaster/headmistress of the selected schools is arranged prior to the start of the school internship. Before completing their internship, the trainees participate in an orientation session. Preparing timetables, attending PTA meetings, assessing student learning through homework assignments and exams, creating progress reports, planning extracurricular and academic activities, and cultural events are just a few of the roles and responsibilities that are covered in the sessions. Other topics include administrative duties, file creation, encouraging participation in

various games and sports, skill practice, and introducing daily recreational activities for entertainment. For every practice lesson in the classroom, mentors are also allocated to faculty members. During their internship, mentor instructors are required to keep handwritten records of the lessons they observe. During the first semester, seminars and special lectures are held to give trainees an overview of the various educational systems that are now in use in India.

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

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

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

94

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

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

Five/Six of the above

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

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

The following actions are taken by our organization to ensure that the internship program has efficient monitoring mechanisms:

Our college arranges orientation sessions with the headmaster or TIC of the school. Every year, prior to the internship program, the Teacher Council of our college arranges a meeting with mentor teachers and school principals. At this meeting, our Teacher Council establishes guidelines for student-teachers' topic practice teaching as well as rules pertaining to trainee involvement and contribution in all activities, including school assemblies, cultural events, PTA meetings, games, and inter-house competitions. It is requested that the headmasters, headmistresses, and TICs assess the trainees in each of the aforementioned activities. During their internship programs, teacher educators from our college visit the practice teaching schools to monitor the trainee teachers. They watch each trainee for a minimum of five courses. In addition to the mentor teacher allocated to a certain school, other mentor teachers also attend class observations. The experienced teachers at the school where the trainees do their internship mentor them in teaching, help them make appropriate use of teaching tactics and learning methods, and offer feedback in the form of a feedback form if the proper strategies are not followed.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	<b>Four of the above</b>
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>Four of the above</b>
File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	

15

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

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

10

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

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

162

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

162

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

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

**1. When prospective teachers and teacher educators discover new**

and creative teaching approaches through the curriculum, professional upgrading of teachers raises awareness about fresh concerns in the field of education and, in the end, enhances their inventiveness. We also give our students access to expert exchanges so they may learn about contemporary issues and developments in education. In addition, as they consider social issues and convey them through cultural activities on current events and societal issues, we hold a group conversation with aspiring teachers and teacher educators through Focus group discussion.

2. The institution frequently offers a wide range of cutting-edge programmes to keep the faculty members up to date professionally. When our faculty members visit other institutions through faculty exchange programme with different Institute, they bring knowledge about recent advancements and issues in education, as well as new rules and policies pertaining to this field. Faculty members are encouraged to share information and experiences, which they have gained while participating in any event outside the college with their colleagues.
3. The Institute provides funding for faculty members to attend orientation and refresher courses, national conferences, seminars, and training sessions hosted by other universities, research organizations, and other institutes.

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

## 2.6 - Evaluation Process

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

The college uses continuous internal assessment system in which instructors grade students based on their performance on unit exams, co-curricular activity participation, preparation of teaching aids, regularity and punctuality, etc. throughout the academic session.

1. The trainee teachers are handed the marked answer sheets so they can examine their areas of performance deficiency. After observing the trainee teachers' performance, the teacher educators go over each and every query that the majority of the trainee teachers attempted to answer, followed by an explanation of the proper



response.

2. Every course in the curriculum consists of one assignment for the trainee instructors, and how they complete it indicates how well they comprehend the material for that particular unit.

3. 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.

4. In order to track trainee teachers' progress in developing their teaching abilities, method teachers also assess the microteaching demonstration classes. Prior to internship and practice teaching classes, peers assess and provide verbal comments during microteaching and simulated demo sessions.

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

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

Three of the above

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

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

The college keeps track of students' progress through ongoing internal evaluations, homework, and recurring exams for both the B.Ed. and B.P.Ed. Students who score poorly and those who score highly are determined by the results of the first unit test. Remedial and enrichment programs are run based on this identification to raise pupils' accomplishment levels and bring about more performance improvement. The college uses the internal evaluation system in accordance with college norms for tracking, monitoring, and analysis of progress. Students' performances are observed throughout class discussions, homework assignments, student seminars, project work, and quizzes. The kids are shown the answer sheets in order to ensure transparency. They can freely address any complaints they may have.

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

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

The college makes sure that the academic schedule is planned, prepared, and implemented (semester-by-semester) well in advance. The Academic Calendar lists the dates of exams, events that need to be planned, and working days. This academic plan is the initiative

of the Teacher Council, which also works to make sure that all faculty members follow it to the letter. The dates for conducting the internal evaluation and submitting the grades to the office are determined by the academic committee of the college. Every semester, these days must be properly observed. All teachers receive letters from the academic committee convener regarding when to turn in their written internal tests and practicum exams. After obtaining news from the University regarding the examination, a notice is released regarding the same. Trainee instructors receive information regarding deadlines for assignments, practicums, and other requirements.

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

## 2.7 - Student Performance and Learning Outcomes

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

When creating the B.Ed. program, the affiliated university (BSAEU, formerly WBUTTEPA) and the University of Burdwan precisely established PLOs and CLOs, which the college adapted and implemented with efficiency. For the benefit of trainees who would like to follow this course, the PLOs and CLOs are listed on the college website and in the brochure. PLOs and CLOs assist trainees in learning about course requirements and the credentials required for their desired career path. Every paper in the both B.Ed. and B.P.Ed program has CLOs that must be met in order to reach the PLOs. In order to ascertain whether trainees are meeting the required CLOs, the institution has an efficient monitoring procedure in place. Every course paper included internal assignments, a practicum, and an external evaluation where trainees' work was assessed on both a professional and cognitive level. When a student first enrolls, we construct their own profile.

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

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

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

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

For each of its academic programs, the college has specified the learning objectives in detail. The curriculum and the website both provide explicit explanations of these desired learning objectives. Students can regularly assess their mastery of the course objectives and the more comprehensive PLOs through the use of the Internal Assessment component. Continuous faculty feedback via official and informal channels guarantees a continuous flow of insightful feedback regarding student learning. Exam results are what lead to the achievement of results. Bloom's Taxonomy is utilized to make sure that assessments are in line with the CLO. Due consideration is also paid to classroom instruction and assessment. The Direct and Indirect Assessment Methods are used to calculate the COs attained. The Direct Method of Assessment relies on the student's performance in assignments, term work, internal assessments, oral and/or practical exams, and university exams. • The Indirect Method of Assessment relies on ongoing stakeholder feedback at the conclusion of each course. This gives the students clear performance feedback and encourages them to meet the learning objectives, establishing a connection between the intended learning outcomes at the start of the program and the actual outcomes in terms of professional and cognitive skills at the conclusion of the courses.

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

## 2.7.4 - Performance of outgoing students in internal assessment

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

100

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

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

The gap between PLO and CLO and trainees' knowledge is used to assess learning needs. Our students come from a variety of backgrounds. The formative evaluation evaluates students' behavior in the classroom, their progress toward CLOs, their adherence to the code of conduct, and their level of involvement in extracurricular, community-based, and committee activities. On the other hand, the summative evaluation focuses on whether backgrounds with varying entry level knowledge and learning demands can meet academic and cognitive learning needs. Every course's practicum provides the chance to evaluate whether or not students have acquired the knowledge or abilities necessary for everyday living. Collaboration, self-control, and presence of mind can all be evaluated through the Field Work evaluation. Participation indicates a student's interest in the material being covered in the course and helps to improve their communication and discussion skills.

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

## 2.8 - Student Satisfaction Survey

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

<https://nbsmahavidyalaya.org/uploaded-files/5babb8978fbcdbcb48a98134247b4f62.pdf>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Three of the above**

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.2 - Research Publications**

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

7



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

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

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

606

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

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

180

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

180

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

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

The college has three mainly one units for conducting outreach programmes namely NSS unit. It is headed by faculty members with student representatives from all courses and have their semester calendars approved in advance by the HoDs/Principal. The College conducts surveys to assess the needs of adopted villages or slum areas so that suitable extension activities can be organised for their socioeconomic development. Extension programmes like rallies, awareness programmes on environmental issues, issues related to women empowerment, child malnutrition, human rights, child labour, drug abuse, domestic violence, child marriage, etc., guest lectures and camps are regular features of college activities. These activities develop a philanthropic attitude in the students and sensitize them towards the needs of underprivileged community. Through the active participation of faculty and students in the above conducted activities both inside and outside the college, an effort is made to create awareness and sensitization about the social issues confronting the public and community at large.

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4 - Collaboration and Linkages**

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

year	
6	
<b>3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year</b>	
6	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</b>	
5	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>Five/Six of the above</b>

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

- The classrooms are well equipped with ICT facilities with smart classes including Wifi, Internet, White board, smart boards, pointer, suitable table, chair, desk, stand Dias etc.
- Laboratories are well furnished .i.e. Computer Lab, Psychology, Geography, Chemistry, Physics, Biology, Human performance etc. with proper apparatus and tools.
- Big open field is up to mark and well maintained for physical education purposes.
- A Gym cum Multipurpose hall as Sport complex for Indoor practice is around the campus for physical training. In B.P.Ed. Hostel, College campus there are also separate Gym centres for health fitness.
- Separate computer centre is well established with 50 intakes at a glance. LCD Projectors are in 6 Classrooms
- Seminar Hall is there for big events organization.

### A Big Central Library

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://nbsmahavidyalaya.org/pages/1130">https://nbsmahavidyalaya.org/pages/1130</a>
Any other relevant information	<a href="#">View File</a>

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

31.38908

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

**4.2 - Library as a Learning Resource**

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

- Koha software automates the library's book accessibility. • The majority of books' accession numbers are marked and delivered using Koha software, making it simple for students to use the service. Every book in the library has been entered into the program with all of its details, including title, author, publisher, and subject. A barcode reader can be used to automate the process of book circulation. Depending on the needs of the end user, the software can generate several reports for review and record-keeping purposes.
- The college offers free wifi and internet access to both staff and

students.

- There are 50 seats available in the Central Library for anyone to read in.

News Paper, Journals, Magazines, News bulletins are available for benefits of the learners.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://nbsm-opac.kohacloud.in/">https://nbsm-opac.kohacloud.in/</a>
Any other relevant information	<a href="#">View File</a>

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

- Students are involved to do self accessibility with searching internet from the computers whenever needed
- Staff are involved to do self accessibility with searching internet from the computers whenever needed
- Through wifi facility students can utilize e learning materials.

Students and teachers can use library internet facility for enriching learning materials.

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

**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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1.03613

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

198

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://nbsm-opac.kohacloud.in/">https://nbsm-opac.kohacloud.in/</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above

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

### 4.3 - ICT Infrastructure

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

Nikhil Banga Sikshan Mahavidyalaya continuously prioritizes IT to give student instructors access to up-to-date knowledge. With a 100 MBPS high-speed internet connection, the entire campus will have Wi-Fi starting in 2021, providing unmatched Wi-Fi coverage throughout the college. ICT facilities, which include LCD projectors, smart boards, and an ICT laboratory, are well-organized.



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

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

9.7 : 1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/channel/UCLUpWVwODbvSL3y_w2J5fXA?view_as=subscriber">https://www.youtube.com/channel/UCLUpWVwODbvSL3y_w2J5fXA?view_as=subscriber</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/channel/UCLUpWVwODbvSL3y_w2J5fXA?view_as=subscriber">https://www.youtube.com/channel/UCLUpWVwODbvSL3y_w2J5fXA?view_as=subscriber</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

31.38908

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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

There are established protocols and guidelines for managing and making use of the tangible academic and support resources, such as the lab, library, sports complex, computers, and classrooms. The College's physical and instructional infrastructure, including its buildings, ICT facilities, labs, library, sports facilities, and other related infrastructure, is regularly improved and well-maintained. The institution's policy describing how to use and maintain its physical, academic, and support facilities in detail. The policy's key points are as follows:

- To maximize the use of college resources for the benefit of staff and students;
  - To grant unrestricted access to college facilities for academic pursuits, research, support, and administration;
  - To create a consistent standard for the upkeep, cleaning, and repair of college infrastructure.
  - To put best practices in place for maintenance.
  - To increase the buildings' longevity.
  - To remove the possibility of future and current facilities deteriorating.
  - To give personnel, instructors, administrators, and other parties involved a secure and healthful atmosphere.
- To employ finances and resources sensibly and effectively.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://nbsmahavidyalaya.org/pages/1057">https://nbsmahavidyalaya.org/pages/1057</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

One/Two of the above

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

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

**Five/Six of the above**

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

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

**B. Any 3 of the above**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
2	98

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

31

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

### 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

Although there isn't a student council at the college, student representatives from various B.Ed. and B.P.Ed. semesters are chosen to serve on committees, as centers, and as units within the institution to include students in the decision-making process. By means of their collaboration, endorsement, and inclusion in committees, centers, and units, they actively contribute to the well-being of students and exercise their voice in matters or choices that directly impact them and the overall operation of the college.

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

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

13

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

**5.4 - Alumni Engagement**

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

in any functional aspects

• Alumni Association is registered and have executed the following activities:

A Book Bank was opened for the students of class xi of Bishnupur Municipality on 16 th July ,2022.7 students who are poor but meritorious of Bishnupur Municipality are given two books each for their study.

• Tree Plantation Programmewas organised on 22.07.2022 at 4 P.M.

• On 20th September,2022 Foundation day of NBSM was for the the first time celebrated with pomp and grendeur.Some alumnies took part in this grand ceremony.

• On 4 th December ,2022 Mock TET for the recruitment of primary teachers was organised in collaboration with Bishnupur Shikshanuragi Samaj by NBSM,Alumni Association. It was an opportunity for the aspirants to test their preparation for the upcoming TET exam that was scheduled on 11th December,2022.

• Mock Interview for the recruitment of Primary teachers was organised by NBSM,Alumni Association as a part of the observance of Students week (2nd Jan \_8 Jan).Infact ,"Career Talk" as a part of the observance of Students week was initiated.

• 29/01/2023 Free Health Check Up was Organised in collaboration with Bishnupur Shikshanuragi Samaj

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

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

One/Two of the above



File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni organization operates as a successful support system in the following ways:1. During interactions with students, members of the association share their success stories in their different industries. They also discuss how attending college has helped them grow holistically by emphasizing academics, extracurricular activities, and community service equally. Through these exchanges, the association mentors the students and imparts insightful knowledge for enhancing professional skills. Members of the Alumni Association pay visits to the institution, stay in touch with the faculty, staff, and other staff members, and offer both moral and intellectual support.

2. The members support students in pursuing higher education by offering career guidance, academic or technical assistance, and

other services aimed at achieving the students' revolutionary personal growth. They greatly enhance students' academic performance and provide them with the tools they need to succeed in the workforce. They urge pupils to enroll in P.G. programs in order to pursue higher education.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The institution's mission and vision statements highlight its capable leadership and robust participatory framework. The college's "Mission" is the cornerstone around which the organization builds its goals for the future, sets priorities, and evaluates its projects and initiatives. The leadership team oversees the academic and competitive success of the teacher candidates as well as their development of the competency, leadership, and interpersonal skills that employers value. The responsibilities and roles of each employee are delineated in the institutional organizational structure. Accountability, participation, and transparency are principles that are upheld in the institution's activities as well as those of its academic and administrative divisions. The programs and events listed below represent the college's vision and mission. The principal meets with the teaching and non-teaching personnel on a regular basis. First, a number of committees are established. The academic calendar is created in accordance with the linked university's calendar. Time table is framed. Classes are taken according to time table.

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

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

The Management invites all staff members, students, and other significant stakeholders to participate in the decision making process in the operation of the college. The institution has a clearly defined organisational chart that outlines the duties and roles of every employee. The college's several committees each have clearly defined goals, to improve the efficiency with which the institution functions. The college's administration is entirely decentralised. Decentralization has been implemented in a way that allows members to share duties and contribute to the college's effective operation. In order to ensure that the various activities and programs may be carried out effectively with their participation and support, the college maintains friendly relations with the staff members, instructors, and officials who work in the various departments. The college has also constituted the following three statutory bodies for proper academic, administrative and financial management of the college:

1. Governing Body 2. Academic Council 3. Finance Committee

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

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

**Academic Procedures:** For both the B.Ed. and B.P.Ed., admission announcements are published in News paper and on the website. Following the announcement from the West Bengal Government's Higher Education Department, the entire admissions procedure was completed online. The principal gives a comprehensive explanation of the full academic plan to every student during a required orientation event.

**Administrative Procedures:** West Bengal College Service Commission (WBCSC), a statutory authority established by the West Bengal government, recommends conducted the selection of Assistant Professor at various government-aided colleges. WBCSC operates in an extremely transparent manner. Promotions and staff evaluations also adhere to a clear process. Employees who have the management's prior approval can easily access their service records. Using WBIFMS, an ERP that the Higher Education administration maintains to oversee the financial aspects of several West Bengali colleges, all employees have access to their pay slips.

**Financial Procedures:** College's "Finance Committee" was established to oversee its financial management. The College has a system in place for statutory auditors to conduct routine internal audits. The auditor chosen by the West Bengal government's Higher Education Department has carried out an external audit. Every year, a statutory and licensed chartered accountant audits the college's finances.

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

## 6.2 - Strategy Development and Deployment

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

The following actions were started for teaching, learning, and development in 2022-2023:

The college implements co-curricular activities according to this academic timetable. Every semester starts with the distribution of the syllabus. Orientation programs are organized by the college for newly enrolled B.Ed. and B.P.Ed trainees. The classroom maintains a

learner-centric approach. Teachers encourage their students to understand concepts, associate knowledge, and facts. It is required of trainee teachers to present seminars using PowerPoint presentations. The smart classroom is unveiled. Tutoring, counseling, remedial instruction, and group discussions are offered with a specific focus on individuals with special needs and disabilities. Proper supervision is provided to trainee instructors during their internship programs. To assess their results, ongoing assessment and evaluation are conducted. A variety of educational outings, fieldwork tasks, seminars, and extracurricular activities are planned to improve the trainee teachers' learning abilities. To improve the teaching and learning process, trainee teachers provide feedback on a regular basis. Teachers care about and are curious about their pupils' development. To improve their teaching skills, teachers take part in a variety of orientation programs (OP), refresher courses (RC), short-term courses (STC), state, national, and international seminars. There is also more access to electronic resources.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://nbsmahavidyalaya.org/pages/1324">https://nbsmahavidyalaya.org/pages/1324</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Following the West Bengal Universities and Colleges (Administration and Regulations) Act 2017, the governing body's regulations were established in accordance 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 principle, who also serves as the secretary of the GB, is in charge of overseeing and directing all administrative and academic operations. The following is the primary purpose:

1. It guides the college while fulfilling the objectives for which the college has been granted autonomous status.
2. It also approves the annual budget of the college.

**Functions of the Finance Committee:**

In its capacity as an advisory body to the Governing Body, it reviews budget estimates for grants received or receivable from UGC, as well as revenue from fees and audited accounts pertaining to the same.

File Description	Documents
Link to organogram on the institutional website	<a href="https://nbsmahavidyalaya.org/pages/1587">https://nbsmahavidyalaya.org/pages/1587</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

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

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

Institute forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute following committees are formed:

- Academic Monitoring Committee
- Student Grievance Committee

- Training, Placement, and Carrier Counselling Cell
- Student Welfare Committee
- Research committee
- National Service Scheme
- Anti Ragging Committee
- Sports and Recreation Committee
- Alumni Cell
- Students Council
- Staff Council
- College Magazine

Institution organised a general meeting with admission sub committee of B.Ed and B.P.Ed Department under the chair person of Dr. Bhim Chandra Mondal on 23august 2022.

Discuss Following Agenda-

**B..Ed Admission:**

- Starting of Online Form fillup -01/09/2022 from 11:00 AM to 11/09/2022 upto 6:00 PM
- Publication of Provisional Eligibility List-14/09/2022
- Rectification by Students-15/09/2022-15/09/2022
- Publication of Final Eligibility List-19/09/2022
- Date of 1st Councelling- 21/09/2022
- Publication of Final List-22/09/2022
- Date of Admission(1st)- 22/09/22-24/09/22
- Coomencement of Class-26/09/22

**B.P.Ed Admission:**

- Starting of Online Form fillup -01/09/2022 from 11:00 AM to 11/09/2022 upto 6:00 PM
- Publication of Provisional Eligibility List-15/09/2022
- Rectification by Students-15/09/2022-17/09/2022
- Publication of Final Eligibility List-19/09/2022
- Date of Field Test- 21/09/2022
- Publication of Final List-22/09/2022
- Date of Admission(1st)- 23/09/22-24/09/22
- Coomencement of Class-26/09/22

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

### 6.3 - Faculty Empowerment Strategies

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

The initiatives taken by the college towards the welfare of its staff and faculty include the following:

1. Leave : The college has provided maternity leave, paternity leave, medical leave, study leave etc to its Faculty members and staff as per rules of Govt of West Bengal. Besides this, Faculty members also provided study leave for pursuing higher degree.
2. Provident Fund: The College has GPF facility, Fringe benefit such as gratuity for its employee. In addition PF loan facility also provided to them.
3. FDP: Faculty members are sponsored for participating RC, OP, short term courses and seminar/workshop etc.
4. Faculty members are also given individual computers, laptops and internet facility.
5. Career Advancement Scheme (CAS) : Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the CAS of the UGC.

Interest free Puja Advance are provided to its employees



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

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

1

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

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

0

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

#### 6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

12

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

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.

After a year of employment, each employee's performance is evaluated yearly. Any institution's ability to succeed is based on the caliber of both its teaching and non-teaching personnel. The institution needs their help to accomplish its goals. One tool used by management to gauge employee effectiveness and performance is performance appraisal. Every faculty member's performance is evaluated during service, and a combined report is created each year. In addition to their teaching responsibilities, educators are allocated numerous tasks for various activities held within the institution. The institution gives their contributions the proper weight in their performance review and overall assessment. Every faculty member's performance is evaluated during service, and a combined report is created each year. In addition to their teaching responsibilities, educators are allocated numerous tasks for various activities held within the institution. The institution gives their contributions the proper weight in their performance review and overall assessment. Our Institution evaluates the potential of its faculty members through performance reviews, which also help them do

their jobs more successfully. Faculty members can also use appraisal reports as feedback, since they offer valuable insights for their further growth and pointers on how to enhance their knowledge and abilities.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The College is equipped with an internal and external auditing mechanism. The responsibility of overseeing all financial transactions inside the institution is given to the Finance Committee, which also examines the college's receipts and expenditures on a regular basis. The college's yearly financial audit is carried out by a team of auditors led by a statutory and certified chartered accountant. External audit has been by the Chartered accountant recommend by Higher Education, Govt. of West Bengal.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The tuition fees and other costs collected from students enrolled in the B.Ed. and B.P.Ed. programs provide the college with all of its revenue. Appropriate budgeting and funding distribution follow the prioritized areas that are approved by the Finance Committee. The money received from the aforementioned sources is used to upgrade and maintain the college's academic and physical facilities. If there is a deficit, the college administration makes plans to use the institution's reserve funds to cover the shortfall. The money is used to upgrade and maintain the academic and physical facilities of the college.

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

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

1. Following frequent reviews, the Principal and the IQAC committee members determine the innovative practices. These are accepted, put

into practice, assimilated, and then formalized.

2. Teachers keep track of their students' attendance. When a student has low attendance, the principal and staff members notify the parents, and the college administration sets up a meeting with the parents to discuss the situation. Parents almost always give their ward the crucial care and assistance needed to guarantee proper attendance.

3. Using ICT for developing Technocrat Teaching strategy in training period.

4. Add on course implementation for beneficial purposes of Students during Training Session.

5. Excursion conduction for outreach programme development.

6. Library automation for easy access of the students in library period.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC assesses and acts to enhance the caliber of the teaching and learning process on an ongoing basis. The academic schedule is meticulously created ahead of time, posted on the institute's website, distributed across the building, and adhered to. The academic calendar contains information about co-curricular activities, exam schedules, and admission to the B.Ed. and B.P.Ed. programs. All newly enrolled students are required to attend the orientation program, where they will learn about the institute's discipline, culture, core course requirements, ongoing evaluation system, and extracurricular activities. Important announcements are posted on the notice board and via the WhatsApp group, and mentor instructors keep an eye on students' attendance and behavior in the classroom. Teachers also receive individual student feedback for each of their courses, and students are welcome to bring their

concerns and recommendations to the institute's principal. The IQAC recommendations are taken into consideration while reviewing and improving the teaching-learning process.

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

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

21

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://nbsmahavidyalaya.org/pages/1048">https://nbsmahavidyalaya.org/pages/1048</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://nbsmahavidyalaya.org/pages/850">https://nbsmahavidyalaya.org/pages/850</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Institution focus to accreditate to quality education by Campus Development/Green Initiatives like Tree Plantation and Wifi Connectivity. MoUs done with different Government and Govt. Aided College for enhancement the teaching learning process and upgradation academic environment. Institution organised and make effectful by awaring students with community through National Mission programe like-Swachha Bharat Mission and Thalassemia Detection Camp.**

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

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of

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

The Nikhil Banga Sikshan Mahavidyalaya, has not yet established any policies pertaining to sustainable environmental development. But LED lights are already placed in a number of locations to improve power efficiency by consuming less electricity. One of the institution's routine activities is planting trees. Utilizing solar electricity and rainwater collection, applications for energy have begun.

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

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

The institution has managed its waste through the following way :

- Food and garden waste are composted on campus for future use. Biodegradable and non-biodegradable garbage are separated out on a daily basis. Bins for biodegradable and non-biodegradable waste have been placed across the campus, even in classrooms, to facilitate the separation of waste.
- E-waste is segregated and stored in a separate room and disposed-off as per the new E-Waste Management Rules which have come in force in the country since Oct 2016.
- Vegetables, Tree leaves, starchiness etc. are recycling through vermi-compost.

Plastic bottles, Plastic Bulties are reused for making buckets of tree plantation in college premises for greening the campus

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

**7.1.3 - Institution waste management practices** | Three of the above



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

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

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

One of the above

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

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

**The institution is committed towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment as follows:**

- maintained, based on space availability and meteorological conditions, healthy, open, and green regions.
- During campus development, vegetated buffers were preserved and protected to the greatest extent possible, and the habitats of special concern species were preserved.
- Built structures with the

greatest number of windows feasible to allow for adequate lighting and ventilation, in accordance with a plan approved by professional architectural experts.

- Ensured that all campus development is compatible with the surrounding natural environment.
- Planted more trees and create vegetated buffers.
  - Restriction in use of plastic and plastic products
  - No Smoking campus
  - Vermi-composting platform for bio fertilizer
  - Well and healthy hygiene separate toilets for boys and girls in each floor.
  - Creating artificial Nest for biodiversity in hostel campus-  
Water preservation for Birds and animals during summer and dry session.

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

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

Three of the above

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

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)****0.9428**

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

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

The college runs programs that make use of the local environment, location-specific knowledge and resources, as well as linguistic, cultural, regional, and community activities, through the NSS unit. Programs for gender sensitization, teenage counseling, workshops, seminars, and other events are occasionally held. Extension initiatives include blood giving, environmental awareness, and rallying. Because of their varied backgrounds, the children celebrate local holidays like Basanta Utsav and learn to respect other traditions. Through poetry, dance, drama, and music, the College presents a range of programs that highlight and promote the local heritage and culture while illustrating diverse social and cultural aspects.

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

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

**C. Any 2 of the above**

## Annual awareness programmes on the Code of Conduct are organized

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

## 7.2 - Best Practices

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

### 1. Blood donation camp :

**Objectives :** Nikhil Banga Sikshan Mahavidyalaya organized Blood donation camp every year to collect and supply Blood to the Blood Bank, Bishnupur Sub-divisional hospital to save the life of the people.

**The Context:** Blood cannot be manufactured outside the body and has a limited shelf life. Hence blood has to donate by someone to save the priceless life of others.

**The Practice:** Usually, blood donation camp has been organized in the month of November. Before conducting the camp, a motivational session has been organized. On 23.11.2023, 62 including 3 female has donated their blood.

### 2. Thalassemia Detection:

**Objectives:** Nikhil Banga Sikshan Mahavidyalaya organized Thalassemia detection camp every year to identify Thalassemia carrier and

counselling them regarding their future life.

**The Context:**To avoid the consequences of having a child with Thalassaemia, it is recommended that couples do before marriage: Pre-marital counseling: Married couples should be examined and tested for the disease.

**The Practice:**The Institution in collaboration with Health Department, provide free blood testing opportunity for the students of the Institute for the detection of Thalassaemia carrier

<https://nbsmahavidyalaya.org/pages/1561>

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

### 7.3 - Institutional Distinctiveness

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

**Introduction of Football Academy for the kids of the neighbour of the Institution**

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