



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHABODHI MAHAVIDYALAYA

NALANDA, BIHAR, PIN - 803111
803111

www.mahabodhimahavidyalaya.edu.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nalanda holds a prestigious place in world history, symbolizing enlightenment and knowledge. Mahabodhi Mahavidyalaya (B.Ed), located near the ruins of the ancient Nalanda University, continues this legacy by nurturing education in the region. Established in 1978 by a group of intellectuals and social leaders, the college is an autonomous branch of Mahabodhi Mahavidyalaya and is situated about 90 km south of Patna, nestled between Bihar Sharif and Rajgir—two renowned tourist destinations.

Managed by the Mahabodhi Educational and Social Welfare Sansthan, the college's mission is to develop a hub of education that fosters holistic learning. The Deomata Educational and Medical Trust is dedicated to imparting comprehensive education, preparing future leaders in an era when women's education in rural areas was often viewed with skepticism. The vision behind Mahabodhi Mahavidyalaya was spearheaded by Sri Sharwan Kumar, the Chairperson of the Sansthan, who aimed to uplift society by providing quality education to the people of Nalanda and Bihar. This vision is further exemplified by Dr. Arvind Kumar, the Secretary of the Sansthan, who has played a crucial role in advancing the institution's goals.

Late Shiv Nandan Prasad Keshan, the founder of Mahabodhi Mahavidyalaya, also significantly contributed to establishing the college. Although he is no longer with us, we remain grateful for his dedication and vision.

The college is a pioneer in co-education in the rural area, particularly in teacher education, embodying a spirit of selfless service, devotion, and patriotism. Affiliated with Patliputra University, Patna, Mahabodhi Mahavidyalaya (B.Ed) offers a B.Ed degree and maintains a strong, collaborative relationship with the university administration, ensuring a supportive environment for its students and faculty. Through its commitment to excellence in education, the college continues to inspire and empower the next generation of educators.

Vision

- **Value-Based Teaching:** Focused on providing holistic education to prepare future leaders.
- **Academic Excellence:** Striving for excellence through hard work, critical thinking, and effective decision-making.
- **Facilitating Learning:** Utilizing appropriate skills and methodologies to nurture responsible citizenship and selfless service to the community.
- **Integrate Interdisciplinary Themes:** Develop a deeper understanding of academic content by weaving 21st-century themes into core subjects.
- **Foster Innovation:** Encourage innovative skills among students and teachers.
- **Research-Driven Practices:** Equip educators and students with effective instructional methods based on research.
- **Cultivate Life Skills:** Develop essential life skills and workplace competencies.

- **Empower Inclusivity:** Provide knowledge, skills, and attitudes to create inclusive and multicultural learning environments while instilling civic virtues and a commitment to community service.
- **Promote Ethics:** Uphold moral values and professional ethics among teachers and students.

- **Strengthen National Spirit:** Inspire students to contribute to the vision of a clean and corruption-free nation.
- **Dynamic Educational Environment:** Create a supportive atmosphere that inspires students to excel and positively impact their communities.

Mission

The mission of Mahabodhi Mahavidyalaya is to cultivate a qualitative renewable talent bank of dedicated and committed educators who are intellectually developed, socially aware, morally upright, and spiritually oriented citizens of India. This approach aims to foster well-rounded individuals capable of adding value to organizations while addressing the challenges of the 21st century and bridging the gap between the privileged and the underprivileged. Faculty and administrators play a crucial role in facilitating the transformational journey of young individuals who pass through the college. By exemplifying hard work, perseverance, and a positive attitude, they inspire students to embody these virtues. The College of Education is committed to achieving excellence through quality instruction, research, and community outreach, enhancing the quality of basic education and ensuring meaningful learning for each individual. Our mission encompasses providing quality teacher education to both prospective and in-service teachers in the district and across South Bihar, empowering them to play effective roles in the classroom and produce devoted educators who can deliver quality education to their students. The founding team's vision is to ensure that graduates receive high-quality training, enabling them to foster excellence in students and contribute to national development across various domains. Additionally, students are trained to be constructive members of society and responsible citizens of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Location and Empowerment:** The college is situated in a rural area, dedicated to women's empowerment and providing employment opportunities.
- **Exclusive Infrastructure:** All facilities are utilized exclusively for the B.Ed. program, ensuring focused resources and support.
- **Qualified Educators:** Our faculty consists of highly qualified and efficient teacher educators committed to professional development through various programs and activities.
- **Adaptable Work Culture:** We foster a work environment that adapts to changing educational needs, maintaining harmonious relations between management and administration.
- **Community Engagement:** The college promotes positive connections with the surrounding community, supported by administrative decentralization and a student-centric approach. The eco-friendly campus features abundant greenery and spacious buildings, with additional land available for future expansion.
- **Safe Environment:** The campus is secure, ensuring student safety and discipline, located in a pollution-free area.
- **State-of-the-Art Facilities:** We offer modern infrastructure, including a well-equipped library with a vast collection of national and international books, journals, magazines, and e-journals.
- **Wi-Fi and Technology:** The campus provides broadband internet access, classrooms with interactive boards, and cold RO drinking water facilities.
- **Value Education Focus:** We emphasize value education through morning assemblies, clubs and

societies, curricular activities, and the celebration of important days. Value-added courses include Computer Skills, Soft Skills, English Communication, Yoga, and Life Skills coaching.

- **Support for Diverse Learners:** Numerous initiatives are in place to assist slow learners and students from various backgrounds.
- **Tech-Savvy Faculty:** All faculty members are proficient in using computers, laptops, and multimedia tools.
- **Development Platform:** Our comprehensive system promotes the development of faculty, students, and staff.
- **Supportive Structures:** The college has an active anti-ragging cell, grievance redressal cell, and alumni committee.
- **Innovative Teaching Methods:** We utilize innovative teaching practices to enhance learning.
- **Holistic Student Development:** There is a strong emphasis on the overall development and well-being of students.

Institutional Weakness

- **Curriculum Rigidity:** The course curriculum is strictly aligned with Patliputra University, Patna, Bihar, resulting in limited flexibility for academic adjustments.
- **Evening Class Limitations:** There is currently no provision for evening classes, which may restrict accessibility for some students.
- **Non-Degree Awarding Status:** The institute does not have the authority to award degrees, which may affect its appeal to prospective students.
- **Faculty Qualification Gaps:** There is a shortage of well-qualified faculty, particularly those with Ph.D. degrees in core academic fields. However, management is actively working to recruit senior-level educators.
- **Continuous Recruitment Challenges:** Despite ongoing efforts, there remains a dearth of faculty members with Ph.D. qualifications.
- **Research Opportunities Limitations:** Opportunities for research activities are limited due to a lack of funding from government, non-government, and external agencies.
- **Language Competency Issues:** The socio-economic backgrounds of admitted students contribute to challenges in language competency.
- **Technology Access Constraints:** The college's rural location restricts access to ultra-modern and innovative technology.
- **Insufficient Research Interest:** There is a lack of sufficient interest in research activities, leading to an inadequate number of research projects.
- **Intellectual Property Gaps:** The institute has not yet established a strong framework for obtaining patents and copyrights.

Institutional Opportunity

- **Program Expansion:** Introduce new programs such as M.Ed., ITEP, and diploma courses in Yoga and Life Skills.
- **Autonomous Status:** Strive to achieve status as an autonomous higher education institution (HEI).
- **Exchange Programs:** Establish more faculty and student exchange programs with reputed colleges and NGOs to enhance collaborative learning.
- **Research Focus:** Increase emphasis on research activities and foster collaboration with research

institutions and agencies.

- **Faculty Involvement in Research:** Encourage greater participation of faculty members in research-oriented initiatives and programs.
- **External Funding Opportunities:** Seek external funding for research projects and innovative programs to enhance academic resources.
- **Job Fair Organization:** Plan and organize job fairs specifically for graduating students to improve employment opportunities.
- **Technology Access Challenges:** Address the lack of access to ultra-modern innovative technology due to the college's rural location.
- **Research Interest Development:** Foster a greater interest in research activities among faculty and students to increase the number of research projects.
- **Intellectual Property Framework:** Develop a framework for obtaining patents and copyrights to protect and promote innovative ideas and research outcomes.

Institutional Challenge

- **Language Proficiency Challenges:** Students from diverse ethnic backgrounds face significant challenges in learning English and developing their communication skills.
- **Adapting to Technological Advancements:** Keeping pace with the continuous evolution of technological advancements remains a challenge for the institution.
- **Motivating Faculty Development:** There is a need to encourage faculty members in the development of new teaching materials, research initiatives, and innovations.
- **Attracting Eminent Educators:** The college aims to attract distinguished teachers, Ph.D. holders, and researchers to share their expertise and experiences with students.
- **Lack of Interest in Teacher Education:** There is currently a noticeable lack of interest among students in pursuing teacher education programs.
- **Encouraging Fieldwork Participation:** Efforts should be made to enhance student engagement in fieldwork, surveys, and co-curricular activities.
- **Autonomy in Admissions:** Greater autonomy in the admission process is needed to improve recruitment strategies.
- **Difficulty in Attracting Doctoral Faculty:** Attracting faculty members with doctoral qualifications is challenging due to various factors.
- **Collaboration with Nearby Institutions:** Collaborating with other education colleges in the vicinity is difficult, hindering potential partnerships.
- **Strengthening Research Opportunities:** There is a pressing need to enhance research opportunities for faculty within the college to promote academic growth and innovation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college has established a curriculum committee in collaboration with designated members of the IQAC and staff. The B.Ed course curriculum is developed by Patliputra University and circulated to affiliated colleges. While the college does not directly participate in curriculum development, it actively suggests improvements when requested by the university. The IQAC reviews the curriculum through a documented process that includes strategic planning, academic calendars, and feedback systems. Faculty members are encouraged to

provide suggestions, which are discussed in meetings and summarized for communication to the university through representatives on the Board of Studies and Academic Council.

The college offers a B.Ed program that allows students to choose optional or elective courses, including pedagogy. Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each program are clearly stated on the college website. In the past five years, about 425 students have registered for value-added courses that enhance employability skills, professional abilities, health awareness, technical skills, and personal development.

Through various events and contests, the college provides ample opportunities for students to apply knowledge, skills, values, and attitudes in real-life situations. Collaborations with reputed colleges further enrich the curriculum. A well-structured feedback framework analyzes input from stakeholders, guiding improvements based on findings.

While the university designs the curriculum, the goals and objectives of Mahabodhi Mahavidyalaya are conveyed to students through faculty efforts that extend beyond the classroom. The college offers flexible programs that enable students to choose elective subjects, fostering a self-directed learning pathway.

Continual self-assessment, student evaluations, and stakeholder feedback ensure the delivery of high-quality education. The frequency of curriculum updates depends on the university's schedule. A mentoring program supports students in facing academic and personal challenges. Value-added courses, such as computer skills, e-content writing, and communication skills, contribute to holistic development. Additionally, family involvement is encouraged through regular parent-teacher meetings, promoting a collaborative educational environment.

Teaching-learning and Evaluation

Mahabodhi Mahavidyalaya conducts its admission process through the Common Entrance Test, following guidelines from Patliputra University. The institution adheres strictly to the regulations set by the NCTE and Patliputra University. To foster a diverse student body, it offers various facilities such as fee concessions, bilingual instruction, and a commitment to gender equality.

Faculty members actively engage with diverse learners, creating supportive learning environments that enhance mentoring relationships. The college employs student-centric pedagogical methods, including experiential learning, problem-solving, role-playing, classroom seminars, group discussions, project work, and field visits. Technology plays a crucial role, with teachers utilizing platforms like Google Classroom to provide varied learning experiences and equip students with 21st-century skills.

To professionally develop staff, the college encourages participation in refresher courses, workshops, and seminars organized by both governmental and non-governmental organizations. Faculty are urged to stay updated with the latest trends in their subjects.

The evaluation system is both formative and summative, ensuring clarity from the onset of the program through orientation sessions and academic calendars. Continuous internal assessments help achieve Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The institution maintains transparency in documenting attendance and examination records, which aids in boosting enrollment and enhancing educational quality.

Mahabodhi Mahavidyalaya prioritizes a learner-centric environment, employing experiential learning as a cornerstone of its academic approach. Admission publicity is conducted via print and electronic media, with a transparent admission process managed by committees based on entrance test merit. The academic calendar aligns with university schedules to optimize learning experiences. Orientation programs provide insights into students' knowledge and skills, and a Mentor-Mentee system ensures personalized support. Regular evaluations, including assignments and tests, help monitor student performance, while remedial and enrichment programs cater to diverse academic needs. Monthly departmental meetings foster continuous improvement and collaboration.

Infrastructure and Learning Resources

Mahabodhi Mahavidyalaya is committed to fostering a continuous and creative educational process aimed at developing students' latent capacities. The college spans approximately 9,837.43 sq. meters, with a built-up area of about 3,085.51 sq. meters, providing ample space for learning and growth.

The college library is fully automated, utilizing Koha software as an integrated library management system. Both faculty and students have access to e-journals and e-books through the N-List program, with annual renewals ensuring up-to-date resources. Our ICT facilities are regularly updated to meet evolving technological demands. The college has established a MOOC studio and provides a paid Zoom version for hosting large seminars, workshops, and training programs, complemented by ERP software for efficient management.

To maintain and utilize infrastructure effectively, a dedicated maintenance committee oversees the systems in place. The Internal Quality Assurance Cell (IQAC) plays a crucial role in planning and developing academic and physical facilities, incorporating feedback from stakeholders to drive improvements.

The campus features a digital classroom, numerous ICT-enabled classrooms, well-equipped laboratories, and a spacious auditorium. Recreational areas include playgrounds and an herbal garden, while staff accommodation is also provided. Our well-stocked, computerized library is a cornerstone of academic resources, focusing on leveraging IT to enhance the learning experience.

The computer laboratories are equipped with over 25 modern computers, supported by a 100 Mbps broadband connection, ensuring round-the-clock internet access. Wi-Fi is available throughout the campus, and we have sufficient uninterrupted power supplies (UPS) and backup generators to guarantee continuous power.

Spacious lecture theaters are designed for high-quality learning, featuring advanced teaching aids like LCD projectors and smart boards. Our air-conditioned conference hall, equipped with state-of-the-art audio-visual facilities, accommodates over 50 participants for seminars, conferences, and cultural activities.

Additionally, Mahabodhi Mahavidyalaya offers facilities for various indoor and outdoor games, including badminton, volleyball, basketball, table tennis, chess, and carom. To support faculty members commuting from distant locations, a vehicle with a driver is available 24/7 on campus, ensuring convenience and accessibility for all.

Student Support and Progression

Mahabodhi Mahavidyalaya fosters a motivating and supportive environment for students by providing access to

library resources, internet facilities, interactive sessions, and group discussions. Activities such as meditation and yoga help enhance psychological skills, boosting self-confidence and memory, preparing students to face future challenges. Additional classes and coaching sessions are offered on Sundays and holidays by teachers and experts.

Located in a rural area, the college ensures that both academic and personal support are readily available. Alumni are kept informed about college activities through the website, WhatsApp, messages, and phone calls. Although formal training for graduates has not been provided in the past, the college management has decided to extend training opportunities to ex-students starting this year.

The college's placement cell plays a vital role in offering career guidance and counseling. Details about job vacancies are communicated by the principal and faculty, with opportunities in neighboring schools. Notifications are also posted on notice boards to keep students informed. The college accommodates both slow learners and gifted students, ensuring that all receive the necessary support.

The Alumni Association contributes significantly by organizing cultural activities such as rangoli and mehndi competitions, folk songs, and dances. Each academic year, a student association is formed, comprising a president, vice president, secretary, and two additional members.

Student support services align with the college's vision and mission, and updates are published bi-annually in newsletters, on the college website, and through social media. Support activities encompass academic assistance, co-curricular engagement, career and placement services, and financial aid through scholarships.

The college offers remedial classes, online resources, workshops, guest lectures, and coaching for teaching eligibility tests. Grievance redressal mechanisms and mentorship programs are in place to address student concerns. The institution actively participates in the Bihar Government Postmetric Scholarship Scheme, ensuring timely renewal and distribution of scholarships to meritorious students. Through these comprehensive support systems, many undergraduate students successfully pursue postgraduate programs at reputable institutions.

Governance, Leadership and Management

Mahabodhi Mahavidyalaya is dedicated to meeting students' educational needs while instilling moral and ethical values. The college chairman is actively involved in all institutional activities, providing essential guidance for progress through meticulous planning and execution of teaching and learning initiatives. Inspirational quotes about the significance of teachers are shared during meetings to promote a collaborative and participatory management approach.

To enhance academic and administrative efficiency, various committees have been established, each responsible for their respective areas. These committees utilize feedback forms prescribed by NAAC, which are distributed to outgoing students. A self-designed proforma is also prepared, allowing for in-depth discussions during faculty meetings at the Internal Quality Assurance Cell (IQAC), ensuring necessary follow-up actions are taken.

Participation in morning assemblies and co-curricular activities is mandatory for all students, fostering a sense of community and involvement. During the COVID-19 pandemic, students took the initiative to raise awareness about transmission and prevention through various online activities.

Teacher performance is assessed using self-appraisal forms and comprehensive evaluations by students, which inform teaching improvements. Faculty members benefit from excellent infrastructure and loan facilities, such as festival and vehicle advances.

The college organizes guest lectures, seminars, workshops, and orientation programs for student teachers, promoting maximum utilization of resources like the library, laboratories, and e-learning platforms. Feedback from all stakeholders is collected and analyzed, with action reports submitted to management.

With a clear Vision and Mission, Mahabodhi Mahavidyalaya's governance is democratic and participatory, focusing on academic excellence. The management leads the effective implementation of teaching and support programs, ensuring adherence to quality policies across both scholastic and non-scholastic domains. Faculty members convey these policies during orientation for first-year students and at annual Parent-Teacher Association meetings.

Academic autonomy is granted to faculty and class coordinators, allowing them to plan and implement their activities. The IQAC plays a vital role in quality improvement strategies, while the Committee for the Prevention of Sexual Harassment ensures a safe and supportive environment for all.

Institutional Values and Best Practices

Mahabodhi Mahavidyalaya is deeply committed to excellence, evident in our innovative approaches across teaching, learning, evaluation, and student support. We have implemented several best practices to serve society, including providing clean drinking water through water purifiers, maintaining separate washrooms for girls and boys, and harvesting rainwater. Our campus promotes a green atmosphere, guided by the slogan "Green Campus, Clean Campus," and adheres to eco-friendly, smoke-free, and plastic-free principles.

The institution actively engages in dynamic programs such as Women Empowerment initiatives, adult literacy, and tree plantation drives, leveraging local resources and knowledge. Our code of conduct for management, faculty, and students is transparently displayed on our website. Additionally, we offer cashless medical facilities for both staff and students.

Our vision is to emerge as a distinguished institution of higher learning. To this end, we have adopted an ERP system for students and faculty, enhancing digital learning experiences. Mahabodhi Mahavidyalaya students organize community campaigns in nearby villages, raising awareness on critical issues such as health, hygiene, girl child education, voter rights, and sexual harassment.

To facilitate student placements, we host job fairs for final-year students. Our Internal Quality Assurance Cell, established in 2018, focuses on monitoring and enhancing quality in administration, examinations, and teaching-learning processes. We adhere to the guidelines set by the NCTE and employ a systematic approach for goal achievement and evaluation.

The college promotes sustainable practices through an energy and waste management policy, prioritizing eco-friendly initiatives. We encourage the use of bicycles and e-rickshaws among staff and students and minimize plastic usage. Regular workshops, cleanliness drives, and awareness programs, including Aids awareness and blood donation camps, are organized to foster an environmentally conscious campus.

Research and Outreach Activities

To integrate research into the curriculum, the Institute organizes annual national seminars and workshops in collaboration with esteemed institutions. The Mahabodhi Mahavidyalaya frequently hosts extension lectures featuring renowned speakers on significant topics. Over the past five years, several faculty members have earned their Ph.D. degrees, with many more currently pursuing their doctoral studies.

The Institute actively promotes research among faculty and students by sponsoring participation in national and international seminars and conferences, granting academic leave for research pursuits, and initiating a financial incentive scheme for faculty publishing research papers. Faculty assessments include a 360-degree evaluation and a Performance Based Appraisal System (PBAS) from the UGC, which emphasizes research and publications.

All faculty members hold Ph.D. degrees or are in the process of obtaining one. They are encouraged to enhance their qualifications and skills, receiving special incentives for achieving higher academic credentials such as Ph.D., JRF, or NET. The Institute ensures access to essential research facilities, including typing, photocopying, and internet resources in faculty cabins, and provides study leave and adjusted teaching schedules for attending research programs. Transport is also available for staff participating in seminars and workshops.

Research priorities include emotional intelligence, value education, ICT in teaching, stress management, mental health, vocational guidance, and instructional technology. The college promotes action research to address educational challenges, leading to notable improvements in attendance and discipline.

Additionally, the college has established a skill development cell, art and craft cell, and a creative writing club to enhance communication and artistic abilities. It organizes outreach activities in collaboration with local schools and NGOs, participating in initiatives such as Swachhha Bharat Abhiyan and health awareness campaigns.

The college has signed MOUs with several institutions to facilitate faculty and student exchanges, internships, and placements, further enriching the academic experience. Our college website is regularly updated with relevant information and resources.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | MAHABODHI MAHAVIDYALAYA |
| Address | Nalanda, Bihar, Pin - 803111 |
| City | Nalanda |
| State | Bihar |
| Pin | 803111 |
| Website | www.mahabodhimahavidyalaya.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|------------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Deepak Sharma | 06112-295255 | 9835624296 | - | info@mahabodhicollege.in |
| IQAC / CIQA coordinator | Anjani Kumar Suman | - | 9709964609 | - | iqac@mahabodhimahavidyalaya.edu.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------|-----------------------|-------------------------------|
| Bihar | Patliputra University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------------------------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 14-08-2013 | 133 | NCTE Approved Institution Permanently |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|------------------------------|------------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Nalanda, Bihar, Pin - 803111 | Semi-urban | 2 | 3085.509 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Teacher Education, | 24 | Graduation | English + Hindi | 100 | 100 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 2 | 0 | 16 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 11 |
| Recruited | 9 | 2 | 0 | 11 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 2 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 1 | | 0 | | 1 |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 66 | 0 | 0 | 0 | 66 |
| | Female | 34 | 0 | 0 | 0 | 34 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 7 | 5 | 1 | 0 |
| | Female | 1 | 3 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 46 | 46 | 40 | 31 |
| | Female | 27 | 24 | 38 | 22 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 13 | 10 | 11 | 5 |
| | Female | 6 | 12 | 10 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 100 | 100 | 66 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The National Education Policy (NEP 2020) aims to ensure that no child loses the opportunity to learn and excel due to their circumstances of birth and background. It is built upon five guiding pillars: |
|---|---|

Access, Equality, Quality, Affordability, and Accountability. To foster holistic academic growth among students, NEP 2020 proposes an interdisciplinary curriculum, allowing students the freedom to choose from a range of programs. As a teacher education institution, we are committed to equipping student teachers with interdisciplinary approaches to implement in their classrooms. To fulfill the objectives of NEP 2020, our college has drafted a roadmap for incorporating its features. A discussion among management, the principal, and department heads was held to explore the draft and various aspects of NEP 2020. Mahabodhi Mahavidyalaya, Nalanda, organized a series of guest lectures and national seminars focused on key themes related to NEP 2020. These included sessions on the use of ICT in effective teaching and learning, Early Childhood Care and Education (ECCE) in the context of NEP 2020, and the challenges and implementation of NEP 2020 in teacher education. We also held seminars on achieving sustainable development goals through Education 4.0 and on educational transformation, addressing resilience and opportunities for implementing NEP in higher education. Additionally, we organized a Science and Teaching Learning Materials (TLM) exhibition, where students had the opportunity to integrate ICT and various approaches within an interdisciplinary context. Students utilized videos, presentations, and other ICT tools to connect the themes of the exhibition with pedagogical subjects. This comprehensive approach demonstrates our commitment to the principles of NEP 2020 and our dedication to preparing future educators for a dynamic educational landscape.

2. Academic bank of credits (ABC):

The implementation of the Academic Bank of Credits (ABC) at our institute relies heavily on the guidelines set forth by Patliputra University and the Higher Education Department of the Government of Bihar. Our college has proactively encouraged students and faculty to engage in online courses and utilize digital library resources, subscribing to N-List to enhance accessibility. Faculty and students are actively participating in courses through national platforms like NPTEL, SWAYAM, NITTR, and NIOS. As Patliputra University works on establishing the ABC for all affiliated colleges, it is creating a centralized

database to digitally store academic credits earned by students across various courses. This will facilitate the transfer of credits for students re-entering programs. Additionally, a robust technical support system is being developed to monitor the ABC. The Government of Bihar is gathering information from both government and private colleges, and our institution has submitted all relevant records via Google Meet. However, as an affiliated college, our scope for deviating from university norms remains limited.

3. Skill development:

Our college is dedicated to the holistic development of students, ensuring the highest quality of education and skills are imparted. To enhance the skill development capacity of student teachers, we have established several Memorandums of Understanding (MoUs) aimed at improving the employability and teaching skills of future educators. A variety of value-added courses have been initiated, covering topics such as communication and personality development, integration of ICT in teaching and learning, life skills education, soft skills, integrating art into the teaching process, and self-defense training. The institution regularly organizes seminars, webinars, expert interactive talks, and workshops to cultivate essential skills among students. Since August 2021, we have conducted offline courses, and over 200 students have registered and are actively pursuing courses on platforms like SWAYAM, ABC, and DigiLocker. Our college has also collaborated with other institutions to organize workshops, seminars, and offline courses, which have been featured in national newspapers. Looking ahead, we are planning to introduce skill-centric curricular and extracurricular activities aligned with NEP 2020. Our faculty is committed to this initiative, ensuring that we equip our students with the skills necessary for success in their future careers.

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

Our college is committed to integrating the Indian knowledge system through multilingualism in the classroom, allowing students to attempt papers in English, Hindi, Sanskrit and Urdu. We provide opportunities for students to participate in the Youth and Heritage Festival, fostering a sense of national integration, appreciation for art and culture, and civic responsibility. Subjects such as sociology and philosophy, with a focus on Sankhya, Vedanta, and

| | |
|---|--|
| | <p>Yoga philosophy, are included in the syllabus to immerse students in our rich cultural heritage. Our college also boasts an impressive herbal garden, where plants and herbs are labeled with QR codes that provide local names, scientific names, and their benefits. This initiative encourages students to explore the immense potential of herbs and plants as rooted in our ancient Ayurvedic traditions. We celebrate various days to reinforce Indian knowledge and values, including International Mother Language Day, Gratitude Day—“Celebrating People and Our Bond with Them”—and Mat Pita Santaan Diwas. During the COVID-19 pandemic, we successfully transitioned to online teaching for these courses, supported by our ICT-enabled infrastructure. Additionally, our institution actively participates in the Ek Bharat Shrestha Bharat initiative by the Government of India, promoting the integration of the Indian knowledge system and enriching our students’ educational experience.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Our college is committed to ensuring that all courses, subjects, and value-added programs have clearly defined Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). During faculty orientation and student induction programs, the importance of these outcomes is communicated to both teachers and students. As a teacher education institution, our primary goal is to produce well-trained educators who can meet the demands of contemporary education. We offer opportunities for student teachers to stay updated on recent educational policies through awareness programs. Recognizing that the pursuit of knowledge is a lifelong journey, we aim to foster positive attitudes and qualities that lead to successful lives. Key program outcomes include developing confidence, teaching skills, evaluation skills, and responsible citizenship. Our CLOs and PLOs are aligned with the standards set by the National Council of Teacher Education and Patliputra University, Patna. Assessment and evaluation play a crucial role in gauging the quality of education, ensuring that learning goals are met and accurately reflecting student achievements. Recent reforms in evaluation include incorporating Revised Bloom’s Taxonomy in question papers and mapping course and program outcomes. Our current assessment methodology aligns with NEP 2020, with</p> |

| | |
|---|--|
| | <p>annual seminars and workshops on topics like communication skills, professional skills, and computer-aided learning. Faculty members have also contributed to the development of position papers for the State Curriculum Framework, focusing on areas such as curriculum and pedagogy, inclusive education, and educational technology, further reinforcing our commitment to quality education in line with NEP 2020.</p> |
| 6. Distance education/online education: | <p>Our college is actively preparing to offer value-added courses through Open Distance Learning (ODL) in the near future. To enhance student convenience, we have effectively utilized various technological tools, particularly during the pandemic lockdown. Faculty members have employed platforms such as Google Classroom, Zoom, Google Meet, and YouTube for teaching and learning. Additionally, we have integrated guidance and counseling, video conferencing, and videos as teaching aids to facilitate group collaboration and interaction. Assignments, revisions, and assessments have also been conducted through these platforms, reflecting our commitment to blended learning and innovative educational practices.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, the Electoral Literacy Club exists in the college and it is functioning. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, the college has appointed a student coordinator along with coordinating faculty members to oversee the Electoral Literacy Club, which is functioning effectively. This club includes representatives from the student body, faculty members, non-teaching staff, and other stakeholders associated with the college. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of | The Electoral Literacy Club has implemented various programs aimed at raising awareness among marginalized communities about the value of democracy and the importance of active participation in the electoral process. Students organized awareness programs in remote areas of the district to encourage first-time voters to engage in the voting |

| | |
|---|---|
| <p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>process and elect their representatives according to their choices.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The college has organized various programs to promote democratic values and encourage active participation in the electoral process, focusing on all types of elections, with particular emphasis on reaching marginalized communities.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The college commemorates National Election Day in a meaningful way, aiming to inspire 18-year-old students from various educational institutions to enroll in the electoral roll. College teams, led by faculty members, visit these institutions to raise awareness and encourage students to participate in the electoral process.</p> |

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 196 | 200 | 166 | 130 | 163 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of seats sanctioned year wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |
| File Description | | Document | | |
| Letter from the authority (NCTE / University / R | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 81 | 78 | 79 | 56 | 54 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Central / State Govt. reservation policy for adm | | View Document | | |

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 96 | 100 | 66 | 64 | 99 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.5

Number of graduating students year-wise during last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 96 | 100 | 66 | 64 | 99 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Consolidated result sheet of graduating students | | View Document | | |

1.6

Number of students enrolled(admitted) year-wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 100 | 100 | 100 | 66 | 64 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Enrollment details submitted to the state / univ | | View Document | | |

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 16 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Copy of the appointment orders issued to the tea | View Document |

2.2

Number of Sanctioned posts year wise during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 16 |

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 97.58 | 95.86 | 28.06 | 29.91 | 47.19 |

| File Description | Document |
|--|-------------------------------|
| Audited Income Expenditure statement year wise d | View Document |

3.2

Number of Computers in the institution for academic purposes..

Response: 30

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The college is affiliated with Patliputra University, Patna, Bihar, and revises its curriculum every four to five years, incorporating feedback from academic and industry experts. At the beginning of each session, the college develops its Academic Calendar based on the university's schedule, outlining semester-wise timelines for curricular, co-curricular, and extracurricular activities.

The Administrative and Academic Committees plan and oversee academic activities to ensure effective curriculum delivery. The Academic Calendar includes important events such as orientation programs for new students, workshops on lesson planning during pre-internship, examinations, Faculty Development Programs (FDPs), field visits, and celebrations of significant days.

A structured timetable is followed to facilitate effective curriculum delivery, with faculty preparing Unit Lesson Plans aligned with Course Outcomes (COs). These lesson plans are reviewed by the Administrative and Teaching Practice Committees and discussed in class to enhance learning outcomes. Regular classroom instruction is supplemented by extension lectures, seminars, assignments, quizzes, tutorials, case studies, hands-on sessions, field visits, and internships. Both faculty and students utilize online resources to enrich their learning experience.

A mentor system, implemented by class teachers, monitors academic activities, while internal assessments evaluate student performance based on term papers, house tests, class assignments, attendance, and participation in discussions and practical work. The Internal Assessment Committee, moderated by the principal, compiles final assessment lists for all semester papers.

The institution identifies advanced and slow learners and implements appropriate interventions. Engagement assessments during pre-internship focus on student performance in practical, project, and community-related work, as well as field observations and portfolios. End-semester examinations are conducted by the university.

To adapt the curriculum to local contexts, the college employs robust supervision and evaluation procedures. Feedback is gathered from faculty, alumni, student-teachers, and school heads to enhance curriculum diversity and flexibility. End-term feedback is collected from approximately 20% of randomly selected students online, assessing factors such as syllabus depth, delivery effectiveness, and time utilization during lectures.

Annual academic evaluations assess curriculum delivery based on course plans, teaching methods, and evaluation processes. Decisions regarding curriculum and academic activities are communicated through

staff and administrative committee meetings.

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 last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: D. Any 2 of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

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

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| URL to the page on website where the PLOs and CLOs are listed | View Document |

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

Response: 25

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 4.8

1.2.2.1 Number of Value – added courses offered during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5 | 5 | 4 | 5 | 5 |

| | |
|---------------------------|-------------------------------|
| File Description | Document |
| Data as per Data Template | View Document |

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 95.56

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 191 | 196 | 166 | 105 | 159 |

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

| | |
|---------------------------|-------------------------------|
| File Description | Document |
| Data as per Data Template | View Document |

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 30.41

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76 | 72 | 66 | 27 | 19 |

File Description

Document

Data as per Data Template

[View Document](#)

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

Response:

The curriculum is designed to develop the knowledge, skills, competencies, and values necessary for prospective teachers to excel in the 21st century.

1. Understanding of Teacher Education: Through individual assignments, library research, seminar presentations, quizzes, debates, and diary maintenance, student teachers cultivate metacognitive skills. The curriculum integrates theoretical and practical aspects, providing insights into psychological, sociological, and philosophical principles. Orientation programs and workshops address the challenges of teaching as a nation-builder and agent of social change, using group discussions, practicum, mock interviews, and role play.

2. Competencies and Procedural Knowledge: Workshops in micro teaching and simulated teaching, alongside Link Classes and demonstration sessions, equip students with essential teaching methodologies and lesson planning skills. The core curriculum includes technological components such as blog creation, digital texts, and ICT-integrated lesson templates. Students participate in competitions focused on teaching skills and the preparation of teaching aids across nine pedagogical subjects: English, Hindi, Mathematics, Science, Social Science, Physical Science, Home Science, Commerce, and Computer Science. The 16-week internship allows student teachers to apply their theoretical knowledge in real-world settings, enhancing critical thinking and problem-solving abilities through problem-based practicums.

3. Values, Attitudes, and Skills: The institution fosters emotional intelligence, communication skills, and values through various programs. Workshops on life skills, stress management, and self-awareness activities are integral to core classes. A collaborative environment encourages negotiation and communication, with peer reviews, debates, and projects promoting critical thinking.

- **Values and Social Awareness:** Social visits, remedial programs for school students, and participation in inter-college competitions enrich student experiences. The core paper on Gender, School, and Society addresses gender bias, empowerment, and human rights, while programs on women's empowerment promote awareness of gender issues.
- **Environmental Initiatives:** Activities such as campus cleaning, tree planting, and developing a medicinal plant garden cultivate an eco-friendly culture. Yoga camps and International Yoga Day celebrations promote physical and mental well-being, while observance of various international and national days fosters global perspectives and patriotism.
- **Community Engagement:** Teacher trainees educate school students on health, hygiene, and environmental issues during their internships. Donation drives, visits to old age homes, and awareness rallies encourage collaboration and social responsibility among students.

Through these diverse activities, the college cultivates well-rounded educators equipped to address the complexities of modern teaching and contribute positively to society.

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The curriculum provides a comprehensive theoretical foundation on the development of the school system in India through the foundation paper BCC-2, **Contemporary India and Education**. This paper familiarizes students with the functioning of various Boards of School Education and the functional differences among them.

In the area of assessment and evaluation, the foundation paper BCC-9, **Assessment for Learning**, offers both theoretical and practical insights into current practices. Students learn about Standard-Based Assessments, online and open-book examinations, teacher-made and standardized tests, as well as the merits and demerits of various grading systems, including Grade Point Average (GPA) and Weighted Average. They also gain practical knowledge in developing rubrics and tools of assessment such as checklists, rating scales, questionnaires, and anecdotal records, which aid in gathering data for internships and action research projects.

The college emphasizes exposure to diverse school systems through Pre-Internship Programs I, II, and III. At the conclusion of these programs, student teachers prepare reports based on their observations at local schools. Prior to their placements, each student gives two demonstration lessons in their subjects, enhancing their teaching skills through simulated teaching experiences.

Theoretical discussions and presentations within the curriculum help students grasp the principles and components of educational management, including awareness of the Indian school system's development, organization, and infrastructure. The foundation paper BCC-6, **Gender, School and Social Education**, covers topics such as school site selection, maintenance, and records management, while also introducing concepts of Total Quality Management in education.

Student teachers are placed in a variety of schools—government, private, urban, and rural—affiliated with Bihar Board, CBSE, and ICSE during their Pre-Internship Programs. They present their observations and reflections to share experiences with peers and faculty, facilitating a comparative analysis of different school systems. Teachers and mentors support this learning through orientation sessions and workshops.

Additionally, students visit schools for differently-abled individuals as part of the foundation paper BCC-10, **Creating an Inclusive Education**, and are encouraged to explore the diversity of educational systems in India, including state-wise variations in curriculum and functioning, as well as international comparisons.

The curriculum also covers the structure of educational management at central, state, and local levels in Bihar. As per the syllabus of Patliputra University, B.Ed. students engage with the complexities of contemporary Indian schools, including various ownership types and the challenges they face. Through their 30-day pre-internship programs, prospective teachers identify existing disparities between urban and rural schools regarding social backgrounds, instructional methodologies, infrastructure, and scholarship opportunities. Post-graduate students also visit various school types—Rural, Urban, Smart, and Alternate—and submit comprehensive reports based on their findings.

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The teacher education program at Mahabodhi Mahavidyalaya offers a diverse range of curricular experiences, connecting classroom learning to real-world applications through an extensive internship program in various schools. Student teachers engage with the complexities of the classroom as they align their learning with course goals and assignments. They take foundation courses and choice-based pedagogy courses covering essential topics such as Assessment, Classroom Management, Curriculum Approaches, and Action Research. These courses enable them to understand their students better and utilize data to inform instructional decisions, fostering environments conducive to cognitive engagement.

To prepare student teachers for their internships, the institution organizes orientation sessions and workshops, guiding them in lesson planning and classroom practices. Regular observations by teacher educators and mentors facilitate student engagement, while peer observations encourage self-reflection during simulated teaching sessions. The college actively promotes participation in various Patliputra University Zonal Skill-in Teaching and Teaching Aid Preparation Competitions, providing students with invaluable exposure to real-world teaching scenarios. Subject-specific seminars and discussions enhance their confidence and skill development.

Activities designed to cultivate social and national values are integral to the curriculum, including the observation of national days and programs addressing social issues, human rights education, and environmental conservation. Through brainstorming sessions, seminar presentations, cultural programs, and school-based initiatives, students learn to identify and address the challenges faced by our diverse

society.

During the COVID-19 pandemic, the institution supported student teachers with access to ICT resources, utilizing platforms like Google Meet for online teaching. Students received training in creating digital classrooms, using Google Forms, and engaging learning activities to enhance their online teaching experiences.

The college collaborates with 14 government and private schools for student internships, which are structured as a 30-day program in the first year and a 16-week program in the second year. Prior to their practice teaching, prospective teachers engage in simulated teaching and receive constructive feedback from peers and faculty, ensuring they are well-prepared for classroom environments.

Community service is a core component of the curriculum, fostering respect and a sense of unity among students. Various clubs, such as the Legal Awareness and Human Rights Club and the Environment Club, encourage student involvement based on personal interests. To support career development, the college offers training in resume writing, life skills, and interview preparation, culminating in an annual placement drive.

The college is committed to providing a well-resourced, comfortable, and attractive learning environment. In line with the NCF (2005) recommendations, environmental education is emphasized through optional subjects and active initiatives like a Herbal Garden, rainwater harvesting, and e-waste segregation. Regular Moral Education classes instill human values, while ongoing seminars about NEP 2020 keep both teachers and students informed about significant educational reforms.

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 86

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 81 | 78 | 79 | 56 | 54 |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.02

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 2 | 0 | 1 |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

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..

Response:

The B.Ed. program at Mahabodhi Mahavidyalaya offers a comprehensive admission process for students who qualify through entrance examinations conducted by recognized institutions like Patliputra University and the Bihar School Examination Board. The college is committed to supporting academic success and diversity through tailored counseling sessions during admissions, helping students select subject combinations that align with their interests and career aspirations.

To assist economically disadvantaged students, including those from Economically Weaker Sections (EWS), the college provides scholarships, financial aid, and access to a book bank. Each faculty member mentors 10-12 students, offering personalized guidance through dedicated WhatsApp groups for content sharing and support.

An Orientation Program is conducted to familiarize new students with the B.Ed. curriculum, college infrastructure, library resources, faculty, syllabi, academic calendar, examination system, and internal assessment criteria. To accommodate language preferences, students can choose to study in English or Hindi and benefit from language labs designed to enhance their proficiency.

The college actively identifies and nurtures students' strengths by encouraging participation in Talent Hunts and Youth Festivals, providing platforms for creativity and preparedness for the B.Ed. program. Academic support is robust, with access to reference materials and journals in the library. The well-equipped Educational Technology lab features OHPs, LCD projectors, interactive boards, and internet resources for effective lesson preparation.

Special provisions for physically challenged students include accessible classrooms and ramps. The college recognizes the importance of skill development and offers various courses to support academic growth. Periodic oral and written assessments help students improve their performance. Peer learning is encouraged, allowing collaboration between students of varying abilities.

Audio-visual aids are employed to enhance comprehension, alongside guest lectures, house meetings, and remedial teaching when necessary. The Guidance and Placement Cell provides career talks and connects students with employment opportunities through the District Bureau of Employment. Entry behavior tests at the start of each subject help assess learning levels, guiding the implementation of tailored teaching methodologies.

Faculty utilize an integrated approach, combining traditional and technological methods to create engaging learning experiences. Value-added courses and extra classes offer targeted support, allowing students to access additional reading materials and online courses via the Swayam portal. A bilingual approach ensures all learners can participate fully in discussions.

Students receive ongoing personal, academic, and career counseling, with regular evaluations of assignments and group projects fostering teamwork and leadership skills. Faculty informally assess student capabilities during tutorials and classroom interactions.

To nurture talents in drama, art, music, dance, and literature, the college organizes various academic and co-curricular activities, encouraging participation in inter-college and intra-college events. Students are motivated to join clubs that promote service and community responsibility, while advanced learners are encouraged to enhance their skills through add-on courses.

All students benefit from the college library’s KOHA software and e-resources like Inlibnet, broadening their educational horizons. Achievements are recognized through cash awards, medals, appreciation certificates, and scholarships, motivating students to excel academically and achieve distinctions in university examinations.

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.25

2.2.4.1 Number of mentors in the Institution

Response: 16

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| Data as per Data Template | View Document |

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

Response:

At Mahabodhi Mahavidyalaya, student-centric methods are essential to enhancing the teaching and learning experience. The college prioritizes a low teacher-pupil ratio to ensure quality education, shifting from traditional teacher-centered approaches to dynamic, student-centered learning.

Experiential Learning is a cornerstone of the program. The college organizes excursions, field visits, and surveys to expose students and faculty to advanced knowledge and skill requirements. Group projects and case studies foster peer learning and teamwork; for instance, Computer Science and ICT students create blogs and resume software to enhance their practical skills. Hands-on craft options like gardening, interior decoration, and home craft further develop students' abilities.

Participative Learning is promoted through various group activities, including discussions, exhibitions, inter-college competitions, quizzes, and seminars. Extension lectures featuring eminent resource persons provide students with valuable insights from experts, while documentaries and short films reinforce learning outcomes.

Problem-Solving Methodologies are integrated into the curriculum, with regular group discussions and Q&A sessions designed to develop critical thinking skills. The college ensures that both slow and advanced learners receive the attention they need. The Career Counseling and Guidance Cell organizes talks with distinguished speakers to prepare students for real-world challenges.

Mahabodhi Mahavidyalaya is dedicated to helping student teachers realize their potential as transformative agents of society. By employing experiential and participative methods, students apply classroom learning in practical settings. Project outputs are archived in the library for peer reference, and students are encouraged to conduct independent research in survey methods, data collection, and social outreach.

During internships—30 days in the first year and 16 weeks in the second year—students gain hands-on experience in school systems, learning about infrastructure, ongoing activities, classes, parent-teacher meetings, and decision-making processes. These structured programs ensure the acquisition of both experiential learning and practical training.

Participative learning is embedded in various courses through field-based assignments, group presentations, workshops, and role-playing activities. The college has established collaborations and MOUs with various organizations to enhance learning opportunities. Outreach activities, such as visits to villages and slums, allow students to understand the socio-political and economic factors affecting rural communities.

The Guidance and Counseling Cell bridges theoretical knowledge with practical experiences through talks, visits, and presentations, enhancing students' interpersonal skills and career insights. Field trips to biodiversity parks and heritage sites foster grassroots understanding of concepts.

To enrich the educational experience, the college conducts short-duration MOOCs, workshops, and value-added courses, ensuring students remain competitive. Special lectures, seminars, and conferences encourage active participation in the learning journey. The use of ICT and e-resources is promoted, and a college magazine nurtures creativity while showcasing student skills.

For more information, please visit the college website: <https://www.mahabodhimahavidyalaya.edu.in>.

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 16 |

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2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 51.02

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

Response: 100

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2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

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2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Mahabodhi Mahavidyalaya is dedicated to enhancing faculty effectiveness in teaching, learning, and student mentoring, fostering a work culture that supports the professional growth of both faculty and prospective teachers. The college provides various opportunities for faculty development, enhancing teaching abilities and professional competencies.

The faculty engages in continual mentoring to promote quality teaching practices that respect diversity and create supportive classroom environments. This nurturing atmosphere helps students achieve personal, social, and academic success. To enrich their learning experience, the college organizes talks on communication skills, contemporary teaching methodologies, ICT integration, personality development, inclusiveness, and life skills. Webinars, workshops, and seminars further develop essential soft and professional skills.

Each faculty member mentors a group of approximately 11-12 students, consistently monitoring their academic and personal needs. Mentors address concerns related to academic performance, discipline, health, and grievances, serving as the first point of contact for guidance. They often communicate with parents to gain a comprehensive understanding of the challenges students may face, particularly focusing on those from rural backgrounds to boost their confidence and facilitate their integration into mainstream education.

The college has a structured mentor-mentee program, allowing faculty to address concerns that may go unnoticed in regular classes, including curriculum apprehensions and future career prospects. Formal interactions occur during tutorials and morning assemblies, while informal meetings promote open communication. Faculty also invite alumni to share insights about industry trends and higher education opportunities, enriching the students' perspectives.

Morning assemblies involve each house performing various activities, promoting teamwork and group dynamics. This structure enhances academic growth while fostering cultural, social, intellectual, moral, and professional development. The college provides a globally networked environment, equipping student teachers to tackle modern educational challenges.

The curricular framework accommodates diverse learner needs, offering flexibility and varied experiences. Timely planning of timetables, college calendars, and co-curricular activities ensures a holistic educational environment. Regular staff meetings facilitate reviews of ongoing work, driving reformative actions and strategic planning for quality enhancement.

Faculty members utilize innovative teaching methods tailored to student needs, providing individual attention and addressing queries effectively. Each student is assigned a mentor for personalized guidance, with grievances addressed by a dedicated grievance redressal committee. The college features a well-equipped ICT Resource Centre, computer lab, and updated library, ensuring access to essential resources for curricular enrichment. Internet facilities throughout the campus support academic endeavors.

By employing modern tools like computers and LCD projectors, faculty enhance the overall educational experience. Through these comprehensive support systems, Mahabodhi Mahavidyalaya aims to create an enriching environment that promotes both academic excellence and personal development.

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. Special lectures by experts

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

Response: A. Any 5 or more of the above

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2.3.7

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

Response:

Innovation in education empowers both teachers and students to engage in research and utilize diverse tools for new insights. It fosters a fresh perspective on problem-solving, enhancing creativity and critical thinking skills. Creativity and innovation are essential across all disciplines, forming a crucial part of the learning process and serving as key elements for teachers to refine their practices and promote school development.

Effective learning challenges and deepens understanding through critical thinking. To grasp new concepts, learners must employ creative, imaginative, and lateral thinking alongside traditional methods. A vital aspect of the creative process is the interplay between knowledge and the willingness to question established ideas. Students should be encouraged to challenge existing knowledge, developing their own understanding in the process. As the saying goes, "One cannot think creatively unless one has the knowledge with which to think creatively." Thus, creativity requires a balance between knowledge and the freedom to explore beyond it.

For creative thinking to genuinely enhance learning, it must be grounded in a solid understanding of the subject matter. Students need familiarity with content to engage creatively, ensuring that creative practice complements diligent skill development rather than replacing it. Creativity should be viewed as an integral part of skill development at all levels, especially concerning higher-order thinking skills. Innovative methods can enhance memory retention, making the recall of factual information more engaging.

In life skills education, students actively participate in a dynamic teaching and learning process. This active involvement is facilitated through various methods, including collaborative group work, brainstorming sessions, role-playing, games, and debates. These strategies not only promote engagement

but also encourage students to think critically and creatively, preparing them to navigate complex real-world challenges effectively. By integrating creativity into the educational framework, we foster an environment where both teachers and students thrive.

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

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2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

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

Response: A. All of the above

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2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship Program Overview

1. Selection and Identification of Schools:

Before each internship, Mahabodhi Mahavidyalaya identifies suitable government and private schools for student placements. A list is submitted to the principals and the District Education Officer (DEO) in Nalanda for approval. Once authorized, school principals, teacher in-charges, and students are notified of their placements.

2. Orientation for School Principals and Teachers:

Faculty members visit selected schools to meet with principals and mentors. They discuss the distribution of timetables and outline the activities student teachers will undertake, ensuring that school mentors are oriented on the assessment criteria for the internship.

3. Orientation for Students:

A comprehensive orientation session is conducted for student teachers prior to the internship. This session familiarizes them with the program's objectives and expectations, emphasizing discipline, regular attendance, and adherence to school regulations.

4. Role of Institutional Teachers:

In the pre-internship phase, students participate in a school exposure program at local schools in rural Nalanda. Groups of 10 to 12 student teachers are assigned to various types of schools, including government and government-aided institutions. Each student receives a "School Observation Booklet" to analyze their assigned school based on key parameters, such as:

- Philosophy, aims, and vision of the school
- Organization and management
- Classroom environment
- Co-curricular activities
- Morning assembly procedures
- Evaluation methods, library resources, and stock registers
- Visits to innovative pedagogy and learning centers

5. Assessment of Student Performance:

Supervisors coordinate with mentor teachers to assess student performance based on several criteria, including:

- Preparation and delivery of 400 lesson plans across two teaching subjects, comprising:
- Macro Lesson Plans: 200
- Diary Form Lesson Plans: 200
- ICT-Based Lesson Plans: 5
- Unit Test-Based Lesson Plans: 6
- Model Teaching-Based Lesson Plans: 3
- Peer Teaching Observations: 10 per subject
- Micro Lesson Plans: 5 per subject
- Discussion Lessons: 2 (one for each subject)

Additionally, participation in co-curricular activities such as literary events, quizzes, dramatics, fine arts, and sports is assessed. Post-practice evaluations involve discussions on lessons and preparation for the final Skill in Teaching examination.

6. Exposure to Varied School Setups:

The internship spans four weeks in the first year and 16 weeks in the second year, covering both rural and urban school environments. Student teachers are trained to create and demonstrate various lesson plans, including micro, mega, discussion, simulated, and observation lessons. They maintain a school plant report and diary, incorporating ICT-based and model lesson plans. Throughout the program, students are exposed to various audio-visual aids to enhance their learning experience.

This structured internship program not only develops practical teaching skills but also fosters a deeper understanding of diverse educational contexts.

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 13.71

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 7

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2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

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2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship Monitoring and Support Framework

At Mahabodhi Mahavidyalaya, a robust monitoring system supports the internship experience of student teachers, ensuring effective communication and continuous guidance throughout the program. Each school is assigned a dedicated faculty member responsible for coordinating with the school principal, mentors, and student interns.

Key Components of the Framework:

1. Coordination and Communication:

- **Assigned Faculty Member:** Each school has a designated faculty member who maintains regular contact with the school, visiting periodically to monitor progress and address any issues.
- **Mentor Feedback:** School mentors provide ongoing feedback on intern performance, which is essential for professional development.

2. Preparation Phase:

- **Training Activities:** Interns participate in various training activities to familiarize themselves with effective teaching methodologies, classroom management techniques, and the use of teaching aids.
- **Micro Teaching:** Interns engage in structured training sessions focused on foundational microteaching skills and effective communication strategies, adapting methods to diverse learning styles.

3. Teaching Phase:

- **Practical Application:** Interns apply the skills learned during the preparation phase in real classroom settings.
- **Mentoring:** Each intern is paired with a mentor for guidance and personal support throughout the internship.
- **Regular Observations:** Mentors conduct classroom observations to evaluate teaching styles, methodologies, and interactions with students, providing critical feedback.

4. Feedback and Reflection:

- **Constructive Feedback:** Following each observation, mentors offer constructive feedback, enabling interns to refine their teaching practices.
- **Reflective Journals:** Interns maintain a reflective journal to document their experiences, which helps identify strengths and areas for improvement.

5. Roles and Responsibilities:

- **Teacher Educators:** They assess progress through classroom observations and facilitate feedback sessions that encourage a reflective approach, enhancing lesson planning and teaching practices.
- **School Principals:** Monitor discipline, adherence to lesson plans, social skills, and overall participation in school activities.
- **School Teachers:** Assist interns in lesson planning and teaching assignments, providing essential guidance and support.

6. Peer Support:

- **Collaborative Environment:** Interns benefit from the emotional and physical support of their peers, fostering a sense of collaboration and shared learning.

7. Curricular and Co-Curricular Engagement:

- Interns plan and conduct activities such as rallies and seminars on social issues, actively participating in morning assemblies and parent-teacher meetings.
- They assist in coordinating efforts for students with special needs, enhancing their understanding of inclusive education.

8. Comprehensive School Functions:

- Throughout the internship, interns are involved in various school functions, including examination duties, question paper preparation, and managing seating plans, allowing them to experience the school environment comprehensively.

This comprehensive support and monitoring framework at Mahabodhi Mahavidyalaya ensures that student teachers are effectively trained to meet the challenges of the teaching profession, equipping them with the skills necessary for success in their careers.

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

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|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 25

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

| File Description | Document |
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| Data as per Data Template | View Document |

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 8.25

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

Response: 132

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Professional Development and Curriculum Enhancement at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya is dedicated to enhancing the professional skills of its faculty and continuously improving its curriculum. This commitment is reflected in a range of initiatives that support teacher development and align the curriculum with contemporary educational needs.

Faculty Professional Development

1. Participation in Seminars and Workshops:

- Faculty members engage in various online and offline seminars, conferences, and workshops to enhance their professional skills. These events cover topics such as leadership and management (7 days), communication skills (4 days), and professional skills (7 days), as well as specialized workshops on value-added courses (2 days) and ICT (1 day).

2. Collaborative Learning:

- In alignment with NEP 2020, the college organizes mega workshops on initiatives like Swayam and Digi Locker, providing opportunities for faculty to present research, chair sessions, and deliver expert lectures. This collaborative environment fosters professional growth and encourages scholarly contributions, with many faculty members publishing articles in journals and books.

3. Access to Resources:

- The college subscribes to various online journals and maintains a well-resourced library, ensuring faculty stay informed about the latest educational trends and research.

4. Digital Integration:

- Faculty leverage digital technologies to enhance both offline and online teaching, broadening learning opportunities for themselves and their students.

In-House Discussions and Curriculum Review

- **Continuous Curriculum Development:**

Regular in-house discussions are held to review and enhance the curriculum, ensuring alignment with current educational trends and the competencies required in a knowledge-based economy. The focus is on developing a competency-based curriculum that prioritizes both academic outcomes and essential skills.

- **Ongoing Research:**

- Faculty engage in research to identify emerging trends and pedagogical approaches, integrating these findings into course materials. This commitment to staying current reinforces the college's dedication to high-quality education.

- **Workshops and Training:**

Regular workshops and training sessions equip educators with the latest teaching methodologies, further supporting curriculum enhancement.

Stakeholder Engagement

- **Collaborative Curriculum Enhancement**

The college actively involves stakeholders, including practicing schools, employers, experts, and alumni, in the curriculum development process. Collaborations with local schools provide practical insights, ensuring the B.Ed. curriculum meets real-world needs.

Value-Added Courses

- **Supplementary Training:**

To address modern educational challenges, the college offers value-added courses that complement the core B.Ed. curriculum. These specialized training sessions are led by experienced faculty and guest lecturers, enhancing students' teaching capabilities.

Faculty Development Programs

- **Ongoing Professional Development:**

Continuous professional development is prioritized at Mahabodhi Mahavidyalaya. Faculty members are encouraged to attend orientation and development programs, ensuring they remain updated in their fields and can effectively guide B.Ed. students in their action research projects.

Understanding Diversity in Education

- **Exposure to Diverse Educational Systems:**

The institution is committed to familiarizing students with the diversity of the school system in India and internationally. Various initiatives provide insights into different educational boards and comparative perspectives, preparing students for the complexities of modern teaching environments.

Mahabodhi Mahavidyalaya's commitment to professional development and curriculum enhancement equips both faculty and students to meet the evolving demands of the educational landscape, fostering a rich learning environment conducive to growth and innovation.

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Continuous Internal Evaluation System at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya has established a comprehensive Continuous Internal Evaluation (CIE) system aimed at enhancing student learning experiences and academic performance. This system incorporates a variety of assessment methods to ensure a holistic evaluation process.

Key Features of the CIE System

1. Structured Assessment Tools:

- The academic calendar specifies internal assessment tools, which are discussed in staff meetings to ensure alignment with university guidelines. Students are informed of the assessment schedule well in advance.

2. Transparency in Evaluation:

- The college strictly follows the internal assessment criteria set by Patliputra University. At the beginning of each semester, faculty members clearly communicate the assessment components to students. After evaluations, results are posted on notice boards, encouraging students to discuss their performance and areas for improvement with their teachers.

3. Portfolio Maintenance:

- Students maintain portfolios in their diaries, signed by their teachers, documenting academic, co-curricular, and extracurricular activities. The internal assessment committee conducts interactions to verify participation in these activities.

4. Rubric-Based Assessment:

- Faculty utilize rubrics for evaluating seminars, projects, and class activities, providing clear performance criteria. Timely feedback on submissions and detailed discussions of question papers help students enhance their understanding and performance.

5. Remedial and Enrichment Classes:

- Based on assessment outcomes, the college offers remedial and enrichment classes tailored to meet individual learning needs, ensuring all students receive the necessary support.

6. Ongoing Mentoring:

- Continuous mentoring and tutorial support are provided throughout the academic year to guide students in their learning processes.

7. Bilingual Assessments:

- The college encourages students to complete assignments and presentations in both English and their native language, facilitating better expression and catering to diverse learning needs.

8. Attendance Policy:

- A minimum attendance of 75% is required in each paper. The principal has the authority to condone attendance deficiencies for valid reasons, in accordance with university regulations.

9. Regular Faculty Meetings:

- The principal holds meetings with faculty to discuss student performance and evaluation results, ensuring that both teachers and students are updated on university notifications and examination guidelines.

The CIE system at Mahabodhi Mahavidyalaya is integral to the teaching-learning process, aligning with the regulations of Patliputra University. By providing ongoing information about evaluation criteria—including house examinations, unit tests, attendance, and participation—students are well-prepared to address their weaknesses. Prompt feedback and opportunities for discussion further enhance their learning outcomes. This comprehensive evaluation approach fosters an environment that prioritizes academic growth, transparency, and continuous improvement, equipping students with essential skills for their future endeavors.

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Grievance Redressal System for Examinations at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya has implemented a comprehensive grievance redressal system specifically designed to address examination-related issues, facilitated through its dedicated Grievance Redressal Cell and Examination Committee. This framework ensures that student grievances are handled promptly and transparently.

Key Components of the Grievance Redressal System

1. Internal Assessment Transparency:

- Internal assessment scores are displayed on notice boards, allowing students to review their marks at the end of each semester. There is a specified period during which students can report discrepancies before final marks are uploaded to the university portal. Faculty members are dedicated to resolving any legitimate concerns regarding these scores.

2. Feedback on Evaluated Papers:

- Evaluated internal examination papers, including class tests, assignments, and presentations, are returned to students with detailed remarks and suggestions for improvement. This process encourages students to engage with their feedback and gain a clearer understanding of their performance.

3. Promoting Originality and Creativity:

- The college nurtures an environment that values uniqueness and originality. Students are encouraged to express their creativity, and faculty members are available to address any questions regarding feedback or evaluation.

4. Error Reporting Mechanism:

- In case of errors on final mark sheets, a procedure is in place to promptly report these to Patliputra University. The university's requirement for online submission of all assessment marks has streamlined the correction process.

5. Assessment Procedures:

- The college adheres to university guidelines for transparency in internal assessment. Faculty members inform students about assessment components at the beginning of each session, and an internal assessment schedule is communicated well in advance. Each examination hall is monitored by two invigilators to maintain order.

6. Timely Evaluation:

- Faculty members are committed to evaluating examination papers within five days of the test date. Students have the opportunity to review their marked papers and raise grievances, which are addressed immediately. Internal assessment marks are publicly displayed for student verification.

7. Ongoing Performance Assessment:

- The college continuously evaluates student performance through various activities, including attendance, practical work, and community engagement. Assessments also cover field-related activities and lesson planning.

8. Examination Committee Role:

- The Examination Committee oversees the smooth conduct of exams, both internal and university-level. It addresses grievances arising during online or theory examinations and consults with the Principal as necessary.

9. University-Level Redressal:

- For issues related to results, mark sheet corrections, and other certificates, students can submit queries through the college's examination committee to Patliputra University. They also have the option to request revaluation or recounting of their papers by following the prescribed procedures.

10. Formal Representation:

- If students have concerns about the style of question papers or adherence to the syllabus, these grievances can be formally represented to the Examination Branch of Patliputra University.

Through these measures, Mahabodhi Mahavidyalaya ensures a fair and transparent examination process that prioritizes student concerns and fosters a supportive academic environment. This commitment enhances the overall educational experience, promoting trust and engagement within the academic community.

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Academic Calendar and Evaluation System at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya follows a well-structured academic calendar developed by its Academic Committee, in alignment with notifications from Patliputra University, Patna. This calendar serves as a foundational framework for the teaching-learning process, promoting discipline among all stakeholders throughout the academic year.

Structure of the Academic Calendar

1. Comprehensive Framework:

- At the beginning of each academic year, Patliputra University provides a detailed calendar that includes key dates such as:
- Commencement of classes
- Total working days
- Holidays
- Internship schedules
- Semester-end examination dates

2. College-Level Calendar:

- Based on the university calendar, Mahabodhi Mahavidyalaya prepares its own calendar that outlines:
- Orientation programs
- Talent hunts
- Mid-term exams
- Special day celebrations
- Workshops
- Teaching practice schedules

This college-level calendar is forwarded to the Internal Quality Assurance Cell (IQAC) for feedback before being published on the college website and displayed prominently on notice boards for student awareness.

Planning and Implementation

- The academic calendar aids faculty members in planning course delivery, research work, and academic as well as co-curricular activities.
- It ensures effective monitoring of syllabus completion and extracurricular activities. A detailed

timetable for each semester is prepared by the Time Table Committee, adhering to Patliputra University guidelines.

- Faculty members coordinate with the Principal to plan teaching and evaluation schedules.

Internal Evaluation Mechanisms

- The academic calendar specifies dates for unit tests and house tests, communicated well in advance by the examination committee.
- Internal examinations, including practical assessments and vivas, are conducted by respective teachers for thorough evaluation.
- The institution maintains a comprehensive 360-degree evaluation system, tracking pupil-teachers' progress from admission through examinations.
- Question papers for internal exams are created by faculty and approved by the Principal to ensure diverse assessments.
- Evaluations of answer sheets occur within five days of examinations, with continuous internal assessments also including assignments and seminars.

Monitoring and Feedback

- Tentative dates for university examinations are included in the academic calendar, with final schedules displayed on notice boards.
- At the end of each academic session, students provide anonymous feedback on each subject through online forms, enabling the college to assess and improve teaching effectiveness.
- The Principal monitors syllabus coverage and student attendance, generating reports from faculty before house examinations.
- Remedial classes are organized for students needing additional support.

Adaptability of the Academic Calendar

- In response to unforeseen circumstances, the academic calendar is revised according to Patliputra University's instructions. This adaptability ensures that the college can effectively respond to changes while maintaining the integrity of its academic programs.

Through these structured processes, Mahabodhi Mahavidyalaya fosters an environment conducive to academic excellence and holistic development for its student teachers. This systematic approach not only enhances the learning experience but also prepares students for the challenges of the teaching profession.

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| Academic calendar of the Institution with seal and signature of the Principal | View Document |

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Learning Outcomes and Program Effectiveness at Mahabodhi Mahavidyalaya

At Mahabodhi Mahavidyalaya, learning outcomes are central to our vision, mission, and objectives, intricately aligned with the syllabus from Patliputra University, Patna. Our Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are designed to provide a holistic educational experience for pupil teachers, emphasizing not just knowledge acquisition but also the practical application of that knowledge in real-life contexts.

Communication of Learning Outcomes

The college effectively communicates learning objectives through multiple channels, including:

- **College Prospectus:** Clear articulation of PLOs and CLOs.
- **Notice Boards and Publications:** Regular updates and information dissemination.
- **Orientation Programs:** The Principal highlights these outcomes during sessions, including events like Maat-Pita Santaan Diwas.
- **Classroom Discussions:** Ongoing conversations about CLOs and PLOs occur in alumni meetings and class settings, helping students understand course-specific objectives.

Teachers are well-versed in the learning outcomes related to their subjects, ensuring alignment in instruction. Additionally, stakeholders, especially parents, are kept informed about the outcomes of value-added courses, encouraging support for skill-oriented education.

The college actively participates in workshops, seminars, and faculty development programs (FDPs) to enhance educators' capabilities in achieving these outcomes. Faculty members also engage in curriculum revision committees at the university level, allowing for continuous updates to learning outcomes based on evolving educational needs.

Holistic Educational Approach

The B.Ed. program at Mahabodhi Mahavidyalaya offers a comprehensive educational experience that fosters essential skills such as critical thinking, problem-solving, and self-directed learning. We adopt learner-centered teaching methods that promote engagement and creativity. Key components include:

- **Gender, School, and Society Course:** This course addresses challenges related to gender inequality in education and society, fostering critical discussions and awareness.
- **Community Engagement:** Numerous opportunities for student-teachers to participate in community service, including adult literacy campaigns and cleanup initiatives, embodying our philosophy of "NOT ME BUT YOU."

Awareness lectures by experts further enrich these community experiences, enhancing students' understanding of societal issues.

Teaching Methodologies

To facilitate optimal learning, faculty employ a variety of instructional methods, such as:

- **Lectures and Demonstrations:** Providing foundational knowledge.
- **Discussions and Role-Playing:** Encouraging active participation and exploration of topics.

These diverse approaches ensure students are engaged in the learning process, allowing for deep exploration of subjects and peer interaction.

Curricular and co-curricular activities are thoughtfully designed to enhance students' understanding of values, culture, educational systems, and digital technologies. The comprehensive curriculum delivered over two years equips students with a robust foundation in pedagogy and teaching methods, preparing them for diverse educational settings.

Continuous Improvement

Mahabodhi Mahavidyalaya is dedicated to enhancing educational quality through effective monitoring of learning outcomes and regular feedback mechanisms. Successful alumni are invited to share their experiences, illustrating how the program has shaped their careers. This not only provides inspiration but also valuable insights for current students.

Mahabodhi Mahavidyalaya's commitment to clear learning outcomes, holistic education, diverse teaching methodologies, and continuous improvement ensures that both faculty and students are well-prepared to meet the challenges of the educational landscape. This comprehensive approach promotes academic excellence and personal development, fostering a dynamic and inclusive learning environment.

2.7.2

Average pass percentage of students during the last five years

Response: 99.76

2.7.2.1 Total number of students who passed the university examination during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 96 | 99 | 66 | 64 | 99 |

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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

Response:

Monitoring Student Performance and Professional Development at Mahabodhi Mahavidyalaya

At Mahabodhi Mahavidyalaya, we prioritize the continuous monitoring of student performance to enhance both professional and personal attributes, ensuring alignment with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This ongoing evaluation supports students in excelling with innovative teaching methods and equips them with the latest educational strategies.

Cognitive Attributes Assessment

Regular assessment is fundamental to the instructional process and crucial for student learning. We utilize various assessment methods, including:

- **Class Tests and House Tests:** Evaluating understanding and retention of material.
- **Semester-End Examinations:** Comprehensive assessments that reflect overall learning.
- **Class Participation and Presentations:** Encouraging active engagement in the classroom.
- **Workshop Performances and Written Assignments:** Providing diverse avenues for assessment.
- These assessments are closely linked to classroom teaching goals and provide immediate, actionable feedback, helping to identify areas for improvement.

Professional Attributes Development

To prepare prospective teachers for their future careers, the college focuses on cultivating essential professional attributes. Notable initiatives include:

- **Honesty Corner:** A space where students can take stationery independently, fostering responsibility and accountability.
- **Invigilated House Tests:** Promoting self-discipline and trust in students' abilities.

Throughout the year, students are assigned various responsibilities that prepare them for leadership roles, while collaborative tasks enhance their teamwork skills. Teachers and mentors consistently observe and support these developments.

Practice Teaching and Feedback Mechanisms

During their practice teaching, student teachers typically deliver two to four lessons per day, implementing composite methods for their chosen subjects. This practice is closely observed by teacher educators and subject teachers, with the following support mechanisms in place:

- **Internship Coordinators:** Regular visits to practice teaching schools to engage with both school teachers and student teachers about their progress.
- **Feedback Sessions:** Interactions with the Principal and school faculty provide insights into classroom performance, enabling constructive feedback.

After completing their practice teaching, student teachers participate in a post-internship phase at the institution, where they share their experiences and receive further improvement suggestions from teacher educators.

Evaluation and Outcome Awareness

The evaluation system at Mahabodhi Mahavidyalaya is meticulously designed to assess student performance at every stage of the program. Regular evaluations include:

- **Class Tests, Discussions, and Seminars:** Ongoing assessments to gauge performance levels.
- **Internal Evaluation Patterns:** Adhering to guidelines set by Patliputra University for final assessments.

PLOs and CLOs are prominently displayed throughout the campus and are also available on the college website, ensuring that both faculty and students are aware of the expected outcomes. These outcomes shape the teaching and learning framework, clarify course expectations, and outline employability and skill development prospects.

Additionally, the outcomes address important cross-cutting issues related to gender, environment, values, and professional ethics, providing a comprehensive understanding of the educational landscape.

Commitment to Holistic Development

Mahabodhi Mahavidyalaya is dedicated to fostering an environment that prioritizes not only academic excellence but also the holistic development of students. By equipping them with essential skills and nurturing their professional growth, we ensure that our graduates are well-prepared to thrive in their future careers.

2.7.4

Performance of outgoing students in internal assessment

Response: 104.17

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 100

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2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Student Performance Evaluation Process at Mahabodhi Mahavidyalaya

At Mahabodhi Mahavidyalaya, the evaluation of student performance is a systematic process designed to measure the attainment of Program Outcomes (PLOs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Our comprehensive approach ensures that every aspect of student progress and learning is assessed effectively.

Evaluation Methods

The evaluation process comprises both direct and indirect methods:

1. Direct Evaluation:

- **University Examinations:** Major assessments that constitute a significant portion of the overall grade.
- **Internal Assignments:** Regular assignments that align with relevant Program Outcomes.
- **Unit Tests and Surprise Tests:** Frequent assessments to monitor understanding and retention.
- **Open-Book Tests and Class Tests:** Diverse formats to evaluate knowledge application.
- **Projects and Presentations:** Encouraging research and communication skills.
- Detailed feedback is provided after evaluations, highlighting strengths and areas for improvement.

2. Internal and External Assessment:

- **Practical Examinations:** Conducted by external experts appointed by the University, including Viva-Voce assessments and evaluation of practical files.

3. Feedback Mechanism:

- Feedback is collected from students, alumni, employers, and parents to measure the effectiveness of the teaching-learning process and the attainment of learning objectives.

Monitoring Attainment

Throughout the academic year, faculty members track each student's performance against measurable course outcomes. To support slow learners, remedial coaching is provided. For university examinations, 80% of the total marks are derived from external evaluations, while 20% come from internal assessments conducted by the institution.

Evaluation Phases

1. Entry Level:

- Orientation programs at the start of each academic year introduce student-teachers to the B.Ed. program and its requirements.

2. Mid-Term Evaluation:

- Continuous assessment through class tests, assignments, community work, and internships takes place.
- Students scoring below 50% receive additional support, including mentoring and access to resources.
- High achievers (70% and above) are encouraged to pursue skill development courses and receive guidance for competitive exams such as CTET, NET, and SET.
- Counselling during this phase addresses individual challenges, fostering holistic development.

3. Exit Level:

- Upon completion of the two-year B.Ed. program, teacher-educators evaluate overall performance by analyzing academic achievements and extracurricular involvement.
- This exit evaluation provides insights into each student-teacher's growth, highlighting progress in curricular, co-curricular, and project-based activities.

Learning Outcomes and Skill Development

The effectiveness of PLOs and CLOs is reflected in the diverse skills developed throughout the program, including:

- Teaching skills
- Communication skills
- Classroom management
- ICT skills
- Soft skills

Internal (formative) evaluations are conducted through various activities, while external (summative) evaluations are performed via university examinations.

Commitment to Supportive Learning

The evaluation process at Mahabodhi Mahavidyalaya is designed to foster a supportive learning environment, enabling student-teachers to thrive both academically and professionally. By providing continuous feedback and tailored support, we ensure that every student is equipped to succeed in their educational journey and future careers. This commitment to holistic development underscores our mission to prepare effective educators for the challenges of modern teaching.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

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3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: B. Any 3 of the above

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.69

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 10 | 5 | 2 |

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3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.25

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 1 | 0 |

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3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 4 | 3 | 3 |

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3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 89.82

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 196 | 200 | 166 | 130 | 76 |

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 40.47

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 83 | 95 | 0 | 130 | 38 |

| | |
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3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Community service has been a cornerstone of our college since its founding, embodying our commitment to social responsibility. Led by social welfare committees, and various clubs—such as the Environment Club, Peace Club, Music Club, Legal Literacy Club, Human Rights and Legal Awareness Club, and Electoral Literacy Club—our initiatives aim to foster a culture of giving back.

Students engage in awareness campaigns through performances and interactive discussions. We emphasize the importance of service through regular activities, including cleanliness drives as part of Swachhata Abhiyan and a week-long Community Leaving Camp (CLC) that actively involves local residents. Our outreach includes door-to-door surveys and rallies focused on education, health, and drug addiction awareness.

Cultural events and sports days encourage community participation, while vocational training workshops teach skills like block printing, and crafting decorative items from waste materials. These initiatives empower local women and children, bridging skill gaps and fostering employment opportunities or

entrepreneurship.

We also organize medical check-up camps to address health concerns in the community and engage in eco-sustainability programs that teach waste segregation, composting, and the dangers of plastic. Our outreach extends to visiting old age homes, orphanages, and rehabilitation centers, highlighting our commitment to marginalized groups. These activities cultivate leadership, resilience, empathy, and a service-oriented mindset among our students.

During the COVID-19 pandemic, our college took proactive measures by creating awareness through posters and slogans, and organizing a mask donation drive, providing masks to college workers and community members.

We strive to ensure quality education for underprivileged children in our adopted village, offering free education alongside programs that promote their overall development as responsible citizens. In summary, our college actively promotes rural development initiatives that enrich both students and the communities they serve. Through these outreach efforts, individuals learn to develop healthy identities, manage emotions, build empathy, maintain positive relationships, and make responsible decisions, ultimately strengthening the bonds between our students and the communities they inhabit.

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 9

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 0 | 0 | 2 |

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3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 7.8

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 8 | 8 | 8 | 4 |

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3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 6

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 6

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3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

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Criterion 4 - 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

Response:

The college is committed to providing a comprehensive education that fosters both personality development and professional training. To support this mission, we have established a transparent policy-making mechanism that ensures efficient fund distribution.

Our facilities include eight spacious classrooms, all equipped with ICT technology, along with a dedicated computer lab. For larger gatherings, we have a multipurpose hall featuring an LCD projector, and our faculty enjoys access to four well-appointed staff rooms.

We also prioritize physical activity and wellness, offering well-marked and self-contained spaces for sports, including a volleyball ground, basketball court, badminton court, and areas for kabaddi and kho kho. For football and cricket, we utilize the nearby grounds of our sister institution.

The college maintains a botanical garden showcasing a variety of plant species, enhancing the learning environment. Additionally, we have a music room stocked with various instruments to support both curricular and co-curricular activities.

For relaxation and recreation, the college features a girls' common room and a boys' common room, equipped with indoor games. Our well-equipped gymnasium promotes fitness among students, and our cafeteria provides affordable meals, snacks, and beverages, serving as a vibrant meeting hub for discussions and social interaction.

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

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

Response: 9

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 9

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 51.7

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82.74 | 16.83 | 6.84 | 18.84 | 29.14 |

| File Description | Document |
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| Data as per Data Template | View Document |

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

Response:

The college library serves as a vital Knowledge Resource Centre for the institution and its stakeholders. Adjacent to the library is a reading room equipped with a diverse collection of journals, periodicals, and newspapers.

Though the library's initial collection of books was modest, it has been significantly modernized and expanded over the years. Today, the college library features a wealth of resources, including books, journals, reports, and multimedia materials, providing a robust platform for students, faculty, and other stakeholders to engage in learning and research. Mahabodhi Mahavidyalaya College is recognized as a knowledge hub, offering comprehensive access to textbooks, reference materials, audio-visual content, CD-ROMs, and more. The extensive collection spans multiple disciplines, including educational psychology, teaching and learning processes, information technology, health sciences, humanities, and related fields.

The library is a member of INFLIBNET, granting access to an extensive catalog of books, databases of

theses and dissertations, e-books, and more. The partially computerized, internet-equipped library boasts a substantial collection of books, along with subscriptions to magazines, journals, and newspapers in both English and Hindi. It is actively developing a comprehensive assortment of print, digital, and media resources in education, philosophy, psychology, sociology, English literature, history, geography, economics, political science, various scientific disciplines, and health and physical education, all aimed at supporting the teaching and research needs of the education community.

To further enhance research and teaching efforts, the library provides access to online resources and an e-library. Its institutional membership with INFLIBNET meets the information needs of faculty and students by offering access to a wide array of national and international journals and books. The library also features an offline book search facility.

The Library Committee is responsible for several key functions, including:

- Purchasing new books
- Forwarding proposals for renovation
- Collecting material resources
- Ensuring access, use, and security of library materials
- Conducting annual stock verification
- Preparing the annual budget
- Reviewing the committee's operations
- Keeping abreast of new trends in library management
- Utilizing grants and other resources
- Promoting reading habits among staff and students

The library is fully automated, utilizing Koha Software, an open-source Integrated Library Management System. This software includes a comprehensive catalog module that allows library staff to capture detailed information about all library items. The user-friendly catalog interface enables library users to check the availability and status of materials through various criteria such as author, title, subject, and accession number.

Both staff and students can monitor their circulation records (issues and returns) using a username and password provided by library staff. The software also facilitates the generation of various reports and the maintenance of library statistics, further enhancing the library's operational efficiency.

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Mahabodhi Mahavidyalaya provides its students and faculty with extensive access to library resources, which are utilized frequently. The college offers remote access, allowing users to connect to computers and servers through a network, enabling them to work away from campus while maintaining access to essential resources.

E-journals, or electronic journals, are digital versions of traditional print journals published online. They contain academic articles, research papers, and other scholarly content across various disciplines. These e-journals can be accessed through multiple platforms, including university libraries, research databases, and publisher websites, facilitating a broad reach for students and researchers. This initiative aims to bridge the gap between researchers and knowledge sources, providing easy access to online journals, databases, and other digital content without geographical restrictions.

Additionally, students and researchers can explore a vast array of resources, including full-text articles, digital books, and research papers. One notable resource is Shodhganga, a web-based repository initiated by the University Grants Commission (UGC) of India. This platform allows researchers to deposit their Ph.D. theses, making them publicly accessible and promoting open access to scholarly literature. Shodhganga serves as a valuable resource for academic communities and the general public seeking research material.

The college library has also subscribed to a variety of e-journals, including CORE, Science Open, the Directory of Open Access Journals, Social Sciences Research Network, Public Library of Science, Open DOAR, the CIA World Factbook, Paperity, Eco Biz, and Ethos. These subscriptions enhance the resources available to students.

Furthermore, the library provides access to e-books—digital versions of printed books that can be read on devices such as smartphones, tablets, e-readers, or computers—offering the convenience of a vast library in a portable format.

Teachers and students can access the e-journals and e-books purchased by the college library, as well as additional e-resources through the NLIST program of INFLIBNET. The college library renews its membership annually, ensuring continued access to these valuable digital resources.

Overall, the structured databases maintained by the library provide organized collections of data, enabling the storage and management of various types of information—text, numbers, images, and videos—thus connecting related information in an efficient manner for students and faculty alike.

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: B. Any 3 of the above

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4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.4

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.18 | 0.51 | 0.81 | 0.08 | 0.42 |

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4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.09

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 216

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 216

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 216

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 216

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days)

during the last completed academic year.

Response: 216

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

- 1.Relevant educational documents are obtained on a regular basis
- 2.Documents are made available from other libraries on loan
- 3.Documents are obtained as and when teachers recommend
- 4.Documents are obtained as gifts to College

Response: B. Any 3 of the above

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4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college utilizes a robust wireless infrastructure to enhance internet accessibility for academic purposes and to facilitate browsing of exclusive online resources, including licensed online journals. Over the years, connection strength has been progressively improved to meet the evolving demands of our community.

To address the growing need for technically skilled professionals in today's competitive environment, the college ensures that students and faculty have access to the latest computers and software. IT facilities, including network, internet, and Wi-Fi, are regularly upgraded to support an effective teaching and learning process. Feedback from faculty is actively sought for infrastructure improvements, and necessary actions are taken accordingly.

The computer laboratory, established in 2013 with the support of the college management, features 37 computers and laptops equipped with internet access and licensed software, including Windows and antivirus programs. Additional equipment such as scanners, printers, projectors, photocopy machines, UPS systems, and CCTV cameras are effectively utilized across both sections of the lab.

The college provides high-speed internet across the campus via a leased line connection of 100 Mbps. A significant upgrade in IT infrastructure was achieved when Visual Studio was installed to support research on multimedia databases. While internet signal availability may vary across different areas of

the campus, each floor is equipped with booster routers located in both the left and right wings to enhance connectivity.

To ensure security, wireless access is password-protected. The wireless internet service is an extended feature available to both students and staff, who can access it on demand with the support of the Network Centre technical staff.

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.53

| File Description | Document |
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4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 100

4.3.4

Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: D. Any 1 of the above

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4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 47.54

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14.66 | 78.52 | 20.14 | 10.99 | 17.63 |

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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

Response:

Systems and Procedures for Maintaining and Utilizing Physical, Academic, and Support Facilities

Mahabodhi Mahavidyalaya has implemented robust systems to ensure effective maintenance and utilization of its facilities. Regular maintenance and periodic replenishment of essential resources are overseen by the College Advisory and Development Committee and the Academic Committee, both chaired by the Principal.

A rigorous monitoring system is in place for the upkeep of physical, academic, and support facilities, including laboratories, libraries, sports areas, classrooms, seminar halls, and computer resources. Dedicated staff maintain cleanliness across the campus, covering offices, laboratories, and hostels, while the upkeep of ICT facilities—including computers, LAN, internet, and Wi-Fi—is a continual priority.

Qualified personnel manage electrical and civil maintenance. To mitigate power outages and ensure a reliable supply, the college has installed generators and solar systems, maintained by trained technicians. Annual budget provisions are made for the repair and upkeep of both new and existing facilities, with specific budgets allocated for departmental needs, including the office and library.

The College Advisory and Development Committee is responsible for overall planning and development. Requirements for physical and academic facilities are collected under their guidance, with stakeholder suggestions actively considered.

Teachers in charge of various laboratories conduct periodic reviews to ensure proper maintenance. Smart classrooms receive consistent attention to enhance the learning experience.

Library Management

The Library Advisory Committee, chaired by the Principal and including the librarian and two senior faculty members, addresses all library operations. Students are issued digitized library cards upon admission, valid until their final semester. The library offers internet access for e-resources and photocopying services at nominal rates. Security is ensured through CCTV surveillance, and air conditioning is available in reading and working areas, alongside power backup.

ICT and Technical Support

The College Information and Communication Technology Committee (ICTC) is tasked with maintaining computer systems and network functionality. This includes oversight of the college website, software upgrades, biometric services, and hardware procurement. A dedicated system administrator manages the computer lab, which is equipped with Wi-Fi and protected by a strong firewall to prevent data breaches.

Cleaning and Maintenance

Four Houses-on-duty, supervised by two teachers, are responsible for campus cleaning and maintenance, with supporting staff adhering to house-in-charge instructions. A regular cleaning schedule is implemented to maintain a conducive environment.

Science Laboratories

Laboratory maintenance is overseen by the librarian and assistant librarian. Outdated equipment and chemicals are disposed of according to district regulations. Stock registers are meticulously maintained and verified by the Principal.

Sports Facilities

An efficient ground staff is dedicated to the Department of Physical Education and Sports, ensuring proper maintenance and marking of tracks and fields. Stock registers for sports equipment are kept up to date, and facilities are regularly upgraded.

Purchase and Beautification Committees

The Construction and Purchase Committee ensures transparency and accountability in procurement processes. Staff members independently review purchasing documentation and evaluate suppliers based on price and quality. The College Beautification Committee conducts regular inspections of campus areas, implementing necessary measures for hygiene and cleanliness.

Gardening and Administrative Measures

The college emphasizes the maintenance and expansion of green spaces through regular planting and care of lawns. Full-time electricians supervise the upkeep of electrical systems, while annual maintenance contracts with service providers ensure the smooth operation of electronic equipment throughout the campus.

Criterion 5 - 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:

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

Response: C. Any 2 or 3 of the above

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| Data as per Data Template | View Document |

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional

website

3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: D. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template for the applicable options | View Document |

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data template | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 20.47

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 73 | 3 | 2 | 4 | 5 |

| | |
|---------------------------|-------------------------------|
| File Description | Document |
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5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 22.92

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 22

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

| | |
|---------------------------|-------------------------------|
| File Description | Document |
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5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 21.41

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 71 | 5 | 0 | 15 | 0 |

| | |
|---------------------------|-------------------------------|
| File Description | Document |
| Data as per Data Template | View Document |

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

There is no exists student council in self- finance private colleges as per state govt. rules.

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 31

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37 | 53 | 14 | 34 | 17 |

File Description

Document

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5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni Association Activities

The Alumni Association at Mahabodhi Mahavidyalaya, while non-registered, is a dynamic and functional group dedicated to fostering strong connections among alumni, staff, and current students. Our alumni, excelling in various positions around the globe, play a significant role in diverse fields, particularly in education. They enhance the college library through generous book donations, providing valuable resources that support the academic development of current students.

Key Contributions

- **Alumni Interaction:** Alumni actively engage with aspiring B.Ed graduates by sharing insights and experiences during guest lectures, panel discussions, and workshops. They offer guidance on essential skills and the latest advancements in teaching.
- **Placement and Career Guidance:** Alumni working in various organizations keep faculty and the placement officer informed about job opportunities. They mentor students in interview preparation and career development, sharing personal experiences to motivate and inspire.
- **Job Opportunities:** Alumni facilitate numerous job opportunities across multiple sectors, helping students establish valuable connections in the job market.
- **Awareness and Inspiration:** Some alumni have launched successful startups and pursued teaching careers. They share their journeys, including the skills and knowledge acquired and the challenges faced, to inspire current students.
- **Alumni Meets:** Gatherings provide a platform for alumni to reconnect with old friends and network with new students, fostering discussions about current trends in the education sector.
- **Promoting Institute Events:** Alumni actively participate in planning and organizing college events, competitions, and activities, contributing their expertise and experience.
- **Social Responsibility:** The Alumni Association collaborates with the college on various social initiatives, including donations of books and stationery to benefit the community.

Communication and Engagement

Alumni maintain their connection with the college through social networks such as Facebook and WhatsApp groups, providing valuable feedback and suggestions that lead to improvements in teaching practices and student support. They frequently conduct guest lectures, facilitating productive interactions that benefit current students and play a crucial role in strengthening the placement cell by generating job references and opportunities for graduates.

In summary, the Alumni Association is essential in creating a vibrant and supportive community that enhances the educational experience at Mahabodhi Mahavidyalaya, fostering professional growth and positive societal contributions.

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**

7. Placement advice and support

Response: B. Any 4 or 5 of the above

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 1 | 1 |

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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.

Response:

The Alumni Association serves as a vital support system for the institution, significantly contributing to academic matters, student support, and resource mobilization—both financial and non-financial. To enhance this impact, it is crucial that education in India remains free from political influences, ensuring that alumni trust that their contributions are used wisely and effectively for institutional growth.

Mechanisms of Support

1. Sharing Success Stories: Alumni actively share their success stories in various fields during interactions with current students. They highlight how their time at the college fostered their all-round development, emphasizing the importance of both academic achievements and co-curricular activities, including community service. These narratives inspire students, providing them with relatable role models and illustrating the tangible benefits of their education.

2. Encouraging Higher Studies: Alumni encourage students to pursue advanced degrees by providing academic and technical expertise. They offer valuable career advice and mentorship, guiding students on the necessary steps to achieve their academic and professional goals. This support helps students navigate their career paths more effectively, increasing their chances of success in a competitive environment.

Through these mechanisms, the Alumni Association not only motivates and nurtures talent but also strengthens the bond between alumni and current students, creating a collaborative and enriching environment within the institution.

Criterion 6 - 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

Response:

Value-Based Education at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya is committed to a value-based education system, guided by the core principles, values, and ethics established by our founder, Dr. Shrawan Kumar. The college operates under the auspices of the Mahabodhi Shaikshanik evm Samajik Seva Sansthan, Nalanda, Bihar, which tirelessly works for the holistic development of our students under the leadership of Dr. Arvind Kumar. We prioritize multidimensional positive thinking, environmental protection, health, and boosting the nation's economy.

The institution believes in the moral and spiritual laws of the soul, employing a scientific approach that acknowledges nature's self-sufficiency. This perspective informs our understanding of the world around us. In alignment with our commitment to social reform, Mahabodhi Mahavidyalaya promotes gender equality in education, recognizing women's education as vital for their social, moral, and spiritual upliftment. Our founder, who began teaching girls in his childhood, set a powerful example in a time when women's education was often dismissed.

Education is seen as the key to enlightenment and independence, particularly for women. Our institution aims to regenerate society through women's education, emphasizing the use of modern educational technology to enhance teaching skills and employment prospects. We motivate our students through group discussions, seminars, and personality development programs.

Vision and Mission

Our college has a clearly defined vision and mission, dedicated to providing quality, value-based education. To achieve this, we foster an open and interactive environment where all stakeholders are encouraged to participate in decision-making and policy formation. Effective two-way communication between staff and administration is a hallmark of our institution.

Leadership and Governance

The college governance reflects effective leadership that addresses the needs of students and society. Key initiatives include:

- Developing discipline-specific attributes.
- Fostering the overall personality of students to cultivate responsible citizens.

- Inculcating human values while respecting heritage and culture.

Our qualified faculty and competent administrative staff operate under the guidance of the Principal and the managing committee, ensuring effective leadership and management. The leadership structure facilitates appropriate planning and efficient review mechanisms to meet broad goals.

Continuous Improvement

The college adheres to the academic calendar of Patliputra University, Patna, ensuring compliance with academic and administrative processes while promoting continual improvement through regular monitoring. Our Internal Quality Assurance Cell, comprising senior faculty, management representatives, and alumni, plays a crucial role in this process.

The feedback committee gathers input from students, teachers, and other stakeholders, which informs our Self Study Report for future institutional actions. At the start of each academic session, the administrative and academic committees propose various initiatives aimed at enhancing curriculum delivery and improving social skills and environmental awareness among students.

Mahabodhi Mahavidyalaya stands firm in its legacy of value-based education, striving for excellence while nurturing the holistic development of its students.

6.1.2

Institution practices decentralization and participative management

Response:

Democratic and Participatory Governance at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya embraces a democratic and participatory mode of governance, ensuring that all stakeholders—management, faculty, staff, and students—actively engage in the institution's administration. The college operates in a structured manner that fosters participative management at all levels of decision-making. Every stakeholder, from the Chairman of the Management Committee to students, plays a vital role in the development and progress of the college.

The Principal and two faculty members are integral parts of the managing committee, which promotes effective measures to encourage staff involvement in enhancing the college's effectiveness and efficiency throughout the year. The college features a Student Representative body known as the "Student Council," which embodies the principles of student leadership. The Class Representative (CR) system allows one representative from each class to voice student interests, with regular meetings ensuring the system's efficiency in addressing student concerns.

Student Council Composition and Election Process

The Student Council comprises the following members:

- President
- Vice President
- Secretary
- Joint Secretary
- Class Representatives

A transparent election process is followed, starting with students filling out nomination forms for various positions. The election involves voting, with results counted transparently in the presence of senior teachers and students. Elected members are announced during a college assembly.

Decentralization and Participatory Management

The Mahabodhi Shaikshanik evm Samajik Seva Sansthan is committed to modern management concepts such as decentralization, teamwork, and participative decision-making. This commitment is reflected in the organizational climate fostered by the Principal and the Conveners of various committees, which encourages participatory democracy.

Faculty members play a crucial role in planning and executing college administrative processes. Responsibilities are delegated based on individual competence and commitment, which not only balances workloads but also offers development opportunities, thereby creating a positive and motivating environment. This approach cultivates team spirit and encourages innovative teaching and learning experiences.

Committee Structure and Decision-Making

Various committees, including the Administrative Committee, Academic Committee, Examination Committee, Anti-Ragging Committee, and College Campus Beautification Committee, exemplify the culture of participative management. These committees meet regularly to consider the opinions of all members and pass resolutions based on majority consent.

The governing body includes two staff representatives who contribute to overall policy and governance, along with an active teachers' union. The Institutional Quality Assurance Cell (IQAC) and the Campus Beautification Committee further illustrate the commitment to decentralization and participative management. While the Principal has the final authority in committee decisions, a senior assistant professor serves as the convener, leading discussions and initiatives.

Transparent Working Procedures

The college follows a transparent process for addressing demands and requisites. Initially, these requests are submitted to the office and reviewed by the Principal, who then assigns them to the appropriate committee. The convener notifies members of the meeting date and time to discuss the requests. After deliberation, members sign a comparative statement before placing orders. Once the order is fulfilled, a cheque is issued to the supplier. Committee meetings are held as needed, with minutes meticulously recorded to ensure accountability and transparency.

Mahabodhi Mahavidyalaya's commitment to democratic and participatory governance fosters a

collaborative environment where all stakeholders can contribute to the college's continuous improvement and success.

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Transparency at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya prioritizes financial transparency through a comprehensive approach to budgeting and record-keeping. The annual budget is meticulously prepared using ERP software, which organizes finances under various categories such as College Accounts and Examination Accounts. Key data regarding both teaching and non-teaching staff, academic progress, and other vital information is updated annually on the NCTE and AISHE portals—part of the Ministry of Human Resource Development, New Delhi. For further details, visit <http://aishe.nic.in/aishe/userlogin> .

The college employs a Management Information System (MIS) to maintain detailed student and administrative records, encompassing academic qualifications, in-service improvements, demographic details (including caste and religion), Aadhaar Card numbers, Voter ID numbers, PAN numbers, monthly salary details for both teaching and non-teaching staff, as well as comprehensive income and expenditure records. An Information Brochure outlining various committees and the names of responsible faculty members is readily accessible on the college website.

Auditing and Financial Reporting

Regular internal and external financial audits ensure accountability. The internal audit is conducted by the College Superintendent, while an external audit is carried out by a qualified Chartered Accountant. Financial transparency is further reinforced by displaying the Income-Expenditure Statement, Audited Balance Sheet, and the Auditor's report on the college website, ensuring open access for all stakeholders.

Transparency in Academic Functions

The institution upholds transparency in academic matters by publicly displaying the internal assessment scores for students across different programs and subjects on notice boards prior to submitting these results to Patliputra University, Patna. This practice fosters an environment of trust and openness regarding student evaluations.

Transparency in Administrative Functions

Administrative transparency is equally prioritized at Mahabodhi Mahavidyalaya. All recruitment processes adhere strictly to the regulations set forth by Patliputra University, the Director of Higher Education, and the Government of India. Job advertisements are published in leading national newspapers for every fresh recruitment. Applications received are carefully scrutinized based on

eligibility criteria, and written tests are conducted as necessary, often through external agencies to ensure impartiality.

Recruitments are conducted purely on a merit basis. Promotions for teaching staff under the Career Advancement Scheme (CAS) follow transparent procedures established by the Director of Higher Education and Patliputra University. Similarly, promotions for non-teaching staff comply with the rules and regulations set forth by the same governing bodies.

Mahabodhi Mahavidyalaya is committed to maintaining transparency across financial, academic, and administrative functions, reinforcing its dedication to accountability and integrity in all aspects of its operations.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategic Planning and Curriculum Implementation at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya has implemented various initiatives as part of its strategic planning, notably in curriculum implementation. The college has adopted a revised teacher education curriculum in accordance with NCTE guidelines. A key component of this is the intense practice teaching scheduled for the second year, alongside a structured internship.

Following an evaluation of student teachers' progress during the inaugural cohort of the two-year B.Ed. program, it became evident that organizational support—specifically in terms of time management and actionable tasks—was essential for enhancing the internship experience. To facilitate this, students receive a detailed schedule outlining the time and actions required, enabling them to follow a structured approach that alleviates perceived workload during their internship.

Advantages of the Structured Schedule

The implementation of this scheduling system has yielded several advantages for student teachers:

- **Proper Time-Action Sequencing:** Ensures that tasks are executed in a logical order.
- **Prioritization of Events:** Helps students focus on the most critical activities first.
- **Advance Organization:** Prepares students for complex functions with a clear action plan.
- **Resource Mobilization and Goal Setting:** Clarifies objectives, facilitating effective planning.
- **Stage-Wise Progress Analysis:** Enables self-assessment and achievement tracking.
- **Emotional Stabilization:** A structured plan reduces stress and uncertainty.
- **Strategic Time Management:** Enhances efficiency in task completion.
- **Improved Coordination:** Reduces friction between the college and practicing schools.

The strategic plan emphasizes accountability through regular reviews, evaluations, reporting, and re-planning, which are structured into both long-term and short-term plans.

Digitization and Online Processes

In response to the rapid advancements in information technology, Mahabodhi Mahavidyalaya has developed a comprehensive strategy to digitize the entire student experience, from admission to academic progression.

The initial step involved collecting student data through a specific Performa, which was subsequently digitized. With the upgrade of the college website, efforts were made to assist students who may not be comfortable with technology, supported by our ICT technician.

Once admitted, students are kept informed of essential notices, including mid-session tests and lecture requirements. Practical examination marks and internal assessment scores are submitted online to the university, ensuring a streamlined reporting process. Additionally, digital records of students' progression to higher education and their eventual placements in jobs or professions are meticulously maintained.

Effective Deployment of Strategic Plans

The institutional strategic plan is designed to ensure the achievement of extensive goals outlined in the Perspective Plans, emphasizing quality higher education, research, and the development of skill-oriented human resources. The plan is carefully structured to guide the college toward systematic growth and success.

One of the primary objectives of the Perspective Plan is to enhance academic and support facilities for students. This roadmap not only aims to facilitate student achievement but also serves as a framework for the overall growth and development of the college. Through continuous improvement and adaptation, Mahabodhi Mahavidyalaya remains committed to fostering an environment conducive to both academic excellence and personal development.

| File Description | Document |
|---|-------------------------------|
| Link to the page leading to Strategic Plan and deployment documents | View Document |

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.

Response:

Governance and Administrative Structure at Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya operates under well-defined policies that guide its academic and administrative programs. The college's governing body is responsible for approving and ratifying various policy decisions, including budgets for administrative, academic, and research activities. It also formulates regulations for co-curricular and extra-curricular programs.

Leadership and Committees

The Principal holds the authority to establish committees and cells tailored to the institution's needs. Key committees include those focused on academics, culture, examinations, finance, development, and research. These committees regularly meet with the Principal to formulate policies and ensure effective communication among staff. The Internal Quality Assurance Cell (IQAC) monitors all meetings and decisions, assisting the Principal in fostering an environment of academic excellence.

Organizational Structure

Mahabodhi Mahavidyalaya is managed by the Mahabodhi Shaikshanik evm Samajik Seva Sansthan, which oversees the college's governance. The governing body evaluates academic progress, administrative processes, and co-curricular activities, and different committees are formed to ensure quality administration. The Academic Committee focuses on reviewing the academic and administrative functions of the college, while the Finance Committee approves infrastructure development proposals, scholarships, and prizes based on recommendations from the Academic Committee.

Operational Policies

The service manual drafted by the Governing Council outlines all rules and regulations pertaining to college operations. The Principal is responsible for the overall functioning and growth of the institution, including its academic, co-curricular, extra-curricular, and extension programs. The IQAC plays a pivotal role in developing a quality system aimed at enhancing academic and administrative performance.

A comprehensive college calendar is prepared that includes academic and non-academic events, holidays, examination dates, and various college activities such as morning assemblies and competitions. Staff members are designated as coordinators or members of various committees, with students actively participating as well.

Service Rules and Compliance

As an affiliate of Patliputra University, the college adheres to the university's rules and academic calendar while conducting its programs. All staff members are oriented about the Administrative and Service Manual available within the institution. Faculty members receive training on their roles and responsibilities, including details on service conditions, increments, leave policies, codes of conduct, and incentives for participating in Faculty Development Programs or achieving academic excellence.

Recruitment Process

The criteria for hiring both teaching and non-teaching staff are strictly aligned with the norms established by NCTE, UGC, and the affiliating university. Advertisements for positions are published in both national and local newspapers, inviting eligible candidates to interview. The selection process is conducted by a committee that includes nominees from the Vice Chancellor of Patliputra University, ensuring transparency and adherence to established qualifications and experience requirements.

| File Description | Document |
|---|-------------------------------|
| Link to Organogram of the Institution website | View Document |

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Minutes of Meetings: Internal Quality Assurance Cell (IQAC) and Committees

The Internal Quality Assurance Cell (IQAC) was established to enhance quality assurance, assessment, and accreditation at our college. From its inception, the IQAC has actively promoted a culture of quality across all college activities, aligning its efforts with the institution's vision and mission.

Goals of the IQAC

Since its formation in 2016, the IQAC has focused on several key objectives:

- 1. Communication of Quality Parameters:** Disseminating information regarding various quality

benchmarks for academic and administrative activities.

2. Documentation of Quality Improvement: Keeping thorough records of initiatives aimed at enhancing quality.

3. Feedback Mechanism: Collecting, analyzing, and acting upon feedback from students, parents, and alumni concerning quality-related institutional processes.

Highlighted Activities of the IQAC

The following activities illustrate the IQAC's contributions to the college:

- **Feedback Collection:** Regular feedback from students, alumni, principals, and teacher educators.
- **Enhancing Teaching-Learning:** Improvement in teaching, learning, and evaluation processes.
- **Curriculum Delivery:** Effective delivery of the curriculum with increased usage of ICT tools.
- **Seminars and Workshops:** Organization of seminars, workshops, conferences, and endowment lecture series.
- **Alumni Recognition:** Recognizing and honoring distinguished alumni.
- **Staff Training:** Conducting training programs for faculty development.
- **Academic Audit:** Implementation of systematic academic audits.
- **Sustainability Initiatives:** Efforts to maintain a clean and green campus.

Administrative Functions

The Head of the Institution oversees the administrative functions through a structured series of committees and cells. Prior to the academic year, the Head organizes meetings to form various committees based on faculty expertise, interests, and communication styles. A detailed plan of action is developed following thorough discussions.

Monthly staff meetings are held to evaluate ongoing activities and devise new strategies. Decisions made in these meetings are communicated to the staff, and responsibilities are clearly defined and shared through official communications.

Committees and Cells

A comprehensive list of various functioning committees and cells is attached for reference. Key committees include:

- **Anti-Ragging Committee**
- **Grievance Redressal Committee**
- **Sexual Harassment Prevention Committee**

In addition, other committees handle liaison work with apex bodies such as UGC, NCTE, NAAC, and AISHE. Daily administration, along with both scholastic and co-scholastic programs, is managed through dedicated cells, ensuring the smooth functioning of all academic activities.

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution places a high priority on the welfare of its faculty members, implementing significant initiatives across various dimensions:

- **Academic Support:** Opportunities for professional development, including encouragement for staff to engage in seminars, workshops, and conferences.
- **Professional Growth:** The management actively promotes a professional environment, motivating staff to serve as resource persons in other institutions.
- **Social Engagement:** Regular social events, such as yearly get-togethers and cultural programs, foster camaraderie among staff members.
- **Economic Assistance:** The institution provides a wheat loan scheme for non-teaching staff, along with merit awards recognizing exceptional achievements.
- **Health and Well-being:** Employees benefit from medical and health insurance as per the regulations of the Government of Bihar. Additionally, canteen facilities are available for both students and staff.

The management understands that a satisfied employee is crucial to creating a productive college environment. Therefore, several incentives are offered beyond the standard salary package. These include:

- **Timely Salary Payments:** Ensuring consistent and prompt salary disbursements for both teaching and non-teaching staff.
- **Leave Policies:** Provision of maternity leave, medical leave, and loans against provident fund (PF) as well as gratuity benefits for non-teaching and teaching staff, in accordance with Patliputra University guidelines.
- **Duty Leave:** Staff are granted duty leave to attend relevant meetings, seminars, workshops, and conferences aimed at professional development.

Through these comprehensive initiatives, the institution fosters a supportive and enriching atmosphere for all faculty members.

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 17.5

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences /

workshops and towards membership fees of professional bodies during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 0 | 3 | 2 |

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6.3.3

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

Response: 3

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

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6.3.4

Percentage 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

Response: 2.5

6.3.4.1 Total 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 during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

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6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The Institute implements a systematic Performance Appraisal System for both teaching and non-teaching staff. This system evaluates non-teaching staff based on their performance in technical work, administrative duties, co-curricular activities, professional development, academic contributions, general conduct, and interpersonal qualities.

Self-Appraisal Procedure:

Each faculty member completes a structured "Self-Appraisal Form," detailing their performance and participation in activities assigned by the department and the Institute. Following this, the Principal provides feedback on the faculty member's performance.

Evaluation and Recognition:

The management conducts merit-based evaluations, recognizing deserving faculty members for their academic achievements, research proposals, consultancy work, patents, and publications during the annual Teacher's Day celebration. Additional awards are given to faculty and staff who exceed expectations, sometimes including extra increments in salary.

Salary Revisions:

Periodic salary revisions for faculty and non-teaching staff are linked to performance indicators, such as:

- Results achieved
- Project guidance
- Peer-reviewed publications
- Funded research
- Patents developed
- Recognition by professional bodies
- Contributions to institutional goals

This merit rating methodology effectively identifies and rewards high-performing employees, motivating them positively.

Appraisal Parameters:

Staff evaluations are conducted based on the following criteria:

- Job Description Fulfillment
- Achievements
- Competency for Future Growth
- Learning Ability
- Contributions to Institutional Growth and Welfare Activities
- Quality of Work and Productivity
- Teamwork and Supervisory Skills

A robust performance management system aims to enhance overall organizational performance, aligning individual and team efforts with the institution's mission and vision.

Student Feedback:

At the end of each academic year, feedback forms are distributed to students for each course attended. These questionnaires collect insights about teaching effectiveness and various aspects of the learning process. A review team, comprised of the Head of the Department and senior professors, analyzes the feedback and proposes measures to enhance the teaching-learning experience.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The annual financial audit of the college is conducted by a qualified Chartered Accountant, whose appointment is approved by the Mahabodhi Mahavidyalaya's governing body. This auditor conducts regular visits to the college to examine all financial records and statements, ensuring a thorough review of the balance sheet along with receipts and payments for the respective year. Any queries or objections raised by the auditors are promptly addressed.

The Accounts Department maintains comprehensive records of all expenses, which are regularly audited by the internal auditor. This internal audit is conducted by an independent Chartered Accountant appointed by the management. The internal audit unit verifies supporting documents, including vouchers, bill payments, and management approvals.

Financial Management System

The college prides itself on a robust and transparent financial management system, with established rules and processes for sanctioning expenditures and submitting expense summaries for all college activities. All expenditure requests must receive prior approval from the Principal before being submitted to the Accounts Department for fund release. Wherever feasible, emphasis is placed on e-payments to enhance efficiency. After an event, documentary evidence such as invoices, vouchers, or receipts is compiled into an expense statement for review.

Finance and Accounts Section

Mahabodhi Mahavidyalaya has a dedicated Finance and Accounts Section responsible for budgeting, financial planning, and accounting for all receipts and expenditures. This section ensures that accounts are audited both internally and externally and that necessary tax returns are filed in a timely manner.

Internal and External Audit Mechanism

The institution has a robust mechanism for conducting both internal and external audits, as outlined below:

Internal Audit:

- **Study of Regulations:** Review of society regulations and applicable provisions.
- **Examination of Financial Statements:** Analysis of previous financial statements to ensure accuracy.
- **Internal Control System Evaluation:** Assessment of the internal control mechanisms in place.
- **Verification of Student Fees:** Review of fee registers, including authorization of fee concessions.
- **Statutory Payment Checks:** Examination of payments to bodies such as EPF, TDS, and Income Tax.
- **Bank Passbook Review:** Regular checks of bank statements to ensure proper accounting.
- **Grants and Payments Verification:** Scrutiny of all grants, sponsorships, deposits, and payments.
- **Crosschecking Procedures:** Ensuring compliance and control over all transactions through interdepartmental stock checks.

Internal audits are conducted annually, focusing on budget utilization and the ratification of new items not included in the original budget. Any observations or objections reported by external auditors are investigated by the Institute's oversight committee, which includes the Accounting Department, the Internal Auditor, the relevant Department Head, and any other nominated member.

The audit team also reviews stock reports, conducts library audits, and analyzes the entire Institute's income and expenditures, ensuring thorough oversight and transparency in financial operations.

6.4.2

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Optimal Utilization of Resources

Institutional Budget:

Each year, the annual budget is meticulously prepared in advance to align with the needs and requirements of the college. This budget encompasses allocations for various areas, including academic departments, research activities, the computer lab, psychology lab, library, and sports facilities. The Principal oversees the implementation of planned activities based on this budget.

Purchase Committee:

The Purchase Committee evaluates the requirements from all departments, solicits quotations, prepares comparative statements, and negotiates with suppliers before placing purchase orders. This procedure is closely monitored to ensure efficiency and accountability.

Accounts and Audit

All funds mobilized by the institution are accurately recorded in the accounting books. An audited utilization statement is submitted to funding agencies for specific grants. Each year, both external and internal financial audits are conducted by appointing a statutory auditor during the annual general meeting.

Strategies for Fund Mobilization

The primary source of institutional funds is student academic fees. These fees are allocated to various essential areas, including:

- **Staff Salaries:** A significant portion is dedicated to monthly salaries for faculty and staff.
- **Facilities:** Funding for Wi-Fi, electricity, water, and telecommunication services.
- **Academic Activities:** Expenses related to seminars and workshops for faculty and students, field trips, and practical examinations.

- **Alumni Engagement:** Organizing annual alumni meets.
- **Incentives:** Rewards for faculty publishing papers, outstanding performance, and participation in workshops and seminars.
- **Scholarships:** Financial support for meritorious students.
- **Events and Competitions:** Funding for cultural festivals and inter-house competitions.
- **Transportation:** Provision of free transport for faculty, staff, and students.
- **Infrastructure Maintenance:** Renovations and development projects, including the construction of new rooms and labs.
- **Physical Resources:** Purchase of computers, books, projectors, and furniture.
- **Staff Welfare:** Implementation of various welfare policies, including free transportation.

Strategies for Optimal Utilization of Resources

The institution employs a comprehensive resource mobilization policy that includes:

Mobilization of Physical Resources:

The campus is utilized creatively and efficiently. For instance, a strip of land behind one of the buildings has been transformed into a covered table tennis court. The building plan has been revised to ensure the campus is fully renovated, providing optimal infrastructural facilities for both students and faculty. The computer laboratory accommodates multiple student groups, seminar halls double as lecture theaters, and the library serves as a comprehensive knowledge resource center.

Mobilization of Intellectual Resources:

The institution prioritizes human resource development by designing and implementing academic and co-curricular activities. It encourages staff members to pursue their personal and professional growth while aligning with their career development goals and discipline-specific aspirations. The institution fosters an environment that values intellectual integrity, social conscience, and cultural engagement, ensuring holistic progress for all stakeholders.

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

Response:

Role of IQAC in Quality Assurance

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in enhancing the quality of education at the college. It initiates, plans, and supervises various activities aimed at improving educational standards. At the beginning of each academic session, a comprehensive plan is developed in collaboration with the Principal and IQAC members to outline quality initiatives for the year. Responsibilities are delegated to

staff members for effective execution, and regular meetings are held to assess progress.

Key Responsibilities:

1. Encouraging Research and Initiatives:

- IQAC actively promotes research initiatives, teaching innovations, financial management, student support, and community linkages through Memoranda of Understanding (MOUs).

2. Documentation and Reporting:

- The IQAC maintains meticulous records of meeting minutes and presents them to the Principal and management for transparency.

3. Modern Teaching Methods:

- It advocates for the adoption of modern teaching methodologies and the introduction of value-added courses.

4. Organizing Seminars and Workshops:

- The IQAC organizes various seminars, workshops, and training programs throughout the academic year to foster continuous professional development.

5. Feedback Mechanism:

- Regular feedback is solicited from stakeholders, including students and staff, through suggestion boxes and structured forms. This feedback is analyzed and utilized for qualitative improvements.

6. Academic Calendar Preparation:

- The IQAC prepares the academic calendar, detailing class commencement, events, activities, and examination schedules.

7. Enhancing ICT-Enabled Learning:

- To keep pace with contemporary educational demands, IQAC has facilitated the establishment of ICT-enabled classrooms, fully equipped computer labs, and access to e-resources such as e-journals, e-books, and a robust internet connection.

8. Implementation of ERP Systems:

- An ERP system has been implemented to provide audio-visual lectures and streamline administrative processes.

9. Best Practices in Administration:

- The IQAC contributes to the development of best practices for resource utilization and improved

services for students and staff.

10. Research Culture Promotion:

- It fosters a culture of research by providing incentives for faculty publishing in recognized journals, thus enhancing the institution's academic reputation.

11. Institutional Self-Assessment:

- The IQAC develops and implements self-assessment tools to gauge institutional performance and identify areas for improvement.

12. Sustainability Initiatives:

- The IQAC has spearheaded initiatives for sustainable practices, including the enhancement of energy sources and water harvesting systems.

13. Audit and Analysis:

- It plays a crucial role in academic and administrative audits, analyzing results to identify and rectify weaknesses.

14. Periodic Meetings and Reporting:

- The IQAC conducts periodic meetings to review performance and conform to established quality standards, incorporating stakeholder feedback into actionable reports.

15. Alignment with National Policies:

- New programs are developed in accordance with national missions and government policies, ensuring the institution remains relevant and progressive.

Through these initiatives, the IQAC has significantly contributed to institutionalizing a culture of quality within the college, ensuring ongoing improvement in educational outcomes and overall institutional performance.

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Continuous Improvement of Teaching-Learning Process by IQAC

The Internal Quality Assurance Cell (IQAC) at Mahabodhi Mahavidyalaya is committed to continuously

enhancing the quality of the teaching-learning process. Key initiatives and structured approaches ensure that academic standards are maintained and improved.

1. Academic Calendar:

- An Academic Calendar is prepared well in advance, circulated, and prominently displayed throughout the institute. It includes important dates for admissions, orientation programs, vacations, examination schedules, and result declarations.

2. Orientation Program:

- All newly admitted students are required to attend an Orientation Program, which introduces them to the institution's educational philosophy, teaching-learning processes, continuous evaluation systems, core courses, co-curricular activities, discipline, and campus culture. A guided campus tour is also provided to familiarize students with facilities.

3. Student Resources:

- Each student receives a comprehensive Student Diary that outlines the syllabus, timetable, and program structure prior to the commencement of the semester. A dedicated communication group is created to share important announcements and notices regularly.

4. Feedback Mechanisms:

- The Principal holds periodic meetings to gather feedback on the teaching-learning process, which is then analyzed and shared with the Secretary, Principal, and individual faculty members. Students are encouraged to approach the Secretary directly with their feedback and suggestions.

5. Quality Reviews and Improvements:

- The IQAC regularly reviews teaching methodologies and structures, implementing improvements based on gathered feedback. This includes conducting seminars and workshops for both faculty and students, and organizing internal assessments to evaluate student performance.

6. Support for Students:

- Remedial and doubt-clearing classes are regularly scheduled to support underachievers, while enrichment programs facilitate meritorious students in achieving academic excellence.

7. Research Encouragement:

- A dedicated research cell promotes research activities, with appointments of senior faculty and resource persons to enhance academic guidance.

8. Digital Resources:

- The library has been automated and digitized, providing students with access to Wi-Fi and smart classrooms equipped with modern ICT tools to enrich the learning experience.

9. Suggestion and Complaint Mechanisms:

- Suggestion and complaint boxes are available for ongoing student feedback, and suggestions are considered in policy-making to ensure responsiveness to student needs.

10. Value-Added Courses:

- The college conducts Value-Added Courses regularly, aligning academic offerings with industry demands and student interests.

11. Professional Development:

- Seminars and webinars, particularly on recent educational policies such as NEP 2020, keep faculty updated on emerging trends in education.

Through these structured initiatives, the IQAC effectively supports the continuous improvement of the teaching-learning process, ensuring that Mahabodhi Mahavidyalaya remains a progressive educational institution dedicated to student success and academic excellence.

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 6 | 0 | 6 | 2 |

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6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

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| Data as per Data Template | View Document |
| Link to the minutes of the meeting of IQAC | View Document |

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

With a strong human resource base and robust infrastructure, the management effectively implements governance and leadership strategies that align with the institution's vision, mission, purpose, and values. Transparency is prioritized in all operational aspects through broad-based consultations and active involvement of stakeholders in the decision-making process.

Faculty members are committed to fostering collaboration, knowledge sharing, and innovative practices that enhance performance. Regular staff development programs focus on student-centered activities, ensuring that every committee operates with diligence to facilitate the smooth functioning of the college.

Leadership qualities among both students and faculty are nurtured through various orientation and skill development initiatives. The management communicates ideas and information effectively to staff, ensuring a cohesive implementation of strategies.

Financial and resource management is handled with care, and faculty members are motivated through recognition and periodic salary enhancements. Curricular development programs are organized to enhance the innovative skills and knowledge of both staff and students.

Overall, the college is dedicated to achieving its mission and vision, positioning itself to compete at both national and international levels.

Criterion 7 - 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

Response:

The institution is committed to energy conservation by actively reducing energy consumption and promoting the use of efficient energy services. This practice includes implementing various strategies to minimize energy use, such as adopting Light Emitting Diode (LED) bulbs, which significantly lower power consumption.

To enhance energy conservation efforts, the college employs several methods:

- 1. Tree Planting:** Planting trees on campus improves air quality and reduces reliance on air conditioning by providing natural cooling.
- 2. Building Design:** The institution incorporates proper ventilation in its architecture, reducing the need for artificial lighting.
- 3. Energy-Efficient Lighting:** LED bulbs and fluorescent lighting are utilized throughout the campus to decrease overall energy use.
- 4. Education and Awareness:** Students are educated about energy-saving practices, encouraging them to participate in making the campus more environmentally friendly. This includes simple actions like switching off lights and fans when leaving classrooms and unplugging projectors, computers, and smartboards after use.
- 5. Commitment to Alternatives:** Mahabodhi Mahavidyalaya emphasizes the importance of alternative energy sources and the responsible use of energy.

To streamline energy conservation and leverage alternative energy sources, the following measures have been implemented:

- **Mandatory Replacement:** Damaged lighting is replaced exclusively with LED fixtures.
- **Awareness Campaigns:** Teaching and non-teaching staff, as well as students, are reminded to switch off lights when exiting rooms. The well-ventilated design of classrooms reduces the need for artificial lighting.
- **Energy-Efficient Appliances:** The college employs 5-star AC units to minimize energy consumption and uses LED monitors in ICT labs.
- **Routine Checks:** Peons are tasked with regularly checking switches to ensure energy conservation.
- **Digital Platforms:** Teachers utilize Google Classroom for assignments and evaluations, reducing paper usage and energy associated with traditional methods.

- **Engagement Activities:** The institution organizes poster-making competitions and rallies to raise awareness about energy conservation among students and the wider community.

Through these initiatives, Mahabodhi Mahavidyalaya strives to foster a culture of sustainability and responsible energy use on campus.

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7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The Institute implements various techniques for managing both degradable and non-degradable waste, prioritizing the principles of reduce, reuse, and recycle. A key focus is on effective waste segregation, facilitated by designated dustbins for different types of waste, including solid and biomedical waste. Dedicated committees oversee waste minimization efforts, ensuring that daily waste collection is efficiently conducted and disposed of in a manner that allows for conversion into manure.

Workshops have been organized to educate the community on effective waste management techniques, with training programs conducted periodically to emphasize proper disposal methodologies. The Institute actively encourages the reduction of plastic usage and advocates for the adoption of utensils made from paper and recycled materials.

For solid waste management, various bins are placed in different departments to ensure segregation at the source. This practice minimizes labor and costs associated with recycling. Ideally, waste is treated on-site, while biomedical waste is classified into hazardous and non-hazardous categories. The primary health center on campus facilitates the careful segregation and storage of waste, ensuring that items such as plastic disposables and liquid waste are appropriately handled before being transported for disposal.

To ensure personal safety, staff are advised to use masks while handling waste. The Institute has also organized initiatives under the Swachhha Bharat Abhiyan, focusing on the importance of recycling solid and biomedical waste.

Action Plans for Waste Management:

- **Mandatory Reporting:** All employees must report any changes in hazardous waste generation and outline measures taken to minimize waste production.
- **Waste Avoidance and Minimization:** Emphasizing waste reduction at the source is a primary goal. Strategies include prohibiting the burning of leaves, vegetable waste, and other materials on campus to maintain carbon neutrality.
- **Composting Initiatives:** Waste management strategies include the use of different colored bins (red for general waste, green for paper, and blue for plastic) and provisions for vermicomposting.

- **E-Waste Management:** A system for exchanging e-waste items promotes responsible disposal and recycling.
- **Rainwater Harvesting:** The Institute has installed a rainwater harvesting system that channels water from the roof to the garden. Additionally, wastewater from air conditioning units is repurposed for plant irrigation.
- **Water Conservation Measures:** A drip irrigation system is employed in the lawns, and push taps are installed throughout the institution to conserve water. Signage promoting water conservation raises awareness among staff and students.
- **Digital Learning Initiatives:** To minimize paper waste, Google Classroom is utilized for assignments and communications.
- **Regular Maintenance:** Periodic checks for leaks in generators are conducted to prevent water wastage.

Through these initiatives, Mahabodhi Mahavidyalaya strives for sustainable waste management practices that contribute to a healthier environment and foster a culture of responsibility among its community.

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7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

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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

Response: B. Any 3 of the above

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| Any additional link | View Document |

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The college prioritizes maintaining a clean, healthy, and pollution-free campus, with an emphasis on cultivating greenery through the growth of plants and trees. This commitment aims to protect students, faculty, and staff from the adverse effects of pollution while instilling the values of cleanliness within the family, society, and nation. Strategically placed dustbins help prevent littering, and our environmental policy focuses on several key initiatives:

Focus Areas:

- **Clean Campus Initiatives**
- **Clean Air Initiatives**
- **Smoking-Free Campus**
- **Waste Management Processes (Solid, Liquid, E-Waste)**
- **Awareness Initiatives**
- **Environment-Centric Student Societies and Activities**
- **Plastic-Free Campus**

Actions for a Pollution-Free Environment:

- **Regular Cleaning:** The college is cleaned three to four times daily to ensure hygiene and cleanliness.
- **Awareness Campaigns:** Banners promoting cleanliness are displayed throughout the campus.
- **Green Spaces:** Our campus features lush lawns and diverse flora, maintained by a dedicated team of gardeners and the Beautification Committee. New constructions avoid harming existing trees, and we regularly purchase plants from nurseries to enhance our green cover.
- **Plantation Drives:** Students are encouraged to participate in plantation drives, adopting and nurturing saplings.
- **Botanical Garden:** Our botanical garden includes numerous medicinal and air-purifying plants.
- **Vehicle Restrictions:** To minimize air pollution, vehicle access is restricted in the main building area, promoting pedestrian movement and public transport use. Students receive documents to facilitate transport concessions upon admission.
- **Plastic-Free Initiatives:** The use of plastic bags and disposable plastic utensils is banned in the canteen, and smoking is strictly prohibited on campus, as outlined in the college code of conduct.
- **Natural Lighting:** We maximize the use of natural light in classrooms and offices through ample

windows, and we are gradually replacing traditional lighting with energy-efficient LEDs.

- **Digital Practices:** Embracing the digital era, we aim to reduce paper use by transitioning to online communication and procedures. Important information is disseminated via the college's WhatsApp group and email, minimizing reliance on paper notices. Staff members are encouraged to print double-sided and reduce printouts.
- **Environmental Awareness:** The Beautification Committee actively organizes awareness programs and rallies on environmental sustainability. Signboards throughout the campus reinforce messages of environmental protection, helping to instill green practices in the student body.

Through these initiatives, the college fosters a culture of environmental responsibility, ensuring a sustainable and healthy campus for all.

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7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: A. All of the above

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7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.14

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.02 | 0.29 | 0.02 | 0.04 | 0.06 |

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7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Mahabodhi Mahavidyalaya: A Commitment to Holistic Education and Inclusivity

Mahabodhi Mahavidyalaya is dedicated to integrating a unique blend of intellectual vigor and ethical engagement in its teaching and learning processes. The institution embraces a holistic vision that acknowledges the past while confidently shaping the future. We are committed to nurturing educators who take pride in their heritage and are prepared to become responsible global citizens.

Nestled in a pollution-free village environment, surrounded by lush lawns and diverse flora, the college actively promotes sustainability and ecological awareness. A pollution check board from the Bihar Pollution Control Board underscores our commitment to maintaining a clean environment.

Community Engagement and Learning Opportunities

Our students engage with nearby villages through various activities, fostering cooperation, sharing, and a deeper understanding of local heritage and lifestyle, which is often overlooked in urban settings. During the pre-internship programs in both B.Ed. years, students gain invaluable insights into school culture, observe teaching practices, and learn from their peers.

The facilities at Mahabodhi Mahavidyalaya further enhance our students' experiences. The gymnasium promotes fitness, while the halls are utilized for various functions and events. Collaborations with local schools for teaching practice and competitions bolster our students' teaching skills. We also leverage our extensive network of alumni who are well-placed in nearby schools and colleges to support curricular and co-curricular growth.

Inclusive Environment for All Students

Mahabodhi Mahavidyalaya prioritizes inclusivity, offering a barrier-free environment for individuals with disabilities. Our facilities include:

- **Ramps** for easy access to classrooms and centers.
- **Disabled-friendly washrooms** to ensure comfort.
- **Signage** with tactile path lights and display boards for better navigation.
- **Assistive technology** such as an accessible website, screen-reading software, and mechanized equipment.
- **Human assistance** for inquiries, along with reader and scribe services, and soft copies of reading materials.

We are committed to ensuring that all individuals can move safely and freely around campus and access all facilities independently. Our environment supports active participation in everyday activities, with barrier-free buildings and transportation systems.

Scope and Facilities Available:

- Priority in admission for students with disabilities.
- Easy access to classrooms via lifts.
- Laboratories conveniently located on the ground floor.
- Ramps and rails throughout the campus.

At Mahabodhi Mahavidyalaya, we believe that an inclusive and nurturing educational environment is essential for the development of all students, empowering them to thrive academically and socially.

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7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution’s website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice – 1: Women Empowerment through Holistic Education

Objectives of the Practice:

- Create a safe and inclusive environment for girls.
- Foster awareness of real-world challenges and equip girls with strategies to overcome them.
- Enhance self-esteem and confidence among female students.
- Instill compassion for humanity and a love for nature.

Context:

Women have historically faced marginalization in the educational sector. Despite efforts to close the gender gap, significant barriers to girls' education persist. The introduction of co-education in most classes aims to cultivate a gender-neutral atmosphere.

Practice:

The college is dedicated to addressing the educational needs of girls in the region, providing a secure campus where they can pursue their studies independently. Various competitions are organized to empower girls and prepare them to face real-world challenges.

Evidence of Success:

The institution has achieved outstanding academic results across all classes, along with numerous awards in co-curricular activities, demonstrating the effectiveness of this practice.

Best Practice – 2: Teaching-Learning Methods Promoting Skill-Based Education and Entrepreneurship

Objectives of the Practice:

- Engage students individually in the learning process.
- View learners as active participants rather than passive recipients.
- Encourage cooperative learning and empower female students to build self-confidence.
- Facilitate knowledge extension into the community.
- Enable students to co-construct knowledge and take ownership of their ideas.

Context:

The institution advocates for socially relevant education that fosters a sense of social responsibility among students. Its vision emphasizes values of respect, commitment, and service, empowering students to contribute positively to society in the 21st century through extension services and entrepreneurial initiatives.

Practice:

Innovative teaching methods are employed to promote skill-based education, extension activities, and entrepreneurship, including:

- Experiments and demonstrations
- Simulation techniques
- PowerPoint presentations
- Utilization of movies, documentaries, and videos
- Mind maps to enhance understanding and retention

Additionally, the college engages students from all departments in rural extension programs and offers value-added computer courses to address current needs, fostering creativity and entrepreneurship.

Evidence of Success:

Creative, student-centered, and participatory teaching-learning methods are implemented at all levels of the curriculum. Students gain exposure to the latest developments in their fields, enhancing their soft skills, communication abilities, and leadership qualities.

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7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Distinctive Performance of Mahabodhi Mahavidyalaya

Mahabodhi Mahavidyalaya stands out for its commitment to holistic education, focusing not only on academic excellence but also on personality development through diverse teaching practices and co-curricular activities. The institution facilitates teaching practice and internships in various schools, promoting hands-on experience for future educators. Quality education is provided to all students, regardless of their background, alongside seminars addressing current societal issues.

A hallmark of our college is our community enrichment programs, including initiatives like women's

empowerment and blood donation camps, fostering social responsibility among students.

Future Plans for the Next Academic Year:

- Strengthen the Women’s Cell.
- Organize national-level seminars on education-related topics.
- Increase involvement in socio-cultural and economic initiatives.
- Enhance eco-friendly campus initiatives.
- Establish an additional ICT lab for advanced learning.
- Expand on-site training programs for student teachers.
- Develop research labs to support both students and faculty.
- Focus on interactive teaching methods to differentiate our students academically.

For more information, please visit our website: www.mahabodhimahavidyalaya.edu.in

Our college, founded in 2013 under the auspices of Mahabodhi Shaikshanik evm Samajik Seva Sansthan, aims to blend intellectual vigor with ethical engagement. With a passionate faculty and a commitment to ICT-enabled teaching, we prepare students to excel academically while also engaging in sports and community service. Our robust library and e-learning resources further enhance students' academic growth. With a track record of good results, including university positions, we celebrate our students' achievements through merit scholarships and other recognitions.

The institution nurtures a spirit of social responsibility through various outreach programs, motivating students to participate in initiatives like donation drives, awareness rallies, and cleanliness campaigns. Through these efforts, Mahabodhi Mahavidyalaya is dedicated to creating a positive impact on the community and instilling values of ethical living among students.

| File Description | Document |
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| Link for additional information | View Document |

5. CONCLUSION

Additional Information :

Faculty members at Mahabodhi Mahavidyalaya are actively encouraged to seek research funding from both national and international agencies, as well as local bodies and industries, to support their academic projects. Moral Education is a vital component of our curriculum, with the principal conducting classes twice a week to instill ethical values in students. The institution aims to produce value-driven, professional, and globally competent teachers, recognizing the pivotal role educators play in implementing the National Education Policy (NEP) 2020.

To prepare student teachers for the successful execution of NEP 2020, we provide training that combines conceptual understanding with practical, personal, and social skills essential for fostering transformative educational practices in India and beyond.

Additionally, Mahabodhi Mahavidyalaya is committed to expanding its offering of MOOCs (Massive Open Online Courses), which are being developed for platforms like Swayam and Swayam Prabha. Both students and faculty are undergoing rigorous training to create high-quality MOOCs.

Our institution utilizes an ERP system to enhance the teaching-learning process, offering students various options for accessing course materials, including lecture notes, downloadable PDFs, and videos through personal tracking IDs. The library is equipped with N-List software, allowing both students and faculty access to a wide range of online books and journals. In line with our digital initiatives, classrooms feature digital boards and LCD projectors to facilitate engaging and interactive learning experiences.

Concluding Remarks :

Mahabodhi Mahavidyalaya exemplifies a commitment to excellence in education, emphasizing a holistic approach that nurtures both academic and personal growth. The college operates under a robust framework, collaborating closely with the Internal Quality Assurance Cell (IQAC) to enhance curricular quality, promote innovative teaching methods, and ensure a supportive learning environment. By actively engaging in stakeholder feedback and implementing strategic improvements, the institution continuously evolves to meet the needs of its diverse student body.

The B.Ed program, aligned with Patliputra University standards, offers flexibility through elective courses, enabling students to tailor their educational journey. Value-added courses further enrich the curriculum, enhancing employability and personal development. The college's dedication to women empowerment, skill-based education, and community service illustrates its role in fostering social responsibility and ethical values among students.

Research and innovation are integral to the institution's mission, with faculty encouraged to pursue advanced studies and participate in national and international conferences. A well-resourced library and modern ICT facilities support this research agenda, promoting a culture of inquiry and lifelong learning.

The college's infrastructure, including a digital classroom, laboratories, and recreational areas, ensures a conducive environment for learning. Additionally, initiatives like placement cells and alumni engagement

enhance career readiness and community connection. Regular workshops and seminars further strengthen the academic fabric, while a strong emphasis on eco-friendly practices underscores the institution's commitment to sustainability.

Through continuous self-assessment and proactive governance, Mahabodhi Mahavidyalaya stands as a beacon of educational excellence, dedicated to shaping future leaders who are well-equipped to tackle societal challenges. The institution's vision for the future remains clear: to cultivate a generation of informed, compassionate, and empowered individuals who can contribute meaningfully to society.