



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		MAGADH COLLEGE OF EDUCATION, DUBHAL, GAYA BIHAR
• Name of the Head of the institution	Dr. M.S. Jamal	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	06312200083	
• Mobile No:	8544178732	
• Registered e-mail ID (Principal)	mcegaya@gmail.com	
• Alternate Email ID	principal.mcegaya@gmail.com	
• Address	MAGADH COLLEGE OF EDUCATION, PLOT NO.- 371, 362, DUBHAL, GAYA, BIHAR	
• City/Town	GAYA	
• State/UT	BIHAR	
• Pin Code	823001	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	MAGADH UNIVERSITY, BODHGAYA, BIHAR				
• Name of the IQAC Co-ordinator/Director	AMITABH KUMAR SHARMA				
• Phone No.	06312200083				
• Alternate phone No.(IQAC)	9308891881				
• Mobile (IQAC)	8544178732				
• IQAC e-mail address	iqac.mcegaya@gmail.com				
• Alternate e-mail address (IQAC)	mcegaya@gmail.com				
3.Website address	https://mcegaya.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://mcegaya.in/pdf/5%20AQAR_2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.mcegaya.in/pdf/17.12%20AcademicCalendar B.Ed. 2021-23 2nd Year.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.35	2016	25/05/2016	24/05/2021
6.Date of Establishment of IQAC			21/04/2013		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Teaching quality improvement.		
2. Research based work culture.		
3. Teaching and curriculum activities improvement.		
4. Organizing local Seminars.		
5. Conducting Social awareness programme.		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Remedial Teaching	The plan of action chalked out by the IQAC in the end of the year (April & May) towards quality Enhancement and the outcome achieved by the end of the year.
Comprehensive Teaching	After adopting CCE teaching method in online mode, the result of the students remain satisfactory.
Remedial Teaching Comprehensive Teaching Online Teaching through MOOC & Swayam Portal	About 25% of the students are turned over to the above average students in the class. After adopting CCE teaching method, the result of the students remain satisfactory. Improvement in Learning.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
MAGADH EDUCATIONAL TRUST	06/02/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	09/02/2024
15. Multidisciplinary / interdisciplinary	
<p>Multidisciplinary / interdisciplinary: This College is affiliated with Magadh University Bodhgaya, Bihar. The Magadh University Bodhgaya has framed the design of the course having Multidisciplinary and Interdisciplinary approach. Multidisciplinary / interdisciplinary The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated</p>	

pathway to enrich all these programmes. Presently Education (B.Ed. & M.Ed.) are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language across the Curriculum (Hindi, English and Sanskrit), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. NEP 2020 is implemented in this College and CBCS system is implement at university level.

16.Academic bank of credits (ABC):

Academic bank of credits (ABC): Magadh College of Education, Dubhal, Gaya, Bihar is affiliated with Magadh University Bodhgaya, Bihar so it looking forward to guidelines from the statutory body. Academic bank of credits (ABC) will be implimented by the Magadh University Bodhgaya from session 2025-28. Magadh University Bodhgaya has already designed the nomenclature as per NEP 2020. The Magadh University Bodhgaya is in process of getting accredited for the purpose. Institute has also initiated the process of getting all affiliated Institutions to be accredited.

17.Skill development:

Skill development: This College is affiliated with Magadh University Bodhgaya, Bihar and Magadh College of Education, Dubhal, Gaya has already established Guru Drona Skill Centre in 2019 and 6 courses offered through this Centre have been already enlisted. At the College level general structure of synthesizing skill courses are as under: a. Life Skills b. ICT Skills c. Communicating Abilities d. Teaching Skills e. Skills for Fine Arts f. Skills for Performing Arts

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

Appropriate integration of Indian Knowledge system: Appropriate integration of Indian Knowledge system, the prehistoric paragon of Indian Knowledge, Customs and Traditions has been transcended through courses like, Perspective in Education. Here, Philosophy of Vivekananda, Tagore and Gandhi Ji etc. has a place. As we have been inheriting the Indus Valley knowledge system which has been regarded as one of the ancient cultures all over the globe. It captures all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports. Our B.Ed. &

M.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in B.Ed. & M.Ed. programmes offered at the College. The NEP 2020 is an initiative speaking both the intent and the content. Due to value based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. Magadh College of Education has offered best of the content of learning through such concerns.

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

Focus on Outcome based education: Focus on Outcome based education the teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our university, Magdh University Bodhgaya has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted. Indian Knowledge System is internationally recognized scientific and effective system so following Outcome Based Education (OBE) are envisaged: UG Programme: B.Ed. and PG Programme: M.Ed. programmes have been specifically aiming at multi-core development of school teachers who can lead, manage and administer teaching learning processes at school level.

20.Distance education/online education:

Distance Education/Online Education: Distance Education/On line Education Corona situation has instructed us for Distance Education and Online Education. It is also a need of the hour. This College has made effective use of Online Mode during pandemic. E-Content button has introduced in College official website for easy access for students of Course Content in Video and PDF format.

Extended Profile

1.Student		
2.1		285
Number of students on roll during the year		
File Description	Documents	
Data Template	View File	
2.2		500
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		185
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		183
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5	Number of graduating students during the year	183
File Description	Documents	
Data Template	View File	
2.6		285
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	

2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1,54,91,084
4.2 Total number of computers on campus for academic purposes	36
3. Teacher	
5.1 Number of full-time teachers during the year:	19
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	34
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
2023-24	
1.1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
The Magadh University Bodhgaya structured the Syllabus and the College has adopted the Syllabus. As the College is affiliated with the Magadh University Bodhgaya, the College didn't play any role in the framing of the curriculum (Only three senior faculties is the member of syllabus framing Committee of the University). This	

College is committed to provide the distinctive learning environment and skills, for understanding of self and other, to learn solve personal and social problems and continually improving the overall performance. The College at local level distributed the Subject, Sub topic, Unit, Sub Unit according the area of the respective faculties at the college. While distributing courses and the teaching Units and teaching points study, experience, interest, skills etc. were kept into mind. As it is the period of Corona Pandemic Online mode of curriculum transaction was adopted with suitable techniques (E-Button implemented for online learning and availability of course content in 'Video' and 'pdf' format on the college website: <https://www.mcegaya.in>). Simulation, Stray Lessons and different teaching skills were taught through on line.

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

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://mcegaya.in/pdf/POs%20&%20COs%20(B.Ed.%20&%20M.Ed.%20Year%20Wise%20).pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****19**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://mcegaya.in/pdf/POs%20&%20COs%20(B.Ed.%20&%20M.Ed.%20Year%20Wise%20).pdf

1.2.2 - Number of value-added courses offered during the year**6****1.2.2.1 - Number of value-added courses offered during the year****6**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**285****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****285**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
144	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
144	

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each

- A fundamental or coherent understanding of the field of teacher education
- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization
- Capability to extrapolate from what one has learnt and apply acquired competencies
- Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A fundamental understanding of the field of teacher education through practical and theory components of the B.Ed. and M.Ed. programme. Practical for delivery of content is demonstrated and practiced through micro teaching, simulation, stray lessons, internship, Field-Work, Workshop, Project-Work and Dissertation. Emotional Intelligence, Critical Thinking, Communication skills, Collaboration with others are practiced through theory and field

practice. -The College B.Ed. and M.Ed. Curriculum (Magadh University Bodhgaya-Curriculum) focuses on very basic aspects of a life i.e. Psychology, Sociology, Pedagogy, Assessment, Self- Development and School teaching life. These are very basics in the field of a teacher. Without knowledge and experience of all such components it is not possible to mold a teacher needed at present hour.

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

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

2023-24

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to:

- Development of school system
- Functioning of various Boards of School Education
- Functional differences among them
- Assessment systems
- Norms and standards
- State-wise variations
- International and comparative perspective

Students are given opportunities to select schools like private, government, grant in aid, CBSE, ICSE, rural school, urban school etc. so that they understand diversities in school education. Students visit orphanage, old people house, hospital, special school etc. and write a reflective note. They watch movies like NIL BATTEY SANNATA, I AM KALAM, 12th FAIL, TRATE ZAMI PE and ANAND write review. They read stories articles etc. and write a review. They also speak about these. Fund generation develops by the trust (Magadh Educational Trust) for skill of negotiation. Organizing Yoga session by 'The Art of Living Foundation' on the topic "Understanding the self and explore yourself" for concentration and effective learning and memorization of curriculum to contribute their learning to the society.

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

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

2023-24

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

With the help of thorough study of four semesters, a Finishing School Programme and all activities at the College develop a thorough professional understanding. Finishing School: Finishing School aims at empowering students with various Skill sets in addition to Knowledge that makes them Industry ready. Finishing School Trainers enable students to refine their Life skills,

Employability skills, Language Lab, Computer Lab, Functional and Spoken English Skills so as to shape a position in the competitive and dynamic world. Innovation Club: Innovation Club is generating environment for creativity to flourish and an end-to-end support system in this College to allow ample support to ideas for better execution Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others etc. Students visit orphanage, old people house, hospital, AKANSHA, Domuhan, Bodhgaya (Special school) etc. and write a reflective note. They watch movies like NIL BATTEY SANNATA, I AM KALAM, 12th FAIL, TRATE ZAMI PE and ANAND write review. They read stories articles etc. and write a review. They also speak about these. Fund generation develops the skill of negotiation.

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

1.4 - Feedback System

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

Three of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

285

2.1.1.1 - Number of students enrolled during the year

285

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

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

194

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

285

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

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

24

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

24

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

2023-24

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic

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

Honoring Student Diversity Under the guidance, guidelines of the University (Magadh University Bodhgaya, Bihar) the College tries to conduct internal, external examination with the components like EPC, Practical work, Term Paper, Field Work Project, Assignments, TLM, Term Papers, Practices Teaching, Action Research, Viva, etc. The qualitative quantitative components of CCE are taken care of. Student's attendance, micro lessons, simulation lessons were also taken. Information about periods, tests any educational work related to attendance was placed in the student's WhatsApp group. Online guidance was provided on the difficulties and some difficulties also encountered in the presentation of micro lessons and simulation lessons. Online guidance was also given on the low marks obtained by the students in the tests. Students who were clever guided to participate in the competition. Students were instructed to watch videos on the College website through E-Content button and download pdf using the internet for other educational materials.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File

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

Two/One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1 : 40

2.2.4.1 - Number of mentors in the Institution

7

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

2.3 - Teaching- Learning Process

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

2023-24

2.3.1 - Multiple mode approach to teaching-learning.....

At this College different modalities for the purpose of instructional transaction are used. The College teaching-training opens with the help of Microteaching for B.Ed. students and one month Internship for M.Ed. Students. Each student is taken care and the College see that re-teaching, during practice teaching and post practice teaching roles are played by the students- trainee in a better way. Traditional as well as new methods and approaches are helping the teachers to impart the knowledge in a better way. Language teaching is conducted with the help of Task based lesson plan, Task based teaching, Reading and writing, look and say, substitution table techniques, Communicative Approach, Collaborative Language, Structural Approach, Multi Task Approach etc. Economics and Social Science are taught with the help of traditional as well as newly developed methods/approaches like Team Teaching, Group Discussion, Symposium method, Supervised teaching, Project Method, Role Play etc. Inductive Deductive method, Synthetic Analytic method, Comparative method, Project methods, Problem Solving, Experiment method, Symposium method etc. are used in the subjects like Science, Mathematics and Accountancy. Lectures method, Questioning, illustrating with examples, Using TLM etc. are the method/techniques help all the teachers in all the subjects. Observation plan and lesson plan are used for practice teaching of pupil teachers and monitored by center supervisor for better implementation of Lesson Plans and Outcome of practice teaching.

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

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://mcegaya.in/E_Portal.php?string=11
Any other relevant information	View File

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

198

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

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

Three of the above

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

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to

- working in teams
- dealing with student diversity
- conduct of self with colleagues and authorities
- balancing home and work stress
- keeping oneself abreast with recent developments in education and life

Simulation, Internship, Project work, Assignment Work, Book Review, Reflective Journal, Field work, School visit etc. for M.Ed. Students One month Teaching is mandatory in B.Ed. Colleges and Classes. Project work/workshop, Internship and Dissertation are mandatory for all. The Students are guided and assisted for all activities related to curriculum leading to Professional growth of the students. Innovation Club is an activity in which students are mentored to innovate. By and now experts, School principals, ex-students are invited to address the students and to talk about the demands of the industry. Whole year the College conducts different activities for the purpose of total development. Permission of school's also received by contacting the principals of nearby schools via mobile. Arrangements are then made for the professor to go to the school

with the group to observe the students lessons. The professors monitor the students by organizing various academic and co-curricular activities. Professors are also monitors the students who were receiving poor performance in the internal examination.

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

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

Four of the above

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

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

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

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Schools, Special Schools, etc. are visited to gain an understanding of the special needs of the society. These visits offer a practical knowledge and develop empathy among the students. Role plays to make students step out of

their comfort zone and to develop interpersonal skills through EPC-2, Art in Education. For self-realization and better understanding through EPC-4, 'Understanding the self' is introduced in the B.Ed. Syllabus and EPC-1- A. Communication and expository writing B. Personality Development, EPC-2- Internship in a Teacher Education Institution, EPC-4- Seminar/Group Activities, Laboratory work, Fieldwork/Workshop etc. and EPC-1, EPC-2, EPC-3 & EPC-4 in M.Ed. Syllabus. The College Annual Magazine 'ANKURAN' is brought out by students which develop creative writing. Daily 15 minutes light physical exercises are scheduled for healthy mind and body. Experiential, problem solving, participative learning methodologies is to create peer learning community to facilitate an environment of peer mentoring, collaborations, meaningful interaction through guided reflections. Students also contributed in blood donation camp. Students are provided experiences for teaching learning practices from micro, simulation lessons, and one month Internship for M.Ed. students.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

Two of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Four of the above
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Internship programme

A sixteen-week internship was organized in the school for the students of B.Ed. 2nd Year and four-week internship was organized in the school for the student's B.Ed. 1st Year and four-week internship for M.Ed. Students in Sem.-2 in Magadh College of Education, Dubhal, Gaya. The purpose behind organizing this internship was to give the trainees real experience of the school. The college was provided internship dairy to each trainee for a record of all activities performed during the internship and guidance of the entire internship program was provide by the center supervisor. The detailed understanding of all the tasks to be done during the internship was given by the professors. The Teachers oriented them about internship. The trainees also completed their internship as per the guidelines presented by Magadh College of Education, Dubhal, Gaya.

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

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

2.4.9.1 - Number of final year students during the academic year

149

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

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

Five/Six of the above

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

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

2023-24

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.....

Effective Monitoring Mechanism during Internship Programme Actual school settings provides cluster of experiences in actual classroom settings, teaching learning situations, daily routine in school settings etc. Learners are provided opportunities in schools from

various boards, medium and city and rural areas. As part of the Programme students engage in two internship programmes in various government schools. The students select schools from the given lists by D.E.O. office Gaya. The School Principal and the School Supervisor/Mentor/Sr. Teacher assist the students. All the activities of the students are monitored by the above persons. The Principal offer marks/grades according to the performance of the students. Students Attendance, Lesson Delivery, Lesson Observation, Curricular and Extra Curricular Activities, Record and Registers, Studying/Checking, Prayer Assembly, Note Checking etc. activities are observed and evaluated by the Principal/ Mentor/Sr. Teacher. The College and the Schools are communicated about the Internship well in advance. The Students are guided/oriented for the purpose of Internship.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and

Four of the above

commitment Extent of job readiness	
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
19	
File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File
2.5.2 - Number of fulltime teachers with Ph. D. degree during the year	
9	
File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File
2.5.3 - Number of teaching experience of full time teachers for the during the year	
19	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year	

160

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

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

2023-24

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

1. In house discussions on current developments and issues in education

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

Teachers put-forth efforts

1. In house discussions on current developments and issues in education: The teachers focus on making teaching-learning process student centric, interactive and participative, based on classroom lectures enriched with ICT facility followed by discussions, seminars and students' presentations. They follow a well-planned academic calendar for the session and also prepare extensive annual teaching plans in their own subjects to keep the teaching - learning process on rails and finish it in time without any disruptions.

2. Share information with colleagues and with other institutions on policies and regulations: The faculty members attending refresher and orientation programmes, national conferences, seminars and training programmes organized by other institutes, universities and research organisations are fully sponsored by the institution. They can avail study leave if they wish to engage in full-time research activity. The faculty has been successful in publishing some in-house books on practice teaching for faculty and students of the college and other colleges of education. This also serves as a base

for appraisal of the faculty annually to earn some points indicative of praise, suggestions and improvements through the process of self-appraisal, appraisal by HODs, Principal and management.

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

2.6 - Evaluation Process

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

2023-24

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components.

Mechanism of Internal Evaluation is transparent and robust and time bound: Institution adopts the following in internal valuation:

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution. This activity is taken care by the Magadh University Bodhgaya, Bihar.

Mechanism of Internal Evaluation is transparent and robust and time bound:

Institution adopts the following in internal evaluation:

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end semester assessment) have brought in considerable improvement in examination management system of the institution.

Internal Examination:

Assignments in every subject Marks of Micro lessons, Simulation lessons, Practice teaching and Unit lesson plan are also counted in the internal evaluation. Practical, Oral and Viva of EPC-1 and

EPC-2, EPC-3 and EPC-4 for B.Ed. and EPC-1, EPC-2, EPC-3, EPC-4 for M.Ed. was also conducted offline. Structure of Internal exam question paper is also given by university. According to this pattern, the question papers of the internal examination were prepared.

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

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

Four of the above

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

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

2023-24

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

At the College level, University examination committee, comprising of the principal (Exam Superintendent), controller of examination (CEO), senior faculty and other teaching staff as members, is constituted to deal with examination related grievances. No Grievances raised by students regarding Examination. Examination is conducted with live CCTV cameras and in the presence the class supervisors. The Exam Question papers and the Exam Stationary are kept in a strict security of the Principal and the Senior Professors. Preparations were made to prevent any mishap during the examinations. The Principal, the Exam Superintendent, the Supervisors and the support staff are always ready to solve any problem related to the examination. So far, the College hasn't experienced any such incident. At the institute level, University examination committee, comprising of the principal (Exam Superintendent), senior faculty and other teaching staff as members, is constituted to deal with examination related grievances. No Grievances raised by students regarding Examination. Examination is conducted with live CCTV cameras and in the presence the class supervisors. The Exam Question papers and the Exam Stationary are kept in a strict security of the Principal and the Senior Professors. Preparations were made to prevent any mishap during the examinations. The Principal, the Exam Superintendent, the Supervisors and the support staff are always ready to solve any problem related to the examination. So far, the College hasn't experienced any such incident.

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

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

Academic Calendar / Activities

Session- (2022-24)

B.Ed. 1st Year

Sl. No.

Month / Working Day

Activities

Date

1.

September, 2022

1. Class Start With Induction Program

15.09.2022

1.

October, 2022

1. Gandhi Jayanti

2. Seminar

02.10.2022

17.10.2022 To 18.10.2022

1.

November, 2022

1. Gurunanak Jayanti

2. Medical Camp

08.11.2022

19.11.2022

1.

December, 2022

1. AIDS Awareness Program

2. Human Rights Day Special Lecture

01.12.2022

10.12.2022

1.

January, 2023

1. Yuva Divas
2. Republic Day and Sarswati Pooja

12.01.2023

26.01.2023

- 1.

February, 2023

1. Blood Donation Camp

09.02.2023

- 1.

March, 2023

1. Micro Teaching
2. Bihar Divas

01.03.2023 To 31.03.2023

22.03.2023

- 1.

April, 2023

1. School Observation

01.04.2023 To 30.04.2023

- 1.

May, 2023

1. Terminal Examination and Result

02.05.2023 To 31.05.2023

- 1.

June, 2023

1. Summer Vacation

01.06.2023 To 30.06.2023

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

2.7 - Student Performance and Learning Outcomes

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

2023-24

2.7.1- The teaching learning process of the institution is aligned with the stated PLOs and CLOs.

The teaching-learning system has established aims and objectives, so there has been a pivotal vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where protecting information and to integrate is very easy, so there are specific outcomes of very specific teaching learning programmes. As a matter of fact, Our University, Magadh University Bodhgaya has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally feasible and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) is envisaged:

UG Programme (B.Ed):

Programmes have been specifically aiming at multi-core development of school teachers who can lead, manage and administer teaching learning processes at school level. This programme is specifically designed for enhancing and updating information for building repertoire among school teachers, teacher educators and educational administrator's domain wise.

PG Programme (M.Ed.):**Course Outcome:**

- Educational Psychology, Human Development, Learning & Motivation, Intelligence.
- Historical Perspectives of Education, Economical Perspectives of Education, And Constitutional Perspectives of Education. Economic Developments.
- Introduction, Teacher Educations, Role of Teacher in Modern Society, Teacher & Teaching.
- Introduction to Research, Research in Education, Types of Educational Research, Fundamentals of Statistics.

Direction of Communication, Types of Communications, Process of communication. Expository Writing.

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

2.7.2 - Pass percentage of Students during the year

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

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

2023-24

2.7.3 - The progressive performance of students ...

After B.Ed. and M.Ed. programme, student teacher will be able to develop by, Content competency, Pedagogical skills, Effective

Citizen Ethics and Effective Communication:

- To impart relevant knowledge with respect to foundation, methodology courses.
- To know, select and use teaching methods, appropriate assessment strategies.
- To understand the paradigm, shift in conceptualizing disciplinary knowledge in school curriculum.
- To analyses the content, text books and syllabus.

Pedagogical skills:

- To imbibe and upload qualities of a good teacher, just an impartial, love and respect to the individuality of the child
- To inspire and professionally help the parents of the care and guidance of their wards.
- To preserve proper balance of his/her life as a person of character.
- To develop professional attitude. Effective Citizen Ethic to understand different values such as morality, social service, accept responsibility for the society.
- To create leaders in all walks of life and thus be agents of changes in the society by breaking the fetter of all social evils.

Effective Communication:

To boost confidence and promote abilities to plan, teach, organize, school related/ community-based activities (CLOs) completion of the course the student will be able to:

Childhood and adolescence Understanding the educational technology Language across the curriculum.

Internship:

- The learners have to provide 5 projects out of 9 carrying 5 marks each.
- Teaching through PPT
- Administering an achievement test
- Conducting seminar.
- Making Routine of a TEI
- Observation of the TTC

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

2.7.4 - Performance of outgoing students in internal assessment

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

225

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

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning

The Programme Handbook/Students Diary of Programme and course outcome provides a mapping for each outcome. The course outcomes are matched with program outcomes and learning objectives. Evaluation Process and attainment of course outcome is linked by defining type of assessment and is firmly practiced. The course outcomes are categorized in cognitive, affective and psychomotor activities. Theory examination both internal and external, submission of assignments and projects measures cognitive outcomes using pen and paper tests and written submissions. Observation scale for

performance in group projects and class activities measures affective outcomes. Psychomotor outcomes are measured using practical and skill based examination. Assessment of Course outcomes for the B.Ed. and M.Ed. Programme is combination of continuous and semester end evaluation methods.

A) Continuous assessment:

B) Semester End Exam:

Predefined Framework for question paper ensures coverage of each topic. Measuring attainment of outcomes based on affective and psychomotor skills-A panel of examiners measures outcomes related to attainment of affective and psychomotor domains. Observation scales measures project, lesson plan submissions and actual teaching in classrooms during School Exposure visits and internship, to government and private schools. Science subject combinations include Chemistry, Physics, and Mathematics. Practical and viva examination measures the outcomes for B.Ed. and M.Ed. Programme.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

NA

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

All of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think

One of the above

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

7

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

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

4

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

17

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

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

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

849

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

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

434

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

434

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

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

2023-24

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development

Outreach Activities Exhibition, Book distribution, Tree Plantation AIDS Awareness Rallies, Rallies against Dowry, Rally against Wine drinking and Rally against pollution at different Primary school,

Middle school, High School and in Magadh College of Education, Dubhal, Gaya has a close relationship with Dubhal and Dhanawa village. A total of 85 revolutionaries with charts and pictures were presented and an exhibition was arranged by the Magadh College of Education trainees in the middle school located in Dubhal and Dhanawa village on 1st October, 2024 as part of the Azadi Ka Amrit Mahotsav. The main objective of the exhibition was to make the people aware of the country of India, the patriots who made invaluable contributions to its freedom and to preserve their respect. Students of Middle School, Dubhal and Dhanawa, students of and villagers benefited from this exhibition. Dr. Rishikesh Kumar (Saumya Child Care Centre) was coordinator of this event. Volunteers in Blood Donation camp Saumya Child Care Centre is located near Magadh College of Education, Gaya. A Blood donation camp organised by (Saumya Child Care Centre) on 22nd August 2024. The camp was organized in collaboration with Dr. Rishikesh Kumar under which a total 10 trainees of the college joined as volunteers. They were arranging breakfast for blood donator among which, Magadh College of Education, Dubhal.

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

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

00

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

3.4 - Collaboration and Linkages

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

1

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**1**

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**1**

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

2023-24

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 B.Ed.-1st & 2nd Year and M.Ed.-1st, 2nd & 3rd Semester 150+150+150 students and 20 faculties can easily be accommodated for Teacher training purpose. The Assembly Hall is a multipurpose place where Prayer Assembly and different common programmes are conducted. This hall is having sitting capacity of 200 persons. The hall is equipped with LCD Projector, VCS Panel, Computer, WIFI, Platform, and CCTV Systems, Curtains, Stage, 4 A.C. and 2 Podiums are also there. The Computer Lab is equipped with 35 computers, a big TV, a printer; a monitor and WI-FI system are available in the Lab. For the purpose of learning through ICT and for any computer, internet related work the students are using this lab. The Lab has 10 headphones, 10 Lingua-phone, monitor system, an LCD Projector and a Video Class System. All methods rooms are having Computers, Printers and WI-FI system. The building premise is covered with 45 IP CCTV cameras. The library is having total 11170 books of Rs. 6099850/-. This stock of reading material is adequate for a college of 500 students. The College has a playground and a big common play field. Once in a year the College organizes Sports Events. Carom, Chess, Badminton, Volley Ball, Cricket Kit etc. are also available for students for Indore game in common room.

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

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

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

14

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

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

1,78,98,038

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

4.2 - Library as a Learning Resource

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

2023-24

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation

Library is a Treasure house of Knowledge and it is considered as the heart of any educational institution. The Library in Magadh College of Education, Dubhal, Gaya was inaugurated along with the college in 2008.

SPACE: At Present the Library is having one spacious halls 1050 sq.mt area. (Including Reading Room, Reference Section, Text Book Section and Digital Library).

COLLECTION: Library houses 8275 books at present and number increases every year. It covers many broader areas of different subjects and contains collection of modern subjects such as Computer and Information, Human Values and Professional Ethics, Rare books and Competitive books etc.

CIRCULATION SECTION: The library motto is to provide books to every reader of this college; library is providing three books for first year, second year of B.Ed. students and also for all semesters of M.Ed. students, we are providing three books. The period of borrowing of the books is fifteen days. Both manual and digital issues should be done in the library. We are using Library Software Koha- version-16.11.01 (2016).

READING ROOM SERVICE: The library provides a spacious reading room with 60 seats capacity for Periodicals, newspapers, magazines, journals. Interested readers can refer to the old volumes also.

PREVIOUS QUESTION PAPERS: Library provides previous question papers to the students and staff of the college. All the question papers from 10 years are preserved in the library.

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

4.2.2 - Institution has remote access to library resources which students and teachers use frequently
Give details of Gateway for remote access to library resources used by teachers and students in not

more than 100 - 200 words

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students

2023-24

remote access to library resources

YES / NO

Landing page of the remote access webpage

NO

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	View File

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

60,500

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

78

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

2023-24

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation.

The College is having 2 LCD Projectors, 2 Video Class room Systems, Integrated Students Booth Controller, 10 Head Phone systems, 10 Lingua-phone systems, including 35 computers in Computer-Lab, 05 Computers for faculties, 05 Printers & Xerox, A Big TV Screen, Cam-recorder etc. The College has Lease Line Internet Connectivity of 50 mbps with Wi-Fi facility.

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

4.3.2 - Student – Computer ratio during the academic year

22:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://mcegaya.in/E_Portal.php?urlstring=%20eNortrIwtVJKTC7JzM-zDctMLVfLzCtxLcgvKknMcc%201P9kyxNbZcMAkl55cWFacCuYZGIG5wai6IbalWXFxs%20FFxcmpSVmlxcYusMVqJrrpGoqaOgkaSpZA1cMO5KH y%20g,
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://mcegaya.in/E_Portal.php?urlstring=%20eNortrIwtFJKTC7JzM-zDctMLVfLzCtxLcgvKknMcc%201P9kyxNTUFCSXnlxYVpwK5hoYqbnBqLohtoVZcXFIU%20XFyalJWaXfxi65JZXFycCtOHMkrJG1wwd9kflA,,
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

7,48,616

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

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

2023-24

4.4.2 - Systems and procedures for maintaining and utilizing physical....

College has established a system for maintaining and utilizing facilities: Computer Laboratory: This lab is offered by the Magadh College of Education. It is working well and an ICT Lab-In-charge is appointed for smooth operation and care for ICT Lab. Who has the responsibility maintain of the equipment. Library: A full time Librarian appointed for smooth functioning and keeping record update of the Library. In the absence of a librarian, a clerk / a senior student with a faculty member, well versed with library work are assigned the responsibility of library management. Investment is made to buy new and updated books to meet the requirements of students depending on the changing syllabus. Koha-16.11.01 - 2016 (Software) and ERP is used for Library in the college. Partial internet facility and software installed in the library. Sports: The College has one trained faculty who teach an optional paper 'Health and Physical Education'. Minimum one sport meet organized by the institution every year for betterment of physical and mental health and hygiene for the trainees. As and when according to the requirement the dummy faculty looks after sports events. Computer: A computer hardware and software skilled is appointed for Computer maintenance and networking. Classrooms: There are 04 peons and 4 housekeeping that take care of the regular cleaning of the premises and Management look into regular upgradation and maintenance of the Class rooms and building.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Nine or more of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File

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

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	142

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

4

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

36

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

2023-24

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare.

Role of student's council / Alumni :

Student council is being constituted in the college regularly with various perspectives. It helps in the planning and implementation of the academic functions of the college. Particularly members of the students' council help in the implementation of practice teaching. They help in the coordination with the various surrounding practice schools for the arrangement of the practice teaching and internship

program. Student's council contributes in the planning and implementation of various co-curricular activities organized at college level for the all-round development of the students. During the year Yoga Day, Celebration of Independence Day, Republic Day, Rangoli Competition, Poster making competition, elocution competition, Youth Parliament etc. and different awareness programme (AIDS, Constitutional rights, Voting rights), were planned and implemented in the college with the help of the members of the student's council. Student council played an important role in the planning and implementation of various activities. Alumni visit to the college as per their convenience and helps to college in various ways. i.e. technical support, planning of activities and use of their contacts for the benefit of the college. All the members of the student's council / Alumni take interest in various activities of the college in a very positive and creative way

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

18

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

5.4.1 - Alumni Association

Highlighting two significant contributions in any functional aspects:

Details of members of Alumni Association - Magadh College of Education, Dubhal, Gaya - Non-registered We are having the Alumni Association named Magadh College of Education, Dubhal, Gaya Non-registered. This Association is non registered Association. Following are the details about the members of the Alumni Association On 22/10/2023, Thursday at 1:00 O'clock, the general body meeting of the association was held at College Principal office and new set up was formed.

President: Dr. M.S. Jamal - Principal of the college

Vice President: Dr. Sanjeeva Kumar Pandey, Associate Professor, M.U. Bodhgaya

Secretary: Shri Sunil Kumar Rahi- Assistant Professor, Magadh College of Education, Dubhal, Gaya

Joint Secretary: Dr. Rakesh Kumar Singh- Associate Professor, Magadh College of Education, Dubhal, Gaya

Treasurer: Anant Kumar Srivastava- Assistant Professor, Magadh College of Education, Dubhal, Gaya

Members of the executive committee: 1. Arun Kumar Gupta- Assistant professor, Magadh College of Education, Dubhal, Gaya 2. Pushpa Kumari- Assistant professor, Magadh College of Education, Dubhal, Gaya 3. Amit Kumar Pandey- Assistant professor, Magadh College of Education, Dubhal, Gaya. 4. Dr. Neelama Devi- Assistant professor, Magadh College of Education, Dubhal, Gaya. 5. Raj Kihisor Mishara- Assistant professor, Magadh College of Education, Dubhal, Gaya. 6. Rajeev Kumar Pathak- Assistant professor, Magadh College of Education, Dubhal, Gaya.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

2023-24

5.4.4- Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent.

Support from Alumni Association to the institution in motivating students. The doors of college are always open to visit any member of the Alumni Association. Whenever any of the members visit to our institution we introduce them before all the students and request them to motivate our present students. Even we organize some special programs like guidance from them and sharing of their experiences.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

2023-24

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism.....

Our Vision: 1. Academic integrity and accountability.

2. Sincerity, dedication and team work.

3. Tolerance towards the views of others.

4. Intellectual excellence and Creativities.

5. Activities that promote public good, democratic principles of freedom and justice.

6. Unfettered spirit of exploration, rationality and other pries.

7. Giving enough opportunity for the inherent talents dormant in every on.

8. To make everyone to have the self-awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.

Our Mission:

1. To provide experience-based learning for multifaceted development.

2. To set standards for professional preparation to educational leaders.

3. To faster innovative and responsible integration of technology in education.

4. To instill the priority of inquiry through research.

5. To prepare well equipped Teacher to teach in secondary and senior secondary stages in schools.

6. To lead the students for social Transformation.

7. To inculcate in them responsible Cities ship to apprise them of one's duties and rights and other values.

8. To live a selfless life for the welfare of all.

9. To offer an all-round training i.e. mental, Physical, cultural, social, moral and spiritual.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

2023-24

6.1.2- Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution.

Decentralized and Participative Management Every year we plan institutional practices in a decentralized and participative mode. Everyone is being included in the various types of the planning of the College. We meet regularly and plan out our institutional practices in such a way so that every faculty member and administrative staff can be involved and contribute for providing the qualitative education to the students. We discuss formally and informally our institutional work in detail, decide the responsibility of every member of the college as per his / her strengths and interest as far as possible and assigned particular tasks to them for better planning and implementation. Off course all the staff members are very free to give their suggestions for the betterment of the practices and every staff members are being involved in the various tasks. We can say that ours is small but beautiful institution and we are doing our work with harmony.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

2023-24

6.1.3- The institution maintains transparency in its financial, academic, administrative and other functions describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions.

Following are the some Efforts of the institution towards maintenance of transparency in financial, academic, administrative and other functions:

Every year accounts of the college are being audited for Financial Year 2023-24 by Chartered Accountant, 'Agarwal Nikhil & Co., Office No. 109-110, Madhubhan Tower, Veer Savarkar Block, Vikas Marg, Shakarpur, Delhi-110092, on dated 27.09.2024 as per the rules and regulations of the Government. Government audit of accounts is also being done regularly. Display of audited accounts and other necessary information about the college on our college website. IQAC is established at college level for the planning, implementation and evaluation of different kinds of financial, academic and administrative work. Students Council is framed every year. Various cells and committees are also formatted. We regularly publish our college magazine "Ankuran" in which all the details about the college are being publish. We distribute it to various universities, colleges, schools and other important members of the society in which all the details about the college are given. As per the Right to information Act we are always ready to give necessary required by any one.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

2023-24

6.2.1- The institutional Strategic plan is effectively deployed
Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year.

Activity successfully implemented based on strategic plan:

Every year we arrange various activities at our College with various purposes. Publication of our college magazine 'Ankuran' is also one of them. It is a one of the important illustration of our strategic planning. Every year on 5th September we publish it regularly since the 2015. All activities were organized throughout the year as per the academic calendar of B.Ed. and M.Ed. and Classes run by as per time table effectively. Strength and weaknesses about the academic activities and co-curricular activities throughout the year monitored by the IQAC & try to resolve it as soon as possible.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	NA
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

6.2.2 - The functioning of the institutional bodies is effective and efficient

The functioning of the institutional bodies

We follow the rules and regulations of U.G.C., N.C.T.E. and other concern authorities. Accordingly we have formulated IQAC, Students Council, Anti-Ragging Cell, Women Harassment Cell, Students Grievance and Redressal Cell, Internal Complaints Committee, SC, ST Cell, OBC cell, Admission Committee, Library Committee, Sports Committee, Cultural Committee, Complain box for removal of students complain, which are functioning at college level. All these bodies contribute in different perspectives in the planning, implementation and evaluation of various functions of the college. IQAC meetings are arranged regularly in which strategic planning of the institution is being discussed. Members of the students' council take keen interest in the planning and implementation of various

activities of the college. As a part of the administrative setup we are having proper work distribution. All the appointments at the College are being done by the Management as per rules and regulations of Government, U.G.C., N.C.T.E. and affiliating university (Magadh University Bodhgaya). We follow all the Service rules and procedures prescribed by the Government, U.G.C., N.C.T.E. and affiliating university. Past issues of our college magazine "Ankuaran" which is being published regularly every year are also gives an idea about the functioning of the college in detail.

Note: All the details about the various bodies of the institution are given on college website.

File Description	Documents
Link to organogram on the institutional website	https://www.mcegaya.in/pdf/24.3%20B.Ed._Recognition_Order_2018.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Date: 12/07/2023

All the members of IQAC and Co-ordinators of different Committee and Cell are hereby informed that the meeting of IQAC will be held on 17/07/2023 at 01:00 p.m. in the Principal's Office regarding discussion on different issues like admission of B.Ed. & M.Ed. for the session. 2023-25 and to initiate the process of selection of vacant faculties in B.Ed. & M.Ed.

IQAC

Agenda of the Meeting:

1. Approval of previous minutes and agenda.
2. Admission regarding (for the session 2023-25).
3. To initiate the process of selection of vacant faculties in B.Ed. & M.Ed.

Member of the Meeting:

1. Dr. Md. Sarmad Jamal (Principal) - Chair-Person
2. Mr. Amitabh Kumar Sharma
3. Dr. Rakesh Kumar Singh
4. Dr. Anant Kumar Srivastava
5. Mr. Sunil Kumar Rahi
6. Mr. Arun Kumar Gupta

Date: 17/07/2023

IQAC

Agenda of the Meeting:

1. Approval of previous minutes and agenda.
2. Admission regarding (for the session 2023-25).
3. To initiate the process of selection of vacant faculties in B.Ed. & M.Ed.

Minutes of the Meeting:

In the meeting Principal discussed with all the members about admission and commencement of classes for the B.Ed. & M.Ed. Session 2023-25.

B.Ed. Admission will be on the basis of Entrance Test at state level

conducted by LNMU and M.Ed. Admission will be on the basis of Entrance Test at College level by the Institute. To initiate the process of selection of vacant faculties in B.Ed. & M.Ed.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

2023-24

6.3.1- Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation:-

Welfare measures for teaching and non-teaching staff in place.

1. Faculty members were encouraged to take part in the various educational seminars, conferences and workshops, symposium etc. Even it was decided to give registration fees and accommodation charges to the faculty members to take part in such programs.
2. Festival advanced, EPF, gifts, allowances for seminar and research projects, Group Insurance Welfare Fund and Medical Advance.

Faculty members are being made free for providing their extension services to various institutions and the society. The beneficiaries of such welfare measures are all the teaching and non-teaching staff of the college.

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

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

00

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	View File

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

00

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	View File

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

00

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	View File

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

2023-24

6.3.5- The institution has a performance appraisal system for teaching and non-teaching staff describe the process of performance appraisal system for teaching and non-teaching staff.

Performance Appraisal system

We have prepared one separate performance appraisal Performa for the teaching staff members of the college. In the year we prepared Hard Copy of performance appraisal Performa for all the staff members. We collected the data as a part of the performance appraisal of all the staff members. A sample format of Performance appraisal Reports of the teaching staff members are uploaded on website.

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

6.4 - Financial Management and Resource Mobilization

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

2023-24

6.4.1- Institution conducts internal or / and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year:-

Process of Internal and External Financial audit as per the rules and regulations every year financial audit of the college is being done. Accounts of the college are being kept systematically and are being audited externally by The Agarwal Nikhil & Co., Office No. 109-110, Madhubhan Tower, Veer Savarkar Block, Vikas Marg, Shakarpur, Delhi-110092. Audited accounts are attached herewith. Here it is to be mentioned that No objections were raised by the external auditor regarding the financial accounts of the college of the year 2023-24. There is a done internally audit by Management and IQAC Members. Off course, utmost care is being taken up regarding the maintenance and transparency of the financial accounts. Government audit is being conducted as per the rules and regulations of the Government.

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

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	View File

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

2023-24

6.4.3- Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization:-

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

As ours is a Self-Financed College and we are having very less fund we always try to use our fund in a very effective manner. We always try to avoid unnecessary expenses as far as possible. Off course, we try to fulfill necessary requirements of the students as well as staff. Members of the IQAC also take care about the effective use of

available fund

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

2023-24

6.5.1- Internal Quality Assurance Cell (IQAC) Incremental Improvements in academic and administrative domains through quality assurance initiatives

For First cycle:

Our college completed its first cycle of NAAC in 2016 and accredited on 25-05-2016. Somehow college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning as far as possible. The details of two such examples are as follows:

1. The establishment of the language Laboratory:

During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish the Language laboratory under the grant of College Development Fund.

2. More Books and journals are to be added:

Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process.

3. Appoint faculty:

During the first cycle The NAAC Peer team recommended to appoint faculty for Psychology and English Pedagogy. For fulfillment of this recommendation college has appointed the faculty as per the recommendation in 2017.

4. Preparation for second cycle of NAAC:

As per guideline of NCTE, UGC, AISHE affiliating university and in the light of PAR we have appointed required faculty and nonteaching faculty, Advancement library, science lab, curriculum lab and infrastructure related faculty have been added.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

2023-24

6.5.2- The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically.

Review of teaching learning process:

For the review of teaching learning process the IQAC members always ask questions to the students of B.Ed. & M.Ed. and discuss about the teaching learning process and Internship related issues with them formally and informally. In the meetings of the IQAC to the review of teaching learning process is being done. Random class test, oral test and term examination are the specific mechanism is adopted for the review of teaching learning process periodically. But the entire faculty members themselves review the teaching learning process continuously. It is to be noted humbly that the results sheets issued by the University are itself the evidence of the improvement in the teaching learning process. All the students who had completed their training in the year 2022-24 got first class distinction.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

18

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mcegaya.in/pdf/IQAC Meeting and AT R Report Year 2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mcegaya.in/pdf/5%20AQAR 2021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

2023-24

6.5.5 - Institutions keeps track...

Incremental Improvements in academic and administrative domains through quality assurance initiatives

For First cycle:

Our college completed its first cycle of NAAC in 2016 and accredited on 25-05-2016. Somehow college could not appear for the second cycle of NAAC after that. But even after the first cycle college always tries to make improvements in academic and administrative domains of its functioning as far as possible. The details of two such examples are as follows:

1. The establishment of the language Laboratory:

During the first cycle The NAAC Peer team recommended to establish language laboratory. Accordingly College started the efforts to materialize this recommendation. Accordingly college could establish the Language laboratory under the grant of College

Development Fund and curriculum lab.

2. More Books and journals are to be added:

Every year college purchase quality books and journals with proper care and concern without fail. Particularly the purchase of books is as per the requirements of the students. The process of purchasing the books is a continuous process.

3. Appoint faculty:

During the first cycle The NAAC Peer team recommended to appoint faculty for Psychology and English Pedagogy. For fulfillment of this recommendation college has appointed the faculty has appointed as per the recommendation in 2017.

4. Grievances:

Festival advanced, EPF, gifts, allowances for seminar and research projects, Group Insurance Welfare Fund and Medical Advance.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements:-

Energy Policy

Magadh College of Education, Dubhal, Gaya has stated energy policy its purpose is to establish guidelines and practices that will lower the energy consumption of institute and reduce expenditures on energy and support the use of alternate sources of energy.

The policy is applicable to all teaching and non-teaching staff and students.

For Employees and students

1. All electric appliances shall be turned off when not in use.
2. Use natural lightings and ventilation to avoid daytime lights.

For office equipment

1. All powered office equipments shall be turned off or placed in standby when not in use.
2. Office equipments quantities shall be reduced through consolidation to central locations for shared use whenever possible.
3. Office equipments purchased with institutional funds is required to be Energy Star labelled.

Use of alternate source of energy

1. Institute has installation of Online UPS of 7.5KVA and Electric Generator of 160HP as alternate source of energy.
2. Installation of Solar Lamp in the Campus for Lightning (total 3) installed for Power consumption use. Under "Save Power" trainees are advised to switch off the light and fan whenever they leave the classroom.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

2023-24

7.1.2 - Institution has a stated policy and procedure for implementation of waste management. Give a brief note on the institution policy for waste management along with its implementation procedure:-

Waste Management Policy

Magadh College of Education, Dubhla, Gaya realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching, non-teaching staff, students and visitors.

Purpose

1. To ensure proper disposal of waste from activities conducted by or overseen by facilities management staff.
2. To minimize waste generation at source and facilitate repair, reuse and recycling over the disposal of waste in a cost effective manner.

Procedure Solid waste management

1. Institute will apply a waste hierarchical approach to reduce, reuse, recycle and recover waste products.
2. Solid waste at the canteen and hostel will be segregated at source using green and blue dustbins. Organic waste is collected in green dustbin and non-degradable waste is collected in blue dustbins. Collection and pickup of waste is done by housekeeping staff and municipality will collect the solid waste for further disposal.
3. Staff are responsible for depositing their waste in the nearest appropriate dustbin.
4. Metals including aluminum, steel, copper can be deposited in the bins.
5. Cardboard should be flat and placed next to any recycling receptacle.
6. Single use plastic is strictly prohibited in the campus.
7. Incineration machine is installed for proper disposal of sanitary waste.

Liquid waste management

Waste water of kitchen and canteen is recycled by using it for the

watering trees and plants.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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

7.1.5- Institution is committed to maintenance of cleanliness, sanitation, green cover

Institution is committed to maintenance of cleanliness:

Magadh College of Education has a clean and green campus where environmental friendly practices and education combine to promote Sustainable environment. To maintain Cleanliness, the students and staff members are given instructions to maintain the campus clean several quotes related to the importance of clean and green environment are displayed on the campus. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic location. Thus maintaining the campus clean and eco-friendly.

The plantation program includes plantation of various type of ornamental and medicinal variety plants. This program promotes eco friendly environment by stepping up the oxygen level in the campus.

To provide pollution free environment various display boards have been placed in the library and classroom for awareness to maintain silence in the college. The security guard and instructors ensure smooth entry and exit of students without any noise. The college conducts awareness program for staff students and society for protecting and maintaining. College has a beautiful green campus a range of medicinal plants and old trees like Ashoka, Tulsi make the campus Air pollution Free. Indoor plants like aglonima, snake plants are also there. One such a good practice of college is to give plants to every guest as a token of gratitude. "No Tobacco", "No Smoking" and "No Plastic" boards are displayed at various places in college.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

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

2,60,000

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

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

2023-24

7.1.8- Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges:-

Community Practice:

Exhibition, Book distribution, Tree Plantation AIDS Awareness Rallies, Rallies against Dowry, Rally against Wine drinking and Rally against pollution at different Primary school, Middle school,

High School and in Magadh College of Education, Dubhal, Gaya has a close relationship with Dubhal and Dhanawa village. The main objective of the exhibition was to make the people aware of the country of India, the patriots who made invaluable contributions to its freedom and to preserve their respect. Students of Middle School, Dubhal and Dhanawa, students of and villagers benefited from this exhibition. Dr. Rishikesh Kumar (Saumya Child Care Centre) was coordinator of this event. Volunteers in Blood Donation camp Saumya Child Care Centre is located near Magadh College of Education, Gaya. A Blood donation camp organised by (Saumya Child Care Centre) on 8th September, 2023. The camp was organized in collaboration with Dr. Rishikesh Kumar under which a total 12 trainees of the college joined as volunteers. They were arranging breakfast for blood donator among which, Magadh College of Education, Dubhal.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

Institutional Best Practices

7.2.1- Describe at least two institutional best practices

1. Title of the Practice - Student Mentoring

Objectives:

i. The college has a well-planned student mentoring system in place and it is implemented meticulously in each class across different programs. A teacher engaging more lectures in a particular class as per the time-table is appointed mentor of that class right at the beginning of the academic year. The mentoring system is employed to enable students to succeed both, in college and career. Its objectives include: To guide students in their academic progress and set realistic goals. To motivate students to become members of various forums and fests conducted by the college. Attend to the distress and issues faced by the students in class with regard to the academic, social, emotional problems of the students. To undertake academic counselling and career counselling tasks.

2. STUDENT WELFARE SCHEME FOR ECONOMICALLY BACKWARD STUDENTS

Objectives:

i. The student welfare scheme provides financial assistance to economically weaker learners in the institute. This scheme has obtained the unceasing support from management, staff and alumni. This scheme is directed towards achieving an inclusive institution. Its noble objectives are: To extend financial aid to the economically weaker students, by providing grants, fee waivers etc Provide discrete academic assistance and auxiliary services such as book bank scheme offered through the library for economically backward students. The Outcomes of this practice is striving towards upholding equity and inclusion among the economically disadvantaged learners through systematic execution of funding approaches.

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

7.3 - Institutional Distinctiveness

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

2023-24

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust:-

Our Vision:

1. Academic integrity and accountability.
2. Sincerity, dedication and team work.
3. Tolerance towards the views of others.
4. Intellectual excellence and Creativities.
5. Activities that promote public good, democratic principles of freedom and justice.
6. Unfettered spirit of exploration, rationality and other pries.

7. Giving enough opportunity for the inherent talents dormant in every one.

8. To make everyone to have the self-awareness that nobody is insignificant and everybody is born to do something remarkable, creative and original, without disrupting the innate goodness in every person.

Our Mission:

1. To provide experience-based learning for multifaceted development.

2. To set standards for professional preparation to educational leaders.

3. To foster innovative and responsible integration of technology in education.

4. To instill the priority of inquiry through research.

5. To prepare well equipped Teacher to teach in secondary and senior secondary stages in schools.

6. To lead the students for social Transformation.

7. To inculcate in them responsible Citizenship to apprise them of one's duties and rights and other values.

8. To live a selfless life for the welfare of all.

9. To offer an all-round training i.e. mental, Physical, cultural, social, moral and spiritual.

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