



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

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) nbasmahavidyalaya@gmail.com
- Alternate Email ID bhimsttc@gmail.com
- Address TILBARI, P.O- BISHNUPUR
- City/Town BISHNUPUR
- State/UT WEST BENGAL
- Pin Code 722122

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Co-education
- Location Urban

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **DR. KALPATARU MONDAL**
- Phone No. **9933351560**
- Alternate phone No.(IQAC) **9434202242**
- Mobile (IQAC) **9933351560**
- IQAC e-mail address **nbsmahavidyalaya@gmail.com**
- Alternate e-mail address (IQAC) **bhimsttc@gmail.com**

3.Website address<https://nbsmahavidyalaya.ac.in>

- Web-link of the AQAR: (Previous Academic Year)

<https://nbsmahavidyalaya.ac.in/uploads/676bf8ff8c1eb.pdf>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<https://nbsmahavidyalaya.ac.in/uploads/676ab4fdd424a.pdf>**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.18	2016	02/12/2016	01/12/2021

6.Date of Establishment of IQAC**09/12/2014****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 2

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

Teaching skills development programme for B.Ed. students through microteaching organized on and from 1.8.23 to 28.8.23

Conducting an Add-on Course on Life Skills Development from November 28 to December 13, 23.

Conducting workshop on Personality Development on December 16, 2023

Organizing National Level Seminar on Opportunities and Challenges in Physical Education and Sports in Modern Era on and from December 21 to December 22

Conducting Blood donation camp on 9.2.24

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Plantation of Trees in the campus and neighbouring localities	100 sapling has been planted in the campus and neighbouring localities on 22.7., 23.7 & 27.7.23n
Organization of workshop for football skills development	Kids of NBSM Football academy and 80 students get benifitted from the workshop organized on 28.7.23
Development of Teaching skills	Micro teaching sessions on and from 1.8.23 to 29.8.23; Simulated teaching on and from 31.8.23 to 12.9.23; Internship programme for B.P.Ed on and from 13.9.23 to 18.10.23 and B.Ed Internship programme on anf from 9.1.24 to 31.3.24. Through this programmes teaching skills among the students has been developed.
Development of social skills through Field survey, Camp & Excursion	Field survey has been conducted on 9.8.23; Adventure camp for B.P.Ed on and from 25.12.23 to 31.12.23;Annual excursion for B.Ed on and from 16.2.24 to 25.2.24; Excursion for B.P.Ed on and from 19.3.24 to 24.3.24
Community service through Cleanliness, awareness programme through NSS	Cleanliness & Dengue Awareness programme on 22.9.23,, Swachh Bharat Abhiyan on 2.10.23; Rally on World Aids Day on 1.12.23; SVEEP on 14.3.24, 9.4.24 and 24.4.24
Development of cultural components among the students	These activities ha s been dveloped through different cultural activities viz Farewell programme on 27.7.23,, Teachers Day celebration on 5.9.23, College foundation day celebration on 22.9.23, Pre-puja cultural programme on 17.10.23, Freshers welcome on 7.12.23, International Mother Language

	day celebration on 21.2.24 and celebration of BASANTA UTSAV on 28.3.24
Development of spirit of national intergration	It has been developed through the celebration of Independence day on 15.8.23, Constitution day on 26.11.23, National youth day on 12.1.24, Republic day on 26.1.24
Development of sports skill	Sports skills has been developed by organizing national sports week on and from 23.8.23 to 29.8.23; 2nd FTEI Sports Competition on 24.1.24, 54th Annual sports on and from 31.1.24 to 2.2.24; 35th WBCIPE meet on and from 24.2.24 to 25.2.24
Organization of workshop, Seminars, etc	State level workshop on 16.12.23 and National level seminar on and from 21.12.23 to 22.12.23 developed the knowledge level of the staffs as well as the students
conducting Add on course	Add course on life skill development has been organized 28.11.23 to 13.12.23

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	21/12/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Nikhil Banga Sikshan Mahavidyalaya
• Name of the Head of the institution	Prof. (Dr.) Bhim Chandra Mondal
• Designation	Principal
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Name of the statutory body	Date of meeting(s)
Governing Body	21/12/2024
14.Whether institutional data submitted to AISHE	

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

15. Multidisciplinary / interdisciplinary

The college offers both two-year B.Ed. and B.P.Ed. programs in a multidisciplinary setting. Seven academic disciplines are available as method topics in the transdisciplinary B.Ed programme, including math, physics, biology, geography, history, and English. In addition to the traditional teacher education courses, the B.Ed. syllabus covers computer literacy, yoga, dance, theater, music, fine arts, and computer literacy.

16. Academic bank of credits (ABC):

The organization is excited to implement NEP 2020 in compliance with UGC, associated university circulars, and State Government guidelines. The university has proven that it is ready to support more student movement inside and across courses in compliance with the draft NEP 2020 policy published by the UGC. It is also acknowledged to comply with the National Credit Framework (NCrF) and UGC regulations, which emphasize crediting learning from a range of viewpoints, including professional, academic, and experiential learning. Students were told to look for, choose, and link the name of this institute using their ABC account. The student's ABC account will receive the credits upon passing the relevant exam at this institution. Students were told to look for, choose, and link the name of this institute using their ABC account. The student's ABC account will receive the credits upon passing the relevant exam at this institution.

17. Skill development:

Teachers need to be equipped with the necessary skills in order to satisfy the demands of the educational environment in the twenty-first century. In addition to teaching knowledge, the college continuously works to develop in its students essential skills like leadership, ICT proficiency, and other varied essential life skills like cooperation, communication, and teamwork through classroom instruction, group discussions, PowerPoint presentations, field trips, extracurricular activities, and sports, among other methods. Sports skills among students have improved as a result of the B.P.Ed degree. A twelve-week internship program for B.Ed. students, a four-week program for B.P.Ed. applicants, and microteaching have also improved a range of teaching skills.

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

Since the institution is led by the curriculum developed by the affiliated university (BSAEU), it complies with the standards for curriculum dissemination. The teaching-learning approach is multilingual, using both English and Bengali. Bengali, an Indian language, is offered as a method subject at the college. A considerable number of tribal students enroll in the college's courses each year as a result of its location in a mostly tribal region of West Bengal. Teachers strive to establish a democratic, inclusive, and participatory learning environment in the classroom so that students can impart their tribal and rural indigenous knowledge to one another. In addition to including yoga in the both B.Ed program & B.P.Ed curriculum, the college wants to educate the public and its students about the health advantages of yoga. Events like the yearly International Yoga Day celebration, yoga contests, and community seminars help achieve this.

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

In line with its stated vision and goal, the college has clearly defined course objectives and programs, which are suitably shared with all faculty members before the beginning of each session. They are also presented to students at the beginning of each session during the Orientation Program and in later teaching-learning scenarios in the classroom. Since this is a teacher education college, defining instructional goals in terms of behavioral outcomes is part of the curriculum. Each faculty member is familiar with Bloom's taxonomy and how to use it for assessment and education.

20.Distance education/online education:

No distance education course has been conducted through online mode yet.

Extended Profile**1.Student**

2.1

175

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	94
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	94
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	78
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	37.08
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	31
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	14
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	17
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The affiliated university, BSAEU, formerly known as WBUTTEPA, approved the two-year, four-semester B. Ed. program curriculum, which is followed by the institution. The college follows several procedures to guarantee that the curriculum is applied correctly:</p> <p>i. To design the academic plan, the academic committee meets at the beginning of each new session. The curriculum is then given to the faculty members, who also create an academic calendar that includes extracurricular activities, workshops, seminars, study tours, and field trips, as well as the timely execution of the curriculum.</p> <p>ii. Prior to the start of classes, an orientation program is organized to enlighten students about the goals of the course and program, the syllabus, the policies and procedures of the institution, and the schedule for the upcoming semesters.</p> <p>iii. Teachers guarantee that the information is delivered on time</p>	

by carefully planning it ahead of time. ICT, conversations, field trips, and other methods are a few of the strategies and tactics employed for curriculum exchange. The academic committee's on-time meetings ensure that the teachers complete their assignments.

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

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

C. Any 3 of the above

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

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

A. All of the Above

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
7	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://nbsmahavidyalaya.ac.in/academic_calendar.php
1.2.2 - Number of value-added courses offered during the year	
1	
1.2.2.1 - Number of value-added courses offered during the year	
1	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
97	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

97

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

One of the above

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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. Taking into account the national curriculum for teachers, NCTE recommendations, and emerging trends and practices that other universities are using, the affiliating university developed the teacher education curriculum. This gives its teachers and students a thorough understanding of the field of teacher education.

2. An integral component of the teacher education curriculum is the internship program, sometimes known as experience teaching. Both staff members and students receive training in teaching methodologies from the school.

3. An essential component of teaching practice is introducing an internship or educational experience. For their internships, the student teachers visit several schools.

4. The institution's additional courses and programs to improve the teacher education curriculum have been duly approved by the college. B.P.Ed. students participate in school sports at the district level as officials and are trained in tracking and field marking.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The curriculum requires student teachers to visit secondary schools in B.Ed. SEM II as part of their first-hand practical experience, which aims to provide a deep understanding of the Indian educational system. The purpose of these visits is to familiarize students with the school environment and to clarify their understanding of how the school system functions. In addition, they have lots of chances to connect with the students throughout their internship in accordance with the B.Ed. SEM III and B.P.Ed. SEM III curricula. Visiting inclusive schools helps practicing instructors think from a comparison viewpoint. These visits acquaint students with the requirements of special needs kids in an inclusive environment and teach them how to deal with them in the classroom. Student teachers can acquire a national and worldwide perspective by visiting some cutting-edge institutions and seeing some of the newest developments in education, such as e-learning, digital initiatives, and ICT-based teaching, learning, and evaluation.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The development of professional knowledge, abilities, and attitudes in student teachers is facilitated by a well-crafted curriculum and a range of curricular experiences. Theory, teaching practice, school experience, internships, training, extracurricular activities, and community involvement are all connected and have recurring themes. A cyclical process feeds into the other to create a learning environment that is stimulating for student instructors. The "Understanding of Self" course helps future teachers realize their own professional and personal growth. "Knowledge & Curriculum" and "Contemporary Indian Education" are two teacher education courses that aid students in comprehending teaching as a profession. Aspiring educators can better understand the needs of kids with special needs in the classroom by taking inclusive education courses. Elective course such as "guidance and counseling" help student instructors become more understanding of the social, professional, and personal challenges that their students face in the classroom. Thorough practice teaching in various stages, including micro, macro, virtual, and real classroom instruction, offers practical experience to enhance teaching abilities. It helps students acquire teaching abilities. Teaching practice is also integrated into the curriculum in B.P.Ed.

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

1.4 - Feedback System

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

78

2.1.1.1 - Number of students enrolled during the year

78

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

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

54

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

54

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

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

3

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

3

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

2.2 - Honoring Student Diversity

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

The physical education department administers written and field entrance exams at the entry level to determine students' performance levels and determine if they are prepared for the course. The non-verbal intelligence test, also known as Raven's Progressive Matrices or Standard Progressive Matrices, is used by the B.Ed. department to assess students' mental capacity from the very beginning. Nikhil Banga Sikshan Mahavidyalaya offers full support to students with varying learning abilities, including both bright and slow learners. The faculty makes every effort to improve learning, such as regularly guiding slow learners during class hours by asking them questions about the material covered in class. The slow learners are aided in this way to enhance their performance in the university exam. Additional and revision lessons are scheduled to help students finish their syllabus and address any questions they may have about the various topics covered. Consequently, the college makes every effort to improve the caliber of its students and assist them in their pursuit of knowledge.

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

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

Four/Three of the above

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

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

The institution supports the implementation of student-centered strategies to raise student participation in problem-solving and participatory learning techniques. Case studies, debates, seminars, role plays, field visits, and team projects Project work and guest lectures in particular demonstrate student-centric teaching methods. Nikhal Banga In order to help students develop the skill of working as a team for social and community welfare, Sikshan Mahavidyalaya organized various student activities, including camps for the National Service Scheme (NSS), education, and awareness of institutional social responsibility through tree planting. Under the direction of the teachers, practicals and workshops are also held for all individual and group work. To enhance the educational process and facilitate hands-on learning, distinguished experts from various Indian and international colleges and universities are invited to give special lectures. Academically meaningful field visits and surveys are identified by faculty and proposed for a student-centered teaching approach.

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

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

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://nbsmahavidyalaya.feespayment.in
Any other relevant information	View File

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

96

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

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

Five/Six of the above

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

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

Our students are grouped under various mentors i.e Teacher educator for both the B.Ed. and B.P.Ed. programs who are allocated at the beginning of the course and stay mentors till the completion of course. Individualized feedback, group discussions, active learning, and independent study all promote diversity. 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 both Bengali and English, there is ample room for respecting the diversity of students in the classroom. The college's code of conduct ensures that teacher candidates behave appropriately while on campus. The trainees are strongly encouraged to attend seminars, workshops, and other events in order to stay current on the most recent developments in the domains of sports and education. ICT laboratories and online resources at libraries also help in staying current.

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

2.3.6 - Institution provides exposure to students about recent developments in the

Four of the above

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

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

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

Through cooperative learning, students can gain a deeper understanding of the subjects they are studying. During this kind of training, students worked in groups and gained face-to-face experience in collaboration. They are accountable for the collective result as well as for their own efforts. These activities not only helped students build basic communication skills, improved motivation, and positive self-esteem, but they also improved their overall social skills.

Magazine: Students can use college magazines or wall magazines in educational institutions to publish articles, poetry, and drawings that reflect their creative, literary, and artistic elements. The Institution publishes wall magazines and News letter each year that welcome suggestions from trainees across all specialties. Innovative projects pertaining to the magazine's exterior design, internal décor, and content presentation are undertaken by trainees.

Cultural Initiatives: Attending cultural events encourages mingling and the formation of new relationships. These are usually group-oriented activities that connect students from different niches and provide them a chance to discover more about

individuals with a range of interests and cultural backgrounds. Interaction with other trainees helps students strengthen their interpersonal skills.

Students Week: Through various activities including rangoli painting, floor painting, and essay writing, this activity aids in the development of the teacher candidate's own interpersonal skills.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Six/Seven of the above

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

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>															
<table border="1"> <thead> <tr> <th data-bbox="86 568 529 631">File Description</th> <th data-bbox="529 568 1436 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 631 529 694">Data as per Data Template</td> <td data-bbox="529 631 1436 694">View File</td> </tr> <tr> <td data-bbox="86 694 529 837">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="529 694 1436 837">View File</td> </tr> <tr> <td data-bbox="86 837 529 981">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="529 837 1436 981">View File</td> </tr> <tr> <td data-bbox="86 981 529 1043">Any other relevant information</td> <td data-bbox="529 981 1436 1043">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	View File	<table border="1"> <thead> <tr> <th data-bbox="772 568 1436 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="772 631 1436 694">View File</td> </tr> <tr> <td data-bbox="772 694 1436 837">View File</td> </tr> <tr> <td data-bbox="772 837 1436 981">View File</td> </tr> <tr> <td data-bbox="772 981 1436 1043">View File</td> </tr> </tbody> </table>	Documents	View File	View File	View File	View File
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<p>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</p>	<p>Three of the above</p>															
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<p>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</p>	<p>Three of the above</p>																				
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Data as per Data Template	View File																				
Samples of assessed assignments for theory courses of different programmes	View File																				
Any other relevant information	View File																				
<p>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</p>	<p>Four of the above</p>																				
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<p>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</p>																					
<p>10 Internship has been selected for both B.Ed. and B.P.Ed on participative basis. Before the school internship begins, an</p>																					

meeting with the headmaster/headmistress of intern school with faculty members and Principal has been organized to orient the head of the intern schools. An orientation meeting called Pre-internship conference, has been organized for the trainees prior to go their internship programme. A few of the functions and responsibilities that are discussed in the conference include making timetables, going to PTA meetings, evaluating student learning through homework assignments and tests, compiling progress reports, organizing extracurricular and academic activities, and organizing cultural events has been discussed. Faculty members are also assigned as mentors to each internship school to supervise the lesson delivered by the teacher trainee in the classroom. Mentor instructors are expected to check the lesson in handwritten form throughout their internship. Seminars and special lectures are offered throughout the first semester to provide trainees with an overview of the various educational systems that are currently in use in India.

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

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

2.4.9.1 - Number of final year students during the academic year

97

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

Student-Teacher of Nikhil Banga Sikshan Mahavidyalaya are involved in 2 phases of school internship. First they are involved in one month programme in Semester 1 as activity based learning about school and its' details. In Semester 3 they are involved for 4 months teaching learning process with proper Learning Design and maintaining Diary. Their classes are observed and assessed by the Head of the Institutes, peer friends as well as Training Institution supervisors in daily routine basis. School teachers help them to provide TLM whenever they needed and School Head Master/ Mistress guide them as overall performance during internship teaching. Students are distributed to different schools with lottery system basis. Teacher Educators play role as supervisor to the Trainee-Teachers and guide them to develop Learning Design as well as Teaching Aids for betterment of the class transaction. Learning designs are evaluated by specific method guide before entering into the class for lesson delivery. Related pedagogical skills are important here for teaching improvement. Student-Teachers visit rural and urban schools in Bishnupur for comparison of school environment. College authority plans for Orientation Programme, Internship schedule and Workshop for integration of School Internship. Trainee Teachers make copy of each activities with photographs of live presence and present their live classes before external Examiner as external evaluation as well as internal evaluation too.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	

2.5.1 - Number of fulltime teachers against sanctioned posts during the year**14**

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**9**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**178****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****178**

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

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

colleagues and with other institutions on policies and regulations

1. Professional upgrading of teachers promotes knowledge about new challenges in the field of education and ultimately enhances their inventiveness when aspiring teachers and teacher educators discover innovative and creative teaching ways through the curriculum. In order to educate our students about current events and advancements in education, we also provide them with access to expert exchanges. Additionally, we have focus group discussions with aspiring teachers and teacher educators as they think about social issues and communicate them through cultural activities on current events and societal issues.
2. The organization regularly provides a broad range of innovative programs to keep the faculty members knowledgeable in their fields. Through faculty exchange programs, our faculty members visit other institutions and carry with them their knowledge of current developments and concerns in education as well as new regulations and laws that are relevant to this sector. It is encouraged for faculty members to share with their colleagues any knowledge or experiences they have obtained by taking part in extracurricular activities.
3. The Institute encouraged and funded its faculty members' for attending various national and International conferences, seminars, and orientation and refresher courses held by other universities, research groups, and other institutes.

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

2.6 - Evaluation Process

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

The college uses an ongoing internal assessment system in which teachers provide grades to students based on their performance on unit exams, involvement in extracurricular activities, creation of instructional materials, punctuality and regularity during the academic year, etc.

1. The marked answer sheets are given to the trainee teachers

so they can assess their areas of performance weakness. The teacher educators review every question that the majority of the trainee teachers attempted to answer after seeing their performance, and then they provide an explanation of the appropriate answers.

2. Each course in the curriculum has a single assignment for the trainee instructors, and their performance on it shows how well they understand the subject matter covered in that particular unit.
3. School Internship: A lot of assessment is carried out based on internal evaluations during school internships. The mentor, the method teacher, and the principal or head of the institution evaluate the student teachers internally to check their progress during practice teaching.
4. Method teachers evaluate the microteaching demonstration sessions as a way to monitor the development of trainee teachers' teaching skills. Peers evaluate and verbally comment during microteaching and simulated demo sessions prior to internship and practice teaching classes.

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

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

Four of the above

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

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

The college uses homework assignments, unit tests for the B.Ed. and B.P.Ed., and continuing internal reviews to monitor students' progress. The first unit test results decide which students score well and which students score poorly. Based on this identification, remedial and enrichment programs are implemented to increase students' achievement levels and result in further performance improvement. The college tracks, monitors, and analyzes progress using the internal assessment system in compliance with college standards. Throughout class discussions, homework assignments, student seminars, project work, and quizzes, the performance of the students is monitored. To maintain transparency, the children are shown the answer sheets. People are free to voice any objections they may have.

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

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

The college makes sure that the semester-by-semester academic calendar is well-planned, organized, and executed. Examination dates, scheduled activities, and working days are listed in the Academic Calendar. The Teacher Council came up with this academic

plan and makes sure that every faculty member follows it. The college's academic committee sets the deadlines for completing the internal assessment and turning in the grades to the administration. These days need to be appropriately honored each semester. The Principal sends letters to all teachers with deadlines for turning in written internal examinations and practical exams. A notice about the exam is released following confirmation of the details from the University. Information on practicum dates, assignment deadlines, and other requirements is sent to trainee instructors.

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

2.7 - Student Performance and Learning Outcomes

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

The University of Burdwan and other the affiliated university (BSAEU, formerly WBUTTEPA) carefully defined PLOs and CLOs when developing the B.P.Ed and B.Ed. curriculum respectively , which the college successfully executed. The PLOs and CLOs are listed in the brochure and on the college website for the benefit of trainees interested in this course. PLOs and CLOs help trainees discover what courses they need to take and what credentials they need to get into the careers they want. In order to reach the PLOs, each paper in the B.Ed. and B.P.Ed. programs has CLOs that need to be met. The institution has an effective monitoring process in place to see if trainees are meeting the necessary CLOs. Internal assignments, a practicum, and an external evaluation were all included in each course paper. The evaluation evaluated the trainees' performance from a professional and cognitive standpoint. We create each student's personal profile when they first enroll.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college has provided detailed information about the learning objectives for each of its academic programs. These intended learning objectives are clearly described in both the curriculum and the website. With the use of the Internal Assessment component, students can evaluate their understanding of both the course objectives and the more detailed PLOs on a regular basis. An ongoing supply of meaningful input about students' learning is ensured by faculty members providing feedback on a regular basis through both official and informal means. The attainment of results is a direct result of exam results. In order to ensure that assessments are consistent with the CLO, Bloom's Taxonomy is used. Assessment and instruction in the classroom are also given careful thought. The COs acquired are computed using the Direct and Indirect Assessment Methods.

The Direct Method of Assessment is based on how well students do on assignments, term papers, internal evaluations, oral and/or practical tests, and exams at the institution. At the end of every course, the Indirect Method of Assessment depends on continuing stakeholder feedback. This creates a link between the intended learning outcomes at the beginning of the program and the actual outcomes in terms of professional and cognitive skills at the end of the courses by providing the students with clear performance feedback and motivating them to meet the learning objectives.

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

2.7.4 - Performance of outgoing students in internal assessment

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

94

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

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

The assessment of learning needs is based on the discrepancy between trainees' knowledge and PLO and CLO. Our pupils are from a diverse range of backgrounds. Students' behavior in the classroom, their advancement toward CLOs, their observance of the code of conduct, and their degree of participation in committee, extracurricular, and community-based activities are all assessed as part of the formative evaluation. Conversely, the summative assessment centers on the ability of backgrounds with diverse entry-level knowledge and learning demands to fulfill academic and cognitive learning requirements. The practical component of any course offers the opportunity to assess whether or not students have gained the skills or information required for daily life. The Field Work evaluation can be used to assess presence of mind, self-control, and collaboration. In addition to demonstrating a student's interest in the topics being taught in the course,

participation enhances their ability to communicate and participate in discussions.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://nbsmahavidyalaya.ac.in/student_satisfaction_survey.php

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the

Two of the above

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

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

3.2 - Research Publications

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

2

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

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

1

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

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

12

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

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

574

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

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

326

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

326

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

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

The college has primarily one units, the NSS unit being one of which is used to carry out outreach programs. It is led by NSS programme officer, one faculty members with participation from both B.Ed & B.P.Ed students. In order to plan appropriate extension activities for locality or slum areas' socioeconomic development, the College conducts surveys to determine their needs. Regular college activities include extension programs like Rally, awareness campaigns about Aids awareness, cleanliness environmental issues, issues pertaining to women's empowerment, child malnutrition, human rights, child labor, etc. Students who participate in these activities become more aware of the problems

of the poor community and acquire a charitable mindset. An attempt is made to raise public and student awareness of the social concerns facing the society at large by the active participation of staff and students in the aforementioned events held both inside and outside the college.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

6

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

6

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

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

11

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

- The ICT facilities in the classrooms are up to date, featuring smart classrooms, WiFi, smart boards, whiteboards, pointers, appropriate desks, chairs, and stands, among other things.
- The computer lab, psychology, geography, chemistry, physics, biology, human performance, and other labs are all well-equipped with the right equipment.
- Large, well-maintained open space playground suitable for physical education.
- A multipurpose hall containing a Gym station which is also suitable for indoor sports
- There are also distinct gyms for health and exercise on the B.P.Ed. Hostel and college campus.
- A distinct computer center that has 50 inputs at a glance is well-established. Six classrooms have LCD projectors.
- The Seminar Hall is used for organizing large-scale events.
- A Large Central Library with two departmental library supplies resources for gaining of knowledge

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://nbsmahavidyalaya.ac.in/common_room.php
Any other relevant information	View File

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

10.78

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

4.2 - Library as a Learning Resource

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

- Book accessibility at the departmental library as well as central library are automated by Koha software. Students can easily utilize the service because most books' accession numbers are indicated and distributed via Koha software. All of the information about each book in the library, including its title, author, publisher, and subject, has been entered into the program. The book circulation process can be automated with the use of a barcode reader. The software can produce a number of reports for evaluation and record-keeping, depending on the end user's needs.
- Both staff and students have free access to the college's wifi and internet.
- Anyone is welcome to read at the Central Library as it has a capacity of 50 persons. For the advantage of the students, news papers, journals, magazines, and news bulletins are

offered.

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

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

College has two departmental library and one central library where KOHA software has been used for automation of library. There is search facility by which students or user may access the library from their home using their smart phone or laptop. The link is <https://nbsm-opac.kohacloud.in/>

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

One of the above

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

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

168139

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

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**

139

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan

Two of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
<p>Information and Communication Technology (ICT) is always given top priority at Nikhil Banga Sikshan Mahavidyalaya so that faculty members and students can access the most recent information. Starting in 2021, the entire campus is Wi-Fi enabled to all stakeholders with a 100 MBPS high-speed internet connection, offering unparalleled Wi-Fi coverage across the college. The ICT facilities are well-organized and include LCD projectors, smart boards, and an ICT laboratory.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File
4.3.2 - Student – Computer ratio during the academic year	
9.7: 1	
File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

Two of the above

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

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)

17.57

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

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

The lab, library, sports complex, computers, and classrooms are examples of tangible academic and support resources that are managed and used in accordance with set procedures and norms. The physical and instructional infrastructure of the college is kept up to date and periodically enhanced. This includes its buildings, ICT centers, labs, library, sports facilities, and other associated infrastructure. The institution's policy outlining the specifics of how to use and care for its academic, support, and physical facilities. The following are the main points of the policy:

- To provide a uniform standard for the maintenance, cleaning, and repair of college infrastructure.
- To maximize the utilization of college resources for the benefit of staff and students.
- To allow unrestricted access to college facilities for academic pursuits, research, support, and administration.
- To implement best practices for upkeep.
- To lengthen the lifespan of the structures.
- To eliminate the chance that both present and future facilities will deteriorate.
- To provide a safe and healthy environment for staff, teachers, administrators, and other stakeholders.
- To make prudent and efficient use of funds and resources.

File Description	Documents
Appropriate link(s) on the institutional website	https://nbsmahavidyalaya.ac.in/maintenance_policy.php
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	94

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

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

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

22

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

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

14

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

5.3 - Student Participation and Activities

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

The college has no elected student council as per Govt. of West Bengal order, but the authority of the college selects student representatives from different B.Ed. and B.P.Ed. semesters to serve as members of the committees in the decision-making process. Through their participation, support, and endorsement in committees, they actively promote students' well-being and give them a voice in decisions that have an immediate effect on them and the college as a whole.

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

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

16

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

5.4 - Alumni Engagement

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

Activity 1 : Celebration Of 98th Birth Anniversary of Chittyanjan Dasgupta, the founder Secretary of Nikhil Banga Shikshan Mahavidyalaya on 01.07.2023

Activity 2 : Sabujayon: Tree Plantation Programme on 22.07.2023 by Alumni Association ,NBSM in collaboration with Bishnupur Shikshanuragi Samaj organized two Days Tree Plantation Programme on 22/07/2023 and on 23/07/2023.

Activity 3 : Career counseling :2023 on 17.09.2023 for Graduate

and post Graduate Students (Organised by Bishnupur Shikshanuragi Samaj and Nikhil Banga Shikshan Mahavidyalaya.

Activity 4 : Publication of wall Magazine and Felicitation of Casual Non Teaching staffs on 04.10.2023

Activity 54: Felicitation of Casual Non Teaching Staffs of NBSM

Activity 6: Punarmilan 2023 on 03.12.2023

Activity 7: Contribution to the construction of Entrance Gate on 20.12.2023

Activity 8: Quiz on General Election on 07.05.2023

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

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

4

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

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

The following are some ways that the alumni association functions as an effective support system:

1. Association members talk about their successes in their various businesses when interacting with the existing students. They also talk about how the college has allowed them to grow as individuals by placing equal emphasis on extracurricular activities, academics, and community service at their time. The association provides the students with mentorship and insightful knowledge to improve their professional abilities through these exchanges. Members of the Alumni Association visit the school, maintain communication with the staff, faculty, and other staff members, and provide intellectual and moral support.
2. The members help the students to pursue higher education by providing career counseling, academic or technical support, and other services that are meant to help them to achieve personal progress. They give pupils the resources they need to excel in the workforce and significantly improve their academic achievement. In order to pursue further education, they exhort students to enroll in P.G. programs.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

The institution's strong participative structure and capable leadership are emphasized in both its mission and vision statements. The foundation upon which the college establishes its future objectives, assigns priority, and assesses its programs and projects is its "Mission". The leadership team supervises the teacher candidates' competitive and academic performance as well as their growth in the competency, leadership, and people skills that businesses value. The institutional organizational structure outlines each employee's duties and obligations. The institution upholds accountability, involvement, and transparency in all of its activities, including those of its administrative and academic divisions. The college's vision and objectives are embodied in the events and programs. Regular meetings between the principal and the teaching and non-teaching staff take place. Initially, several committees are formed. The academic calendar is made using the calendar of the associated university. A timetable is established. Classes are held in accordance with the schedule.

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

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

To participate in the decision-making process regarding the college's operations, the management extends an invitation to all staff members, students, and other relevant stakeholders. An organizational chart that describes each employee's responsibilities and roles is in place at the institution. To increase the effectiveness with which the college operates, each of its numerous committees has specific objectives. It is a fully decentralized administration at the college. Members are able to share responsibilities and provide to the smooth running of the college thanks to the method decentralization has been introduced. Friendly contacts between the college and the staff, instructors, and officials working in the various departments are maintained in order to guarantee that the various activities and programs may be carried out efficiently with their involvement and support. The college has also constituted the following three main 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	View File
Any other relevant information	View File

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

Academic Procedures: Admission announcements for both the B.Ed. and B.P.Ed. are posted online and in the news publication. The whole admissions process was finished online after the notification by the Higher Education Department of the West Bengal Government. Every student must attend an orientation event when the principal provides a thorough explanation of the entire academic curriculum.

Administrative Procedures: A statutory body set up by the West Bengal government, the West Bengal College Service Commission (WBCSC), recommends to the selection of assistant professors at various government-aided colleges. WBCSC conducts business with utmost transparency. Promotions and employee reviews follow a defined procedure as well. Access to service records is simple for staff members who have obtained prior permission from management.

The pay slips are accessible to all employees through WBIFMS, an ERP that the Higher Education administration manages to supervise the financial elements of many West Bengali colleges.

Financial Procedures: The "Finance Committee" of the college was formed to supervise its financial administration. The College has set up an internal auditing system that allows statutory auditors to do regular audits. An external audit was conducted by the auditor selected by the Higher Education Department of the West Bengal government. A statutory and certified chartered accountant audits the college's finances each year.

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

6.2 - Strategy Development and Deployment

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

In 2023-2024, the following initiatives were launched to support development, learning, and teaching:

Co-curricular activities are carried out by the college in accordance with this academic schedule. The syllabus is distributed at the beginning of each semester. The college hosts orientation sessions for trainees pursuing B.Ed. and B.P.Ed degrees who have just enrolled. The learner-centric approach is upheld in the classroom. Instructors urge their pupils to comprehend ideas, link facts, and associate information. Using PowerPoint slides, trainee instructors must provide seminars. The smart classroom makes its debut. Individuals with special needs and disabilities are the subject of group discussions, remedial instruction, counseling, and tutoring services. During their internship programs, trainee instructors receive enough supervision. Continuous assessment and evaluation are carried out to evaluate their outcomes. To enhance the trainee teachers' learning capacities, a range of fieldwork assignments, seminars, and extracurricular activities are organized. Regular feedback is given by trainee instructors to enhance the process of teaching and learning. Instructors are interested in and concerned about the growth of their students. Teachers participate in state,

national, and international seminars, short-term courses (STC), refresher courses (RC), and orientation programs (OP) to enhance their teaching abilities. The availability of electronic resources has also increased.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://nbsmahavidyalaya.ac.in/academic_plan.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The regulations set forth by the governing body were created in compliance with the West Bengal Universities and Colleges (Administration and Regulations) Act 2017. The highest authority at the college is the G.B., which operates under the guidelines set forth by the BSAEU, BU, UGC, NCTE, and the Department of Higher Education, Govt. of WB. All academic and administrative operations are supervised and directed by the principle, who also holds the position of secretary of the GB. The main objective is as follows:

1. It directs the college in order to accomplish the goals for which it has been granted autonomy.
2. It also authorizes the college's yearly budget. The Finance Committee's duties are as follows: As a consultative committee to the Governing Body, it examines budget projections for funds obtained or payable from UGC, together with income from fees and related audited accounts.

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	
File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File
<p>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.</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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 	

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

6.3 - Faculty Empowerment Strategies

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

The following are some of the actions the college has done to ensure the wellbeing of its professors and staff:

1. Leave: In accordance with West Bengal government regulations, the college offers its faculty members and staff medical, paternity, study, and maternity leaves. In addition, faculty members offered study leave to students who wanted to pursue advanced degrees.
2. Provident Fund: The college offers its employees fringe benefits like gratuities and a GPF facility. Additionally, they were given access to a PF loan facility.
3. FDP: Faculty members are compensated for attending seminars, workshops, RCs, OPs, short-term courses, etc.
4. Faculty members are also provided with personal laptops, PCs, and internet access.
5. Career Advancement Scheme (CAS): In accordance with the UGC's CAS, financial incentives are given to teaching faculty members in the form of promotions and pay increases. Its employees are given interest-free Puja Advances

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

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

14

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

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

0

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

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

4

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

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

Every year after starting work, each employee's performance is assessed. The quality of an institution's teaching and non-teaching staff determines its potential for success. To achieve its objectives, the organization requires their assistance. Performance appraisals are one strategy used by management to assess the efficacy and performance of their workforce. Every faculty member has their performance assessed during their tenure, and an annual combined report is produced. Teachers are given a lot of work for different events held at the institution in addition to their instructional duties. The organization appropriately considers their contributions when evaluating them overall and in their performance evaluation. Every year, a combined report is produced based on an evaluation of each faculty member's performance during their tenure.

Apart from their duties as educators, they are assigned other assignments for different events conducted in the organization. The institution appropriately considers their contributions when evaluating them overall and in performance reviews. Through performance reviews, our institution assesses the potential of its faculty members and helps them do their duties more successfully. Assessment reports can also be used as feedback by faculty members because they provide insightful information on how to improve their knowledge and skills as well as opportunities for continued improvement.

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

6.4 - Financial Management and Resource Mobilization

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

The College has both internal and external auditing systems in place. The Finance Committee is tasked with supervising all financial transactions within the organization and routinely reviews the college's receipts and expenditures. A statutory and certified chartered accountant leads a team of auditors that conducts the college's annual financial audit. Higher Education department, Govt. of WB recommended a chartered accountant to conduct an external audit.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

121347

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

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 institution receives all of its funding from the tuition fees and other expenses paid by students enrolled in the B.Ed. and B.P.Ed. programs. After the Finance Committee has approved the prioritized areas, appropriate budgeting and money distribution take place. The funds obtained from the previously listed sources go toward maintaining and improving the academic and physical infrastructure of the college. The college management arranges to employ reserve funds to make up any shortfall in case of a deficit. The funds are utilized for the upkeep and improvement of the college's physical and academic infrastructure.

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

6.5 - Internal Quality Assurance System

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

1. The Principal and the members of the IQAC committee choose the innovative methods after regular reviews. These are

acknowledged, put into practice, absorbed, and subsequently codified.

2. Instructors monitor their students attendance. When a student's attendance is poor, the college administration calls a meeting with the parents to discuss the matter after notifying the parents through the principal and staff. The majority of the time, parents provides their ward with the essential support and attention required to ensure appropriate attendance.
3. Developing technocrats through ICT teaching strategies during the training phase.
4. Add on course has been conducted to cope with the needs of the students during the training session.
5. Annual excursion, Field trips, outdoor survey has been organized throughout the year
6. Automation of the departmental libraries and central library to facilitate student access during library hours.

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

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

The IQAC continuously evaluates and takes action to raise the standard of the teaching and learning process. The academic timetable is carefully planned out in advance, circulated around the campus, put up on the institute's website, and followed. Exam schedules, co-curricular activities, and admissions to the B.Ed. and B.P.Ed. programs etc, are given in detail in the academic calendar. Attending the orientation program is mandatory for all newly enrolled students. It teaches them about the institute's policies and procedures, core curriculum requirements, continuous assessment system, and extracurricular offerings. Mentor instructors monitor student attendance and classroom behavior in addition to posting important notices on the notice board and through the WhatsApp group. Individual student feedback is also given to teachers for every subject they teach, and students are invited to convey their suggestions and grievances to the principal of the institute. The teaching-learning process is

reviewed and improved while taking the IQAC suggestions into account.

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

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

14

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://nbsmahavidyalaya.ac.in/igac_resolution.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://nbsmahavidyalaya.ac.in/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Campus development and green initiatives, such as tree planting and wifi connectivity, are the institution's main focus in order to certify high-quality education. MoUs signed with various governments and government-assisted College to improve the academic environment and the teaching-learning process. Through National Mission programs like the Thalassaemia Detection Camp and Swachha Bharat Mission, the institution organises and makes an impact by educating students and the community.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities	
7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.	
<p>The Nikhil Banga Sikshan Mahavidyalaya, initiated policies pertaining to sustainable environmental development. One of the institution's routine activities is planting trees. Utilizing solar electricity and rainwater collection, applications for energy already started in college campus with active participation of the students for greening the campus.</p>	
File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File
7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.	
<p>The following is how the institution has managed its trash: food and garden waste are composted on campus for later use.</p> <p>Every day, rubbish that is biodegradable and non-biodegradable is segregated. To help with waste separation, bins for biodegradable and non-biodegradable waste have been positioned throughout the campus, including in the classrooms. E-waste is separated, stored in a separate room. Vegetables, tree leaves, straw, and other materials are recycled using vermi-compost. In order to make green campus, plastic bottles and bulkies are recycled to make buckets for tree planting on college property.</p>	
File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above

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

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

Two of the above

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

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

The following are the ways in which the institution is dedicated to maintaining greenery, sanitation, cleanliness, and a healthy, pollution-free atmosphere:

1. Kept healthy, open, and green areas, contingent on space availability and meteorological circumstances.
2. The habitats of special concern species were safeguarded, and vegetated buffers were protected as much as possible during campus development.
3. Designed buildings with the most windows possible to provide enough ventilation and lighting, in compliance with a design authorized by qualified architects.

4. Made sure that every development on campus blends in with the surrounding natural surroundings.
5. Created vegetated barriers and planted more trees.
6. Limitations on the utilization of plastic and its derivatives Campus is smoke-free.
7. Platform for vermi-composting to produce biofertilizer
8. Every floor has separate restrooms for males and girls, maintaining good hygiene. In order to preserve water for animals and birds during the summer and dry season, an artificial nest for biodiversity is being created on the site of the dorms.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

0.27164

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

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

The NSS unit at the institution offers programs that utilize local resources, including language, culture, and community activities. This organization occasionally hosts programs for gender sensitization, teen counseling, workshops, seminars, and other activities. Extension campaigns involve blood donation, environmental awareness, and rallies. Children from diverse origins enjoy local holidays, such as Basanta Utsav, and learn to respect different traditions. The College uses poetry, dance, drama, and music to promote local heritage and culture, as well as illustrate many social and cultural issues.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.2 - Best Practices

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

1.NBSM Football Academy

a) Football Skill to the children age between 6 years to 12 years old.

The Context (30words): With this initiative we want to develop healthy environment among the trainees to go forward with skilled and sound competent before the society.

4.The Practice (50 words)

5.Evidence of Success (40 words):With free coaching the trainees also faced with TFA team at state level and highlighted as good players before the experts.

6.Problems Encountered and Resources Required(30 words)

2. Title of the Practice: Community Work in Village highlighting Swachhota Abhijan

1.Objectives of the Practice: (in about 20 words):

a) To develop cleaning locality.

b) To develop environmental awareness among locality.

3. The Context (30words):With this initiative we clean village and meet villagers to develop the village area with sanitation and plugging bush area.

4. The Practice (50 words: Here different activities like cleaning the campus of the village was done group wise.

5. Evidence of Success: Villagers commit to follow the instructions of us throughout the year and guide their juniors to take care of the cleaning system and sanitization process.

6. Problems Encountered and Resources Required(30 words)

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

7.3 - Institutional Distinctiveness

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

The institution has demonstrated exceptional performance in the area of "Promoting Sports Excellence" - a key thrust area aligned with its vision to foster holistic development of students.

Notable achievements include:

- Winning the Inter-College Sports Championship for three consecutive years - Producing several national and international level athletes - Developing Sports Infrastructure - Introducing innovative sports programs, such as Workshop on Track and Field Events

These accomplishments demonstrate the institution's commitment to promoting sports excellence, providing students with opportunities to develop their physical and mental abilities, and fostering a culture of excellence and achievement.

Sustainability and Environmental Conservation- It refers to the practices, policies, and actions taken to protect and preserve the natural environment. Protecting and managing natural resources, such as water, air, soil, and minerals, for future generations.

Social Responsibility and Community Engagement-The institution has demonstrated remarkable performance in the area of "Community Outreach Programs" - a key thrust area aligned with its vision to promote social responsibility.

Cultural Diversity and Inclusion-Fostering partnerships with local communities and organizations to promote diversity, equity, and inclusion

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