SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JAIKRANTI COLLEGE OF EDUCATION

SITARAM NAGAR, BEHIND ASHTVINAYAK TEMPLE,LATUR
413512
www.jaikranticollege.com/BEDCollege_Latur/Home

SSR SUBMITTED DATE: 07-08-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jaikranti college of education, latur is established in 2014 under the parental institution of Bharat Shikshan Prasarak Mandal, Latur. Our college is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and also approved by NCTE. The college runs B. Ed course in Marathi Medium. The Objective of the College of Education is to provide the opportunity for acquiring knowledge and skills that will enable people to develop their full potential, and to become successful members of the society.

We realize that education is fundamental for the complete development of individuals. As a premier teaching institute, We endeavor to harness this inherent potential through meeting the growing needs of higher technical education. As we grow, We will expand into new technologies, methodologies, disciplines, resources and even attitudes. To achieve this, J. K's will ensure the highest quality off acuity, resources and infrastructure. These will be structured with a focus on academic excellence and versatility in approach, that will meet the ever-increasing needs of the students. Institute's Commitment to education and research will encourage and assure students in their pursuit of knowledge. All this is a reflection of the Institute's responsibility to build a society that is vibrant and growing through knowledge sharing and enhancing. India is on the move of it. Knowledge of Information Technology is the key power for the future Teachers. The 21st century belong to us and will need professional skill endbrain power who can deliver quality and add value to the Society. We J.K. are committed to provide the best for our students by way of infrastructure, quality, faculty, training and an enabling environment to help to moralize their true potential. Smart lab plus Interactive teaching methodology development in house at J.K. College focused on audio visual learning techniques. Personality Development Build your communication and interpersonal skills, backed by weekend seminars. CBT-Computer Based Training See and understand every topic step by step on a PC as it is explained with audio visual instructions in English and Marathi. Academic Consistency Our 8 Years in the training field gives us an edge that few can match. The Main Aim is to provide efficient teachers to the society, we believe in that the duties of a teacher are neither few nor small but they elevate the mind and give energy to the character.

Vision

Our vision is one of transformation and includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities.

Mission

The mission of the College of Education is to build a better future for all. This includes individuals, our state, our nation, and our world. We fulfill our mission by preparing competent, committed, and reflective professionals as we engage in outstanding teaching, innovative and impactful research, and meaningful outreach.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive and visionary management
- Highly qualified, experienced and Students' friendly faculty giving experiential learning with numerous activities Eco-friendly campus with green practices such as Rainwater Harvesting.
- Good infrastructural facilities with computer lab, library, sports etc.
- Library in terms of educational books, promotional activities for increasing the reading habits,
- SWAYAM – NPTEL Local Chapter for Online Education
- Career Counseling and Placement Cell
- Campus interviews and campus placements
- Noteworthy performance in university examination
- Functional linkages and MoUs for student-teacher training, placement, research etc.
- Registered and functional Alumni Association
- Excellent ICT facilities and competent teachers for teaching-learning process
- Financial audit, Academic and Administrative Audit
- Excellent work culture with enriching teaching fraternity
- Holistic development of students by active mentoring system

Institutional Weakness

- Socially and financially deprived background of the students
- Restrictions in appointing permanent staff due to Government policies
- Only 75 to 80% students regularly attend the lectures
- Limitation for tie ups due to geographical location
- Majority of the students are from rural area and having lack of English language proficiency
- Lack of Autonomy in framing and revising curriculum

Institutional Opportunity

- Building global competencies in rural students to face the world challenges
- With the recent changes in higher education in the globalized world the college endeavors to further increase in its national research, internship, faculty and the student exchange linkages
- Achieving excellent performance in co-curricular and extra-curricular activities.
- Seeing in the future to become an autonomous institution and better manage the curriculum, admission and evaluation processes independently
- Arranging frequent training and placement drives by encouraging alumni members for better alumni engagement linkages with other educational institutes.
- Utilization of online learning resources and ICT for providing enriched learning facilities to the
- advanced learner
- Students' active involvement in socio-cultural activities boosting the commitment of college towards society
- Active participation of college teachers in socio-economic development of the society
- Students' enthusiastic participation in all college activities helps in organizing big events
- open hearted feedbacks from students, alumni and other stake holders is the fruitfulness of the college endeavors
- Development of Human Resource, backbone of the meaningful existence with well nurtured, human

approach and with melodious relations

Institutional Challenge

- The students from the weaker socio-economic and rural background
- Lack of Government support for self-financed programs
- In achieving excellence by involving masses from socially weaker sections
- In motivating the faculty towards sustainable, purposeful and socio-economic oriented research by getting research grants
- Attaining more than 90% students' attendance in regular lectures
- Arranging more field visits, on the job training facilities and placement drives through MoU's

- Keeping physical and mental fitness through sports, medical check-up, counseling and stress
- management programs etc.
- Developing all classrooms with ICT facilities
- Developing enhanced scientific temper among the students for having state and national level
- participation and winning medals
- Retaining self-inspiration, self-confidence, job satisfaction and improved quality of teaching learning process.
- Appointment of a Full time Employment Officer and arranging campus interviews and campus placements
- Very few colleges in the University are exclusively providing education in B.Ed. Because of this support, guidance and faculty exchange are not possible on regular basis.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college has clearly defined its activities and programs to achieve its goals and objectives.
- The college considered the need for inclusion of value added and career-oriented courses was expressed by the parents and few experts and subsequently college initiated for providing value added courses from NPTEL.
- The college has established its academic leadership by way of organizing various seminars and programs in the field of curriculum, Teaching, Learning and Evaluation.
- The teachers of this college are on Board of studies in this university.
- The college, on the basis of the feedback received and the need assessment has revised its methodologies frequently.

Teaching-learning and Evaluation

The college consistently takes efforts to impart, sustain quality education to achieve academic excellence. Some of them are;

- Academic calendar of activities including the Continuous Internal Evaluation (CIE) by conducting regular tests, seminars, book reviews, home assignments' brain storming sessions, project work,

practices for the multi-dimensional evaluation etc.

- Admission committee to monitor students' enrolment, assuring complete transparency and Justice to all categories of students
- Remedial coaching & Counseling/Seminars programs offering special attention to slow learners.
- NPTEL online courses, e-resources for advanced learners
- Educational tours, field- industrial visits along with project-practical based programs
- Facilities for differently-abled students-priority in admission and all the required facilities along with scholarships
- Mentoring scheme strengthening the student-teacher relationship as mentor for particular class, counseling of needy students, open dialogue with great achievers in society, interviews, informal discussion with prominent teachers, problem solving sessions etc. along with the traditional classroom teaching
- Experiential learning activities, ICT enabled classrooms; well-equipped labs, central library help to carry out the teaching and learning process effectively
- To enrich subject knowledge, teachers are motivated to participate in various academic programs and research activities.
- The standard student teacher ratio facilitates various student-centric learning methods and tools such as field projects, on-the job training, and role-playing in various academic programs.
- Setting and communicating learning outcomes for all programs to the teachers and students and display on college website
- Learning outcomes reflected in a high pass percentage of the students, their success in examination and university merit ranking.
- The holistic development of students reflects in results, placements and self-employment

Infrastructure and Learning Resources

- The Institute has well planned facilities and buildings such as Computer lab, Library, Parking and Indoor games facility, Gym and Basketball court etc. Total Buildup area is 3241sq.mt.
- The main building accommodates Principal cabin, IQAC Cabin, Office, classrooms, Departments, Library, Language Laboratory, Psychology Laboratory, Science Laboratory & Mathematics, Art & Craft Resource Centre, Girl's Common Room, Teaching Learning resource center for work experience, Staff Room Computer lab and Seminar Hall and one multipurpose hall etc.
- The campus has excellent physical infrastructure and adequate facilities, including total 9 classrooms, White boards.
- The library is having Book Stock, Processing Unit and Circulation section and reading room. Total area is 1280 sq. ft.
- The Spacious and well-ventilated library with a collection of 5803 reference and textbooks, 10 Journals and 4 e-journals.
- Shodhganga and computers with internet facility for students-teachers.
- There are established systems-procedures for maintaining and utilizing physical, academic and support facilities.

Student Support and Progression

Students support, progression and their all-round development is at the core of all activities of college.

- All stakeholders work in accordance with our vision and mission.
- Overall, above 90% of students are benefited by scholarship-free ship provided by government and assure their academic progress by lowering financial burden.
- Students are regularly guided for professional/competitive examinations, Career counseling, soft skill development, Remedial coaching, Yoga and meditation & Personal Counseling.
- The College has transparent mechanism for timely redressal of students' grievance through class representative, teachers and dedicated committees.
- The progression of students to higher education is 20%.
- The presence of an active Student Council & representation of students on academic-administrative bodies/committees of college is one of the sparkling feathers in the cap of the college.
- Forums like Cultural cell, Annual Gathering, Sports Cell, Women Empowerment Cell etc. develop students' cohesiveness and shape their all-round personality.
- The college has precious legacy of alumni. Their affiliation with the college consistently boosts our developmental efforts along with regular Alumni Association meetings.

Governance, Leadership and Management

- All the activities are oriented towards vision-mission. The Governing Council members, Principal, IQAC members, committee heads are effective leaders using a formula known as **OFPRIM (Objectives, Functions, Procedure, Roles of staff, Institutional support, Motivating and Monitoring).** This formula is adopted with a democratic and participative style.
- All the activities in the college are classified and grouped into various committees which are further grouped into seven criteria of NAAC.
- Committee prepares a plan and submits to the coordinator. Thus, all activities are planned and subsequently the IQAC plans are prepared in a participatory system.
- IQAC prepares a **Strategic Plan** for faculty development, development of various facilities, determining the programs, encouraging the faculty for research etc.
- The inclusion of student representative in various committees develops a sense of responsibility among students.
- Faculty members are encouraged to attend FDPs to strengthen their teaching, research and administrative skills.
- The statutory financial audit by CA is conducted each year.
- The university conducts Academic and Administrative Audit once in 3 years. On 11th July 2023, the college has successfully faced to Academic and Administrative Audit committee appointed by the University.
- The IQAC has started NPTEL Local Chapter for introducing Value Added Courses.

Institutional Values and Best Practices

- The Mission statement of college, "*Shikshanik Kranti Mhanjech Jaikranti*" (Means Educational revolution) itself indicates the value, awareness and commitment of our management. As far as possible several noble values are principally accepted and actually practiced in each segment of the institution.
- The institutional management is well aware about meeting social responsibility and obligation, e.g.-draught relief work, free water supply, concession in college fess to needy students etc.
- Gender equity is inherent component in all college administrative practices. There is no discrimination between boys and girls in any aspect. The number of girls enrolment is more than boys.

- All educational facilities are equitable and boys and girls are involved in all academic event and competitions with great enthusiasm.
- Eco-friendly campus, green practices, rainwater harvesting, facilities for Divyangjan,
- promotion of human values, Utilizing the locational advantages and efforts to curtail the disadvantages, etc. are noteworthy.
- Characters of legend personalities are presented before the students through specially
- arranged sessions. Speeches of great personalities are arranged before the students.
- Events on soft skill, interviews, experiential learning etc. are our distinctive practices, well popularized among the students.

Research and Outreach Activities

- To promote the research culture among the college teachers are motivated to publish research articles in conference and journals.
- The college has stated Code of Ethics to check malpractices and plagiarism in Research.
- Our parent university has made the Anti-plagiarism Scrutiny compulsory by using the Anti-plagiarism Software.
- The college has taken efforts for innovation in the form of various outcomes.
- The IQAC encourage teachers and students for innovative creations and making
- acquainted with the research.
- The college consistently promotes participation of students and faculty members in socio-friendly extension activities.
- The college has 3 MoUs and certain linkages with teacher for exchanging ideas.
- Internship, field work, on-job-training, research etc. facilities are available for students' development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAIKRANTI COLLEGE OF EDUCATION
Address	SITARAM NAGAR, BEHIND ASHTVINAYAK TEMPLE,LATUR
City	LATUR
State	Maharashtra
Pin	413512
Website	www.jaikranticollege.com/BEDCollege_Latur/Home

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Tandale Pramod Prakashrao	02382-256309		-	
IQAC / CIQA coordinator	Yeske Vaishali Chandrashakhar	02382-257410	9420652348	-	jkbed2023@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	28-05-2015	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SITARAM NAGAR, BEHIND ASHTVINAYAK TEMPLE,LATUR	Urban	1	3241

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bed	24	UG and PG	Marathi	110	110

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				14
Recruited	0	0	0	0	0	0	0	0	8	1	0	9
Yet to Recruit				0				0				5
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				5
Recruited	0	0	0	0	0	0	0	0	4	1	0	5
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	12	2	0	14
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	2	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	35	0	0	0	35
	Female	75	0	0	0	75
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	6	5	10
	Female	7	6	7	9
	Others	0	0	0	0
ST	Male	5	3	5	4
	Female	1	0	4	2
	Others	0	0	0	0
OBC	Male	5	5	9	3
	Female	19	9	6	9
	Others	0	0	0	0
General	Male	15	9	17	13
	Female	46	48	32	31
	Others	0	0	0	0
Others	Male	0	7	10	11
	Female	0	7	14	17
	Others	0	0	0	0
Total		100	100	109	109

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The recently announced National Education Policy 2020, in India has taken a giant leap forward in its journey of modernizing its education system. Our SRTM University, Nanded decided to apply new

	educational policy form academic year 2023-2024. On the basis of this we promote our student teachers educational aims to individual's holistic development by exploring various aspects and incorporation of subject knowledge and teaching pedagogy. It is designed to foster an understanding of the subject matter through the lens of different disciplines. This approach encourages creative thinking, critical analysis, and collaboration and communication skills. The NEP 2020 embraces this concept and seeks to strengthen it at all levels. The NEP outlines several measures that will help facilitate a multidisciplinary approach in education. The institution offers skill based teacher education where students can choose the learning methodologies like Marathi, Hindi & English, History, Geography, Science and Math & Commerce. Our parent institution is already running multidisciplinary UG programmes like B.A, B.Sc. & B.Com. The institution is planning to start PG programme (M.Ed), the proposal has been sent to the management body for the approval. The college is prepared to adopt educational programs in future as per the NEP policy.
2. Academic bank of credits (ABC):	Our college is affiliated to Swami Ramanand Teerth Marathwada University, Nanded, so all the certificates and degrees are provided by university itself. The university adopted the NEP and working on it accordingly, hence from the current academic year i.e. 2022-23 the university registered all the students under ABC system and through their mechanism students will get benefited for pursuing higher studies which require credible, authentic and convenient access.
3. Skill development:	The NEP 2020 is an important step that will change the face of the Indian educational system. Due to this the educational system will transform significantly. The teacher education program is based on skill development, the student teachers required to learn various skills for the fulfillment of the program. The policy implementation marked the revolutionary shift in the field of teacher education. In the training student teacher need to develop the following skills, critical thinking, and patience to listen to the problems of the students, to develop the communication skills, organize different programs on the basis of our syllabus, we plan skill development program as follow BEDPC 107 PRACTICAL

	COURSES (PC): SKILL DEVELOPMENT A) Micro teaching (Five Skills + Observations) B) Integrated Lessons C) Teaching aids preparation With this skill development practical our students are able to plan their teaching and learn the basic skills and integration of that skills we provide them a simulative atmosphere in classrooms in micro teaching. In second semester we have a practical course BEDPC 206 PRACTICAL COURSES (PC): SKILL DEVELOPMENT PRACTICE TEACHING 100 Marks and in forth semester BEDPC 406 PRACTICAL COURSES (PC): SKILL DEVELOPMENT for 175 Marks. With the help of our internship program student teachers are able to develop the ability of making team and work together as a team. Apart from this college organizes various events and programmes to enhance the skills of the students such as personality development, Soft Skills, Annual Day Function etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To promote the aesthetic beauty of Indian languages, the college organized various events such as essay competition, elocution, poem writing in the regional language. Maximum opportunities are provided for the students to inculcate the national integration among them through these programs. The curriculum of teacher education is developed for the upliftment of Indian culture, hence the institute is planning to provide, productivity, creativity, and knowledge. Our SRTM university, Nanded syllabus also help us to understand a wide scope for cultural integration in our BEDCC101 BEDCC 101 : Knowledge and Curriculum topic no.2.Language and Learning and Role of language in the cultural, social and Emotional Development of learner.
5. Focus on Outcome based education (OBE):	The Program learning outcomes were developed by the affiliated university, so the institute follows the instructions and guidelines provided by UGC to the college affiliated university. (PLOs/ CLOs). The teacher education program helps the students to understand the psychology of leaders and theories of national and international values. As a Teacher Education Institute, our main focus is to produce quality teacher that are well trained to meet the demands of the contemporary educational needs. So, OBE is the key element in Teacher Education. The NCET and University planned the curriculum accordingly and the college implement it. The college

	organizes the timely programmes to upgrade the knowledge of our students and evaluate the OBE.
6. Distance education/online education:	The covid 19 pandemic has triggered new ways of learning, all round the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. The advantage of online education is that it allows students to attend classes from any location of their choice. The college also organized online guest lectures for the students. The institute used zoom, google meet for engaging classes. The institute will plan to arrange conferences and webinars on Teacher Education skills.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has established ELC from the current academic year i.e. 2022-23 as per the instruction given by the affiliated university and the Government of Maharashtra. The primary aim of the club is to sensitize the students about their democratic rights to cast votes in election. The committee comprises 5 members with one mentor. VISION Electoral literacy club aims at strengthening the culture of electoral participation among young and future voters. OBJECTIVES -The main objective of ELC is to promote awareness of 'Right to vote' among students, faculty members and community at large. -To aware the issues related to election rights, democracies and its processes. -ELC works to educate the future voters about enrolment and other electoral process like EVM/VVPAT. -To develop a culture of electoral participation and maximize the ethical voting and follow the principle 'Every vote counts' and 'No voters to be left behind'.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The committee comprises 5 student members with one mentor. The college organized the voter awareness programme during the academic year. Committee Members 1. Mohan Kamble 2. Priyanka Bansode 3. Sneha Tarkase 4. Pallavi Kokare 5. Mahadevsingh Sisodiya Nodal Officer 1. Hingane S. N.
3. What innovative programmes and initiatives	The students of our college created posters, slogans

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	to inspire the new voters about their democratic right. The college actively participated and offered the campus for the new voter registration. The college organized The Voter Awareness Programme on 25th Jan 2023 for newly admitted first year students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. The students created posters, slogans, quiz to aware the new voters. 2. Voter awareness guest lecture conducted for in-house students. 3. The cell educated the targeted population about voter registration, electoral process and related matters through hands on experience.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. Our students conduct mock polling activity at their places and aware the youngsters to register their names for casting votes. We also conduct poster presentation, essay writing and other programmes which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	212	193	148	61

File Description	Document
Institutional data in prescribed format	[View Document]()

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]()
Institutional data in prescribed format	[View Document]()

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	60	48	48	48

File Description	Document
Institutional data in prescribed format	[View Document]()
Central / State Govt. reservation policy for adm	[View Document]()

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	98	91	43	12

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	85	89	26	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	100	100	49

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	6	6	5

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
21.92	5.12	16.05	10.22	2.99

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

3.2

Number of Computers in the institution for academic purposes..

Response: 24

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The institution is attentive towards the elements of teaching learning process; curriculum, teacher and learner at the time of planning and implementation of curricular and co-curricular activities. The IQAC plans and prepares the academic calendar followed by the University. The college is affiliated to Swami Ramanand Tirth Marathvada University, Nanded and follows, the CBCS curricula prescribed by the University for the Development of teacher education. The vision and desired target of college is each and every faculty (department) submits the well-structured plan to IQAC for the further enrichment of curricular and extra-curricular activities. As per the requirement of the college, time-table and year plans are prepared for the usability (application) of curriculum.

The college faculty members plans for the meetings as the new academic year starts, this meeting helps to guide the students and shows the direction in which the course work intends to move and what aims to achieve and which teaching-learning strategies to adopt during the academic year?

Continuous internal assessment (CIA), class assignments, practical assignments, reference books, various sources of teaching-learning are discussed. The curriculum is developed to know that the students have required domain knowledge, skills and attitude. A curriculum includes everything that is a part of the plan for instruction including a scope and sequence, instructional units, lesson plans, resources, teaching strategies, and more.

The feedback shows respect for teachers and peers, it displays good citizenship by assisting other students. Hence feedback form is offered (given) to the students at the end of semester for the explanation of what they are doing correctly and incorrectly.

The college is affiliated institution of S.R.T.M. University, Nanded, so it doesn't have any authority in revising the curriculum. The only way is to inform about any doubts or changes as per the university needs.

Plans for mid-course correction wherever needed for the last completed academic year.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2. Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	17	17

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	17	17

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**

4. Academic Advice/Guidance

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

- A fundamental or coherent understanding of the field of teacher education.

A systematic review of the concept will help to coherence in teaching professional development. To demonstrate the knowledge of teacher education, plenty of exercises are organized by the institution like, welcome programme is conducted for the newly admitted student teachers, they will understand about the structure of B.Ed. program. The PLOs and CLOs. The course syllabus is introduced to the student teachers. The course is CBCS system based. It is a flexible system of learning, this is two years course work program. Respected secretary of the institute conducts to the new student teachers about the awareness of the education faculty and guides them to become a good citizen of India.

- Procedural knowledge that creates teachers for different levels of school educations skills that are specific to one's chosen specialization.

The institute is affiliated to S.R.T.M. University, Nanded, it adopts inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. In this courses, credits are

assigned on the basis of the number of lectures/tutorials/ laboratory work and other forms of learning required for completing the course contents in academic year. Teacher training is a skill based programme which includes micro-teaching proficiencies like, set induction, questioning, stimulus variation, explanation, blackboard writing, and use of audio-visual aids. Integrated lessons. Pedagogy the study of teaching methods. These methods are selected by the students as per their under graduation level.

- Capability to extrapolate from what one has learnt and apply acquired competencies.

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. Enhancing professional capacities like reading and reflecting on text, this will enable the students to read different text with in-depth understanding, critical analysis, broaden their views and develop their professional writing, presentation and interaction skills. Assessment like tests, quiz, seminars, tutorials, term paper, workshop practice, comprehensive viva, fieldwork and laboratory work.

- Skills / competencies such as: emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc.

The institute helps to modify and develop different skills, proficiencies among the students. Developing competence is identifying the skills, talents, characteristics and knowledge students require performing effectively. So the institute has pivot on creating skills and competencies among the students.

The aim of the course is to develop understanding of student –teachers about themselves the development of the self as person and as a teacher, through conscious on giving reflection. Decision making, adaptability, teamwork, stress tolerance, stress management, network with other professionals by increasing knowledge, improving self confidence (SWOT), is the main objective of B.Ed course.

For the development of critical thinking students should understand the different kinds of research projects.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

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

Response:

Most of the students came from the background of rural areas so they must know the various diversities in Indian and International school system. So that, The college promotes the opportunities for the students to understand the diversities in Indian school education system. The college is aware about the challenges in educational system and to overcome those challenges the college educated the students about the diversities in Indian Education System. The curriculum covers the broad perspectives of various educational boards in India such as Central Board of Secondary Education (CBSC), Indian School Certificate (ISC), and Maharashtra State Board. The curriculum gives the entire account of educational commissions, policies and acts. The students are given all the information which will help them to cope up with their professional career. The committee is established to give the practical knowledge to the students. The students were sent to various schools for teaching where they came to know the curriculum of various boards in India.

The School Management and Administration subject provides adequate information to the students about national and international school system. Knowledge and curriculum subject covers the information of framing the syllabus and creating various sources of knowledge. Contemporary India and Education focuses the knowledge of Indian and Western educational thinkers. The students acquire the knowledge from these sources and practically executed through various programmes. The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Similarly, the paper on Childhood and Growing up enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus during the course of teaching. The Educational Technology and ICT paper covers the various tools of teaching implemented at national and international level.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The program offered to B.Ed students is based on values and professional growth and personality development. The designed curriculum helps students to understand the interconnectedness of various learning engagement as well as to learn the techniques of classroom management.

The program syllabi taught and skilled prospective teachers how to play their role in creating a healthy education structure. Developing self confidence in the teachers from the first semester to fourth semester.

The first semester starts with the orientation and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely set induction, questioning, and explanation, illustration, stimulus variation & Black- Board writing. After this for enhancing student teacher skills integration lessons are introduced.

In the second semester students move to higher level of understanding of various activities, fields. Students are guided to plan a lesson plan for 30 minutes duration in schools under the guidance of teacher educators. Each student have to complete 16 lesions on the school (8 Lesson each methodology)For the better understanding of child psychology and proper attitudes towards teaching. This practice teaching followed by Internship of four weeks in a school, where students are involved lots of activities like study of time tables, year plan of school as, co-curricular activities conducted in school, morning assembly and display boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, etc.

In the third semester students learn to develop the ability of research and understanding the self, content cum methodology, psychological experiment, cultural& co-curricular activities. It develops life skills, knowing oneself, personality development, action research etc.

In the fourth semester students learn the importance and use of ICT in lesson planning and use it for the teaching purpose with theory and practical. Internship in schools is of fourteen weeks. The scope of learning is very high level. Using a constructivist approach in teaching. Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items. Learning about various registers in office, conducting assembly and writing bulletin board, organization of co-curricular and health related activities, conducting interview of headmaster to know more about school functioning, innovative practices, etc.

In the internship programme students went to schools for teaching learning process and other programme and activity arranged and organized by them.

Through their practical experiences, students gain a deep understanding of the theories, principles, and practices that are relevant to the field of education.

They learn about different pedagogical approaches, instructional strategies, assessment methods, and classroom management techniques.

Moreover, teacher education programs expose students to trends in education.

One key outcome of these curricular experiences is the development of professionally relevant understandings.

To get practical experiences, and reflective practices,students gain an in-depth understanding of the field of education, develop essential skills, and cultivate the judgment required to excel as educators.

all the curricular and extra curricular activities of the school and assist the school teachers in decorations,conducting morning assembly arranging sport events etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document	
Sample filled-in feedback forms of the stake holders	[View Document](#)	
Paste link for additional information	[View Document](#)	

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 89.8

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	60	48	48	48

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

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

Response: 3.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

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

Response:

The college of education is a mixture of various faculty students, having different learning competencies and interests. Each student is special and unique, some may perform well in some subjects while other may not. Each student will be different from another and may showcase different talents and creativity. In the teaching- learning process some of students may lag behind others in terms of their academic performance.Some students take more time to comprehend learning skills, these students are guided by the college teachers.

There will be a classification of students as per their graduation & higher secondary level percentage. However, with some extra care and attention, these students will be able to cope up with other students. As the field of teaching deals with various expressions and attention of students so it requires some good skills like, rational thinking, learning communication skills, a good leadership for the development of self and society. Creativity is important for teachers because it allows them to find new and innovative ways to engage their students in learning.

System adopted for moderate students: Weak learners are identified on the mark level of their graduation level. The faculty pays particular attention to slow learners. Special remedial classes are organized by teachers.

Moderate students are identified on the behalf of graduation & higher secondary level percentage. The students are divided into groups and instructed to solve the questions provided by the affiliated university.Advanced learners are encouraged and facilitated to follow the guidelines of syllabus.They are provided with opportunities to participate in different types of events that are arranged for them by

contacting external colleges.

This helps the students to understand the levels of teaching learning to enhance the quality education. Some students are good in cultural activities and some needs more attention to develop their confidence. The college admission committee develops a program of orientation to boost the confidence level of the students by teaching SWOT analysis. The faculty members tries to understand the basic problem of student, like he/she may not be able to express feelings, then more attention is required to develop the expression skill. This program helps the students to categories their competencies, confidence and understanding the basic skills for teaching profession. The students are divided into groups and pairs for easy learning and understanding the concept of pedagogy and core subjects. They all are from different streams and subjects for ex. Some are from science, arts, commerce and have their own view on their subject, but the college of education helps to develop the ability of the students to cop-up with various methods and skills. The toppers and average students are motivated to join various skill based events like music,sports,role play.

Academic support :Students are informed about their level of learning and support is provided to them accordingly the college of education.Activity like workshop/seminar, group discussion, bridge courses, remedial classes, supervised study sessions etc.Well-equipped computer lab, library with full of resource books,e-resources.Academic support is provided to different types of learners in different ways.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate

learning exposures are provided to students

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 16.77

2.2.4.1 **Number of mentors in the Institution**

Response: 13

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Jaikranti College of Education has developed a system for learning for which the students get opportunity for employment and participatory approach in the transaction of their teachings for enhancing students learning. The objective of the course is to adopt multiple modes of teaching-learning. The college has also adopted multiple modes of teaching-learning like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode by involving different activities.

Experiential learning: the B.Ed program is based on experiment only, micro teaching skills, demo and practice lessons are the key components in this process. For integrated lessons demo and practice lessons are arranged to help & to understand training. All such type of teaching is based on simulation, to know the real classroom situation. Then the students are ready to do their practice teaching lessons and internship under the supervision of their teachers.

To aware the condition of specially challenged students, the college also organized field visits, the place like special school- Savedana School which is a hub for mentally & physically retarded children. Our students interacted with them and learn the exact circumstances to deal with them.

Participative Learning: For the better understanding of the content and methodology institution organizes different guest lectures and workshops and also encourages students to organize class seminars, workshops, preparing teaching learning materials. Participation in programs of inter and intra college competitions etc. to inculcate the aptitude among all the future teachers.

Problem Solving: Training program is based on activity and to develop the skill of problem solving in teaching-learning process. The curriculum helps the students to understand the deep ocean of knowledge. They need proper guidance for gaining the new knowledge by working on different problems. The students get opportunities by learning action research, case study, these help them to analyze, interpret and find solutions to the problems.

Brainstorming: various group activities are involved in it like essay writing, poetry writing, elocutions, writing scripts for one act play with the students to express their feelings and ideas for the betterment of school society. Brainstorming is helpful for pedagogy subjects like science, Marathi, Hindi, English and Math.

Focused group discussion: teacher training program is for the creation of inner ideas of the students only. In every lecture each teacher follows the various teaching methods and techniques like group discussion on the core subjects as well as pedagogy. It helps the students to clear the doubts and think widely on the content. The discussion is based on healthy atmosphere only.

Online Mode: As the world is changing fast with the help of digital media, colleges are also adopting the new trends and techniques to communicate the students. Our college is using online classes through Zoom, Google Meet. By using whatsapp groups, sharing of e-resources with students, sharing different links with the students all these tools were used by the teachers to develop quality education.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

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

Response: 84.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	6	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 80.28

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

Response: 175

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

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

Response:

Mentorships are beneficial for participants and the organization. It allows people to learn from one another, providing a path to knowledge transfer. Our college is continuously following the mentoring for the students. The main focus of mentoring is to take care of the students' mental health as well as physical fitness. We established a mentor mentee committee in it students and teachers work together for providing continual support to students for betterment of their academic and professional abilities.

Working in teams: As a team is framed the goals of mentoring are clear and the efforts are made by the members to build the personality of the students.

Developing students listening and speaking skill.

- To develop positive attitude for life.
- To share information about the curriculum.
- To guide for the classroom rules and procedures.
- To accomplish goals.
- Accept and appreciate individual differences.
- Sharing responsibilities with colleagues.

 DEALING WITH STUDENT DIVERSITY:

Cultural diversity in the classroom is on the rise. Every student is unique. In order to properly understand and promote cultural awareness, teachers need to understand all different types of diversity.

Acknowledge and respect every student.

Give students freedom and flexibility.

Incorporate diversity in the lesson plan.

Divide students into slow, moderate and fast learners.

Provide additional support to moderate learners.

Engage students in collaborative task.

Conduct of Self with Colleagues and Authorities:

Effective working relationships can consequently make our days and lives easier and happier.

Respect of each other.

To be courteous and cooperative.

To work towards shared goals.

To admit when you are not sure of something.

To keep trying to improve.

To conduct yourself with professionalism.

To be willing to collaborate.

Balancing Home and Work Stress:

As a teacher, you know that finding the perfect work-life balance is key to maintain your sanity. But it can be hard to figure out how to juggle all your responsibilities without feeling overwhelmed.

Set prioritize and time.

Know when to say.

Let it go.

Manage your availability.

Plan with the new normal in mind.

Schedule your breaks.

Turn off unnecessary notifications.

Learn to say 'No'

Nourish a hobby.

Keeping Oneself Abrest With Recent Development In Education And Life.

To learn new trends and to be motivated is the key towards a good human being. The mentors of jaikranti college of education, Latur motivates students.

Read magazines.

Attend conferences.

Search different websites which will be helpful for the topic.

 Update your knowledge in accordance with current global events.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5.   Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The training college tries to develop various skills in the student teachers, creativity, thinking ability. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY: Creativity is the ability to make or produce new things using skill or imagination. It is a way of living life that embraces originality and makes unique connections between seemingly disparate

ideas. It allows to view and solve problems more openly and with innovation. Students needs directions to develop their creativity.

The training courses offered various subjects, core papers, pedagogy which involve the development of creative and innovative lesson plans. Teachers make the students aware about the importance of TLM and also guide them to prepare the TLMs. Teachers of the college monitor on the activity and supervises them preparing the lesson plan and motivate them to use their creativity. Material like slides, charts, pictures, models etc.

INNOVATIVENESS: Innovativeness in education encourages teachers and students to explore research and use the resources to discover something new like;

For the social awareness various days are celebrated in the college like Human Right's Day, Women's Day, World Environment Day, International Earth Day, Teachers Day, Social Justice Day, Vachan Prerana Din, National ICT day, National Youth Day, World Yoga Day.

Students are facing so many problems like hand writing problems, homework, attendance, reading and writing, Communication problems, students are guided by the teachers to overcome with these problems.

INTELLECTUAL AND THINKING SKILLS: Through the practical course like drama & art students at Jaikranti College of education, Latur, get the opportunity to think intellectual and create scripts for dramatization, and prepare scripts for street play/skits. Students coordinates and performs in front of the class and prepares reports. This activity helps develop their intellectual and thinking skills.

EMPATHY: The Empathy is an ability to understand another person's thoughts and feelings in a situation from their point view. Empathy is not all-or-nothing; rather, a person can be more or less empathic toward another. Paradigmatically, a person exhibits empathy when they communicate an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics in a manner that seems accurate and tolerable to the recognized person.

Jaikranti College of education, Latur arranged visit to a special school to develop the empathy in the students. Samvedana school, Harangul, Latur.

LIFE SKILLS: Life skills is a term to describe a set of basic skills acquired through learning and direct life. Communication is an activity in life skill, students need high-touch personal interactions every day to build healthy social-emotional skills. In this session guest lectures are arranged to develop the communication skill. Dr. Shaikh Arif sir delivered lecture on communication skills. Self-awareness is the step towards upgrading any aspect of life. Self-motivation is important for it. Stress management is very important for everyone's life, student teachers are also facing the problems.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

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

07-08-2023 07:08:02

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

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)

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

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

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Plan the Internship : Selection / Identification of schools for internship

It is done by keeping in view the following parameters and on request to the schools:

While plan this internship students strength and there teaching methods are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.

1. **Orientation is organized for the students**

- While preparing the internship programme orientation is organized in college.in the orientation programme teachers gives information regarding Practical of INTERNSHIP programme in second semester and Forth semester.
- The student's medium of instruction (Marathi / English) are considered too before assigning practice teaching school.
- Well renowned schools of Latur are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.
- **Orientation to school principal/teacher's:**
- Jaikranti college of education principal and Head of Department make one-to-one conversations (written and/or oral)
- With the school Headmaster and teachers, and inform them about the activities that are needed to be performed by the internees.
- Schools times and location share with students as per there groups.
- Three groups are firmed for internship program
- Guidelines are given to students for their apt behaviour with school authority, students,parents and dress-codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

1. **Defining role of students and teachers of the internship:**

- In the per plan we select the Headmaster and other all other representative from the students.
- Selection of Headmaster , voice headmaster, supervisor, Head of cultural Department, head of Sport Department, Prayer Department etc.
- according to there role students perform in the internship
- timetable prepration, cultural activity and sport compitation are planed by students
- Teachers of college are provide valuable exposure on the internship by ensuring regular checks by

visiting the school.

1. **modes of assessment of student's performance:**

- The training program formally assessed for each of the intern throughout the internship in the following ways:
- Observation is done by different teachers to the college and schools for the lesion observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the form of photos and documents

Internship is planned for the students practical component and providing feedback to them in the field learning.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 34.67

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

Response: 3

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**

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

Response: B. Any 6 or 7 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The process of practice teaching has to be, as it actually is, in tune with the guidance of the N.C.T.E and Swami Ramanand Tirth Mararthwada University, Nanded.

Monitoring mechanism:

School internship is designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers are actively engaged in teaching at least two levels.

Regarding the details of practice teaching in schools, a student teacher generally delivers lessons covering one composite method subject she/he opted per day. These lessons are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as internship plan notebook. So far the feedback and monitoring mechanism are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. Besides, through interaction with the head master and school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and problems the student – teachers are facing in taking and managing the class. After completion this practice teaching in schools, a feedback session is conducted

in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experience in the schools and to give some suggestions for further improvement in their teaching performance.

Feedback:

During the internship students' needs continuous guidance for their creative work. As the internship phase draws near, the institution plan ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. Every student teacher assesses their own growth from semester 1st to 4th through a reflective analysis and improve upon themselves through peer assessment process from their peers.

Internship is a process of training by which interns can develop aptitude for their future job performance. It is essential to acquire proficiency by the student teachers during their internship in B.Ed College. University added internship in the curriculum of B.Ed for the 2nd and 4th semester. The first phase (2nd sem) is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons etc.

Our institution takes the following steps for effective monitoring mechanism during internship programme.

In the guidance of respected principal of our college organizes orientation-cum consultation meetings with the school headmaster of the school. Teacher organizes a meeting with school principals and mentor teachers every year before the internship schedule program. The meeting of student teachers is arranged by the head of the department of internship along with mentors and under the guidance of principal of our college. Some rules and directions has been discussed by the members for the betterment of the program.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)

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

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

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

Response: 60

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 44.44

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

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

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

Response: 4.15

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

Response: 54

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers at Jaikranti College of Education put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. Topics for discussion are selected among the latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at Jaikranti College of Education aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education are;

- Make all the teachers aware about recent changes and development in education system.
- Create awareness regarding issues of policies and regulations.
- Strengthen the base of students according to change in system.
- Get ready for changes in education system.
- Provide solution on queries related to different issues and challenges of the education system.
- Make the teachers aware about the changes going in the education system etc.
- Thus, efforts are made in this direction to remain updated with the scenario.

The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NEP etc. Through the discussions on recent policies

among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education. Teachers at Jaikranti College of Education also share information with other teachers about policies and regulations on regular basis.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

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

Response:

Continuous Internal Evaluation (CIE) of Students' learning is adopted in the Institution. Jaikranti College of Education runs through a well-placed mechanism and adopts rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. Jaikranti College of Education has adopted the following measures to maintain the quality of Internal Assessment;

1. Students' attendance is reviewed periodically

2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.

4. Internal assessment is done for all students as per the university criteria.

7. Cumulative records of students' participation in various activities is maintained.

8. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment –

1. **Internal Exams:** Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. Jaikranti College of Education views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results. The answer sheets are shown to the students and adequate verbal or written feedbacks are provided.

1. **Class test:** The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

1. **Assignments/Presentations and Activities:** Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments. Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned. Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes. According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Jaikranti College of Education has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period. Grievance Redressal Cell/Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. We look up to the grievances in the following manner;

Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievances providing substantial records (attendance records and performance records).

External Grievance Redressal At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for photo copy of answer sheet in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are Not getting Hall Ticket for the examination, Different subject mentioned on the admit card, Name is not correctly written on the admit card, Candidate's Photo missing, Form Filling receipt not provided, Result not declared, Name not found in result list, Absent marked in specific papers, Absent marked in all papers etc.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, Unit test and semester examinations. The review of internal assessment is taken by the Principal regularly.

For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process. The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record of internal assessment is maintained at the college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions.

The internal audit is conducted which ensures the compliance to verify with documentary evidence. The process is as follows;

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation is Planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day, Sports day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Jaikranti College of Education. The College focuses on development of students not only by imparting quality education in teachers training but also in instilling a sense of self-worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the SRTM University Nanded in describing the knowledge, skills and competencies that students are expected to acquire during B. Ed Program. Jaikranti College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

Programme Learning outcomes and Course Learning Outcomes: Program learning outcomes of B.Ed.: After completion of the B.Ed. program, the student teacher will be able to;

PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.

PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyse the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, filed activities, study groups, teaching tools and skills for successful transaction of curriculum.

PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counselling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counselling services and co-curricular activities.

PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.

PO7: Learner Centred Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centred educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge updating, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.

PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 87.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	85	86	26	11

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

The college offers a B. Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning.

Feedback is also collected to assess the performance of the faculty members. Student Welfare Cell of the college helps in resolving students' problems. Different ways in which the students and staff are made aware of learning outcomes are as follows;

Teachers plan those learning activities in the subject class that can motivate learners to analyse their learning outcomes.

The results of each academic year are analysed thoroughly by the Principal with the HOD, who in turn discuss them with the teachers.

The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

Such meritorious students are felicitated for their performance during Annual day.

The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.

Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrolment information, alumni surveys and school placement rates. Approaches for measuring students' learning Summative assessments - tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades. Formative assessment means by which students receive input and guiding feedback on their relative performance to help them improve.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 76.92

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

Response: 80

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

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

Response:

Jaikranti College of Education focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular.

Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below; Examples

1.   Momin Farheen Sadik from batch 2018-2020 did a not participate in cultural and co-curricular activity in entry level. She got 81.13 % in her graduation. she was prepared during mentoring session. After that she performed in different activities and she got very good marks i.e., 86.50% in B.Ed. course. She comes in the merit list of Swami Ramanand Teerth Marathwada University, Nanded

2.   Amar Pote from batch 2020-2022 was a moderate learner at entry level, his graduation score was

57%. Then he was provided with extra study material. Some open educational learning resources were informed to him. He turned into advance learner at the end B.Ed. and got 86%.

3.   Shashikant Swami from batch 2017-2019 was not good in the academic. At entry level he did not participate in talent hunt also. In B.Sc. he got 59.92 % but after provided mentoring sessions to motivate him, he takes part in the co-curricular activities. After mentoring he participated in many activities and got 72.59% marks.

4.   Govind Kamble from batch 2019-2021 was a moderate learner at the time of entry level. He got 58 % in Post-Graduation. He was guided in mentoring session. He scored 76 % and actively participate in cultural activity.

5.   Satyajeet Narhare from batch 2019-2021 was afraid of speaking in front of other students during seminars and teaching sessions. In entry level he got B.Sc.57.09 % So, he was prepared during mentoring session. After that he performed in different activities and scored 79.05% B.Ed.

6.   Budhbhushan Raibole from batch 2020-2022 was a moderate learner at entry level. He was not able to write properly that is the reason he was not able to get good marks in graduation. He got 60 % at graduation. He performed very well and got 85 % marks in B.Ed. Final examination.

File Description	Document
Documentary evidence in respect to claim	[View Document]

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and

transfer of knowledge that include

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 1.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	2	5

File Description	Document
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

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

Response: 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	1	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 20.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
167	0	0	2	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)

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

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Response: 0.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

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

Response:

Some of the committees and cells of the institution function with an inclination to organize outreach activities in addition to their regular work. They plan a number of outreach initiatives every year involving students and teachers. The outreach activities are planned considering the needs of the local community. They are designed to sensitize students to the needs and problems of the underprivileged people. They are asked to volunteer for roles and responsibilities related to the outreach work organized.

Outreach Activities Organized:

Internship: Internship with whole hearted service while serving mid day meal to the school childrens. Also Provided teaching aids to the school childrens.

Yoga Training: Living in peace is the ultimate aim of any human being or civilization. We provide practical approach towards Yoga and Pranayam so that students can use these skills in their daily life and live peacefully.

Approach Towards Empathy: Empathy is also developed among the students by visiting different places and educational institutes which are working for different issues in the society. We have visited Samvedna Institute (29/06/22) which is run for the differently abled students especially cerebral palsy students.

Healthy Enviornment: Celebrated World Environment Day

Harmony to the Sociaty: Music plays important role in maintaining harmonious society. College team presented Musical Events at Multi Religion Marriage Ceremony.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	2	1	0

File Description	Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the last five years

Response: 4

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

Response: 04

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Jaikranti College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 3241 sq. mts, that consists of following: Classrooms: College has 09 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector. Library: The college has one library associated with one 'library cum reading room'. Library possesses **e-Granthalaya** software for maintaining the records of the books/journals. Laboratories: Curriculum laboratories available in the college consist of Psychology and Science Laboratory. Language Lab is well equipped with CD's with the capacity of 30 students. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers. Equipments: In the Psychology and Science laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of persons. Computing facilities: Computer laboratory is well equipped with the updated MS Office software. A common attached printer is also available for printing the documents. Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value. Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available. Health & Fitness Centre: Various health related activities are done by the students in the center to develop more strength and stamina in themselves. Indoor games like table-tennis, carrom-board etc. are also available in the centre. Parking area: The campus has a wide parking area to accommodate two as well as four-wheeler vehicles.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 33.33

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

Response: 3

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

Response: 9

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

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

Response: 7.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.68	.33	1.29	.06	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Jaikranti College of Education, Latur is newly established in the year 2014. The college has a library with enough books. The system of keeping a manual record is adopted in the library such as Accession Register, Entry Book, Daily Issued Books etc. This institute is based on self finance, and as per the requirement from

time to time the institution provides every facility in the colleges so that the purpose, in future institution planning to install ILMS and SOUL 2.0 Software under library automation programme and other library necessary facilities. Currently, the college is using **e-Granthalaya free software.**

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)

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

Response:

The library uses e-resources of Swami Ramanand Teerth Marathwada University, Nanded.currently we did not have remote access but we are planing to start remote access to library in future for teachers and students in our college form academic year 2023-2024. we have provided links of e-content on our college website.material have video links according to course of B.Ed.syllabus.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
Data as per Data template	[View Document](#)

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

Response: 0.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
.33	.23	.01	.10	.21

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 16.52

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

Response: 313

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

Response: 566

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

Response: 777

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

Response: 987

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 1174

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Use of ICT is essential for the students to learn and master the latest technologies in order to be corporate ready. College uses Information and Communication Technology (ICT) in education to support the delivery of education.The college has good IT facilities available for teaching-learning and administration. The institute has spacious, fully equipped lecture Halls.

SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus(Internet speed of Wi-Fi is 100 mbps.)

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. previously we use intechonline private limited internet and after 2021 we upgrade our internet plan with Airtel Xstream Fibre ID 0238211027667_dsl. upgradation of plan have more speed to use the internet.

The college tries to introduce the latest technology in computing and IT fields regularly. In 2020 institute was equipped with ICT resources like 24 desktops , 4 LCD projectors, 1 computer speaker , 1 LED TV

AND 1 Pen drive in 2021 institute upgraded its ICT equipment and add some more devices.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 9.08

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 17.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.08	1.29	2.10	3.47	.64

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

The overall authority and responsibility for maintaining and utilizing the physical, academic and support facilities rests with the Principal. The Principal by delegating the authorities and responsibilities to the concern members and ensures that the resources are optimally utilized and maintained for the benefit of the stakeholders. The financial requirements are assessed on the basis of the requirements submitted by the Head of Departments and other Support Units at the beginning of Academic Year. The College Development Committee by considering the availability of resources and the requirements makes budgetary provisions for upgradation, maintenance and utilization of all the resources of the institution. All the resources are recorded in the Accession Register and Stock Register maintained by the Office. Library resources are maintained by the Librarian with the help of support staff under the overall supervision of the Library Committee. The overall maintenance of furniture, computers, photocopying machines, etc. are made through the professionals. The regular cleaning and sweeping are done by the support staff of the college. Gymnasium equipments are looked after by the Gym instructor and maintenance is done through outsourcing, whenever required. The physical facilities like Computer Lab, library, classrooms, sports facility, etc. are made available to the students and staff members as per the time table and schedule which is planned for optimum use of facilities under the supervision of the staff and instructor/assistant. The

Computer Lab equipments are repaired and serviced periodically by outsourcing as per the needs. The maintenance of computer hardware and IT enabled systems are done by the technical staff and hardware technician. Sweeping and cleaning of the classrooms, passages, ground, etc. are done every day by the support staff under the overall supervision of the Office Superintendent.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

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

Response: D. Any 5 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

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

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

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

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 8.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	6	6	1

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

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

Response: 18.75

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 18

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

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 5.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	1	0	0

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File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

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

Response:

The college establishes the active student council as per the new amendments of the Maharashtra University Act 2016, intending them to play an integral and important role in the college management. The purpose of the student council is to give students an opportunity to develop leadership by organizing & carrying out college activities. The Student Council is duly constituted in the month of August by selection and nominations of the class representatives from the admitted students of each of the class and division based on percentage of marks obtained in the previous examination. The representatives of the other cells such as Sports and Cultural activities are selected and nominated on the basis of their performance in the respective field and from those who have clearly passed the last examination. Two girl representatives are nominated by the Principal in his discretion by taking care of proportionate representation of the socially backward classes but on the basis of merit and all round performance in the previous year/s. The Principal nominates one teacher as his representative along with the in-charge teachers of Sports and Cultural as ex-officio members of the student council. The Principal is the chairman of the student council. The Principal's nominees have to look after the entire process of constitution of the Student Council. Due to the changes in the University Act of Maharashtra State in the year 2016, the college was informed not to engage the election. Besides the Student Council, college has many other cells where students are given the opportunity to show their leadership qualities. On the basis of academic merit and the participation in the Co-curricular activities the in-charge of the cells nominate the students as the office bearers of the cell. The cells like Cultural, Sports, Yuvati Kalyan Mandal, etc are working successfully by the student representatives. The council organizes various events in the Annual Social Gathering of the college where the students actively work & arrange all the events. The events like Fun Fair(Anandnagri),College Day, Sports events, Antakshri , arrangements of the stage, anchoring of the programme, Welcome of newcomers, farewell function for final year students etc are successfully organized by the students. The students also enthusiastically work as volunteers for Youth Festival where they work back stage. Alumni Association also works actively for the guidance of the students regularly.

Structure of Student Council Structure

Principal	An ex-officio chairman of the council
In-charge	Nominated by the Principal as an Incharge of the council.
Member (Teacher)	Head, Cultural Cell
Class Representative	Students with academic competency are nominated

	by the Principal
Cell Representative (Students)	Cultural
Ladies representatives	Two girl students nominated by the Principal

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

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

Response: 18.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	0	21	27	27

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni Association has been registered and actively working for the betterment of the college. The

alumni association has been framed with a view to sustain intimate relations of all the students with the institute. The main intention behind establishing this cell is our students should be benefitted with the knowledge and rich experience of our former students. Majority of the well-known businessmen, professionals, of our locality are our ex-students. The University curriculums are frequently changed and ex-students are invited to guide our students on such current portions, guest lecturers of ex-students are arranged. Ex-students feedback on educational facilities and several amenities is recognized as guiding suggestion for the further improvement. With a view to inspire our students, eminent personalities from our alumni are invited as a chief guest of the important programmes. A student from our institution becomes successful in life, such students are the members of our alumni association. Membership of alumni association is offered while leaving the institution. Through continuation of this process, we try to expand our alumni association. The President of the association Mr. Balaji Kamble, the Vice-President Ms. Pradnya Swami, the Secretary Mr. Mohan Kamble, the Assistant Secretary Mr. Pawan Londhe, Treasurer Mr. Govind Kamble, Members Mr. Atul Chavan, Ms. Nila Pardeshi, Mr. Vaibhav Waghmare, Mr. Budhbhushan Raibole make us proud to be our alumnus.

ALUMNI ASSOCIATION

1. Shri.Balaji Kamble   - President
2. Miss.Pradnya Swami   - Vice precedent
3. Shri.Mohan Kamble   - Secretory
4. Shri.Pawan Londhe   - Co-Secretory
5. Shri.Govind Kamble   - Treasurer
6. Shri.Atul Chavan   - Member
7. Mis.Nila Perdeshi   - Member
8. Shri.Vaibhav Waghmare   - Member
9. Budhbhushan Raibole   - Member

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

To promote and foster mutually beneficial interaction between the Alumni and the present students of the college the alumni association is established in the college. **The association is established in 2022-23**. The main intention behind framing
association is to enable the alumni to participate in activities which would contribute to the general development of the institute. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni
meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . The institution has included its alumni as a significant part of many of the notable
academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways. Guidelines for improving communication skills, experience sharing regarding importance of participation in co curricular

activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on
enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The college provides higher education facilities with a belief that education is the most effective tool for socio-economic development of Latur. The authorities have a clear vision regarding the economic growth of the region through education. Imparting teacher's training to the learners. The management always encourages a participative practice to achieve these goals.

Vision:

"Our vision is one of transformation and includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities."

Mission statement:

We Believe there is nothing more important than Education.

The mission of the College of Education is to build a better future for all. This includes individuals, our state, our nation, and our world. We fulfill our mission by preparing competent, committed, and reflective professionals as we engage in outstanding teaching, innovative and impactful research, and meaningful outreach.

Perspective plans:-

The aspects covered under perspective plan includes: New program to be introduced, facilities to be developed for teaching and non teaching, facilities for the learners extension activities etc.

The faculty contributes actively in designing the academic plan and its implementation as well. In meetings open discussion is carried on to offer everybody an opportunity to express. Best and healthy practices, essential changes, remedial measures etc. are suggested by them. Many of the faculty members are actively involved in various committees and they contribute in the decision –making. The faculty members keep their performance in tune with the quality standards. One teacher as (teacher representative) participates in the College Development Committee. Almost 100% staff participates in the management of the college through the membership of various committees. The outcome of this style include:- 1) increased enthusiasm 2) increased voluntary participation 3) increased co-operation, harmony effectiveness and efficiency 4) smoother and congenial relationship.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

The authority and accountability in the institution flows top to bottom. Principal is the administrative head of the college. The academic units are headed by the head of the department and faculty is a part of these academic units (departments). The departments function under the head of departments to whom authority is delegated regarding academic maters. The functions of the college are performed through various curricular and co-curricular committees. The desired autonomy is given at all levels. Teachers are given freedom to invite guest lecturers, to select and purchase books for library, to arrange the field visits, to select the topics of projects to be assigned to the students etc. Also, the college/institution has maintained organizational culture, which encourages participative management. At each level of the hierarchy the flow of authority and responsibility has been defined. The major administrative decisions are made through meetings in which the concerned person has a freedom to express his / her opinions and views. All stakeholders of this institution have a right to express their views in the meeting concerned to them. The suggestions of students are sought through feedback form. Principal of the college is the member of governing council. One teacher participates in the College Development Committee. Almost 100% of the staff participates in the management of the college through the membership of various committees. In any particular academic year various committees are established. One such committee among them is Cultural and Youth festival. This committee is also responsible for organizing Annual Social Gathering in the college. It works independently and issues notice regarding cultural activities and circulates the same for inspiring students to take active participation in the Annual Social Gathering. Some events are organized two to three days prior to the annual gathering like Teacher's Day, Matching Day, Traditional Day and various such activities where the entire staff and students take active participation. Programme list is prepared by the cultural committee to the consultation of Principal and Management members. Various sub committees like discipline committee, refreshment committee, fish-pond committee are formed under cultural committee who are given / allotted different responsibilities the make the Annual Gathering a successful event.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Financial Transparency: Jaikranti College of Education maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

Academic Transparency: The college adheres strictly to the academic calendar. Admission notifications are made through facebook and on its website. Admission forms are processed online with all the relevant details explained in its prospectus and also on its website. College organizes a campus placement every year in its premise. This placement drive is open for all students of 4th semester. College provides advance and innovative approaches of teaching-learning process in various prestigious schools as a internship proramme. We take feedback from students on a regular basis. The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system. We provides full information of syllabus, events, upcoming events etc., on its website. We have an active facebook account where we display all the events of the colleges. We also have an active alumni association which participate directly or indirectly for college development on a regular basis. In morning assembly, we provide facilities to every student for reading daily news, so that they will get to know new and upcoming advances in teaching field.

Administrative Transparency: College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development. Recruitment and staff promotion are also undertaken with almost transparency. IQAC is established in the college and plays a pivotal role in academic and administrative activities. Different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The IQAC through deliberations with the stakeholders made a perspective plan for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution.

As per perspective plan certain requirements are made before the administration of parent institution like; Augmentation of Academic infrastructure and Equipment such as Increase in the number of computers -Increase in the furniture -Language Lab set up -Books Rack for library etc.

Teaching-Learning process becomes more effective as a result of well equiped Furniture in the classrooms, Increased Library facilities etc. Biometric facility for teachers and students is provided in the institution. Language lab has been proved very useful for the students. As we were under the grip of pandemic wave for two years. A lot of action items/deliverables remained unfulfilled.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

As the institution is permanent non-aided the apex governing body of the institution is the body of directors. The management of the institution is headed by the president who is assisted by one vice-president, one secretary and one treasurer. The governing council consists of six members. Top management performs the role of provider, facilitator, policy maker, guide, supervisor and controller.

College Development Committee (CDC) is at the college level and is established as per the provisions u/s 85 of the Maharashtra Universities Act,1994. The Chairman of Bharat Shikshan Prasarak Madal is the chairman of the college. Principal acts as a Secretary of CDC. The committee meets at least twice a year or more times as per the need. Local level policies are decided by the committee. Appointments, confirmation of the staff, financial aspects, discipline, evaluation of various activities in the college etc are the issues dealt with the CDC.

Principal:- Principal is the head of the institution and is responsible for all the activities in the college. He provides academic and administrative leadership and is responsible for building the institute's public image.

NAAC Co-Ordinator:- All the functions of NAAC are divided broadly into seven criteria's. Each criteria is headed by member of NAAC steering committee. The NAAC co-ordinator then conducts the meeting of various committees in the specific criteria.

Head of the Departments:- The head of the departments work as academic head of the particular department makes the decision regarding the distribution of workload in the department and carrying out various curriculum and co curriculum activities in the department.

Office In-charge :- Office In-charge is head of the office. He is assisted by office staff. Office plays role of a mainspring to the clock. The responsibility of the office in-charge includes providing smooth and timely service to the students and staff. He is responsible for creating and maintaining the records. He makes the decisions related to his responsibilities.

Librarian:-Librarian is the head of the library who maintains the library and makes available the books, journals and other study material.

Service Rules :- As per the Universities Act and the State and Central Government educational policies.

Recruitment :- As per the Universities Act and the State and Central Government educational policies.

Promotional policies:- As per the directions of statue of state government and central government.

Grievance Redressal Mechanism:- The student Grievance Redressal Cell is formed in the college. The genuine complaints are considered to take quick action to correct things. There is not a single ragging related case reported in the college during the last five years. The committee kept timely observation and till the date. We have women's grievance redressal cell to sort out the issues related with the sexual harassment .We have 'Yuvti Kalyan Mandal' which promotes for their improvement and guidance provided to girls. The phone numbers of the members of women's redressal cell is displayed in college campus. We didn't find any sexual harassment case in the college premises.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Jaikranti College of Education constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, Teachers are assigned different committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. Internship committee prepares plan for internship and implemented it rigorously. The outcome of internship program is boosting confidence among students. The Internship program Develops Students as a future Teachers who will contribute in building future generations more competitive. The competitiveness among the future generations inculcated by the students of Jaikranti College of Education as a great educator will result in highly motivated generations. We as a Education college are striving for achieving above objective. By this we are playing important role in shaping the future generations of India i.e. Bharat.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Effective implementation of welfare measures for teaching and non-teaching staff is in place. Well being of the staff is important for effective functioning of the Institution. Jaikranti College of Education has effective welfare measures for teaching and non- teaching staff. Provision for Maternity leaves to Lady staff members for six months without salary with an agreement of resuming the work as per her convenience after this period. Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal. The provision of fee concession to the wards of College staff is in place. Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Faculty members are emcouraged to participate Workshops and Faculty Development Programs for up-grading their knowledge. The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

The institution has a performance appraisal system for teaching and non-teaching staff. An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. The performances are classified into -Effectiveness of Academic Management, Co-Curriculars, Extension, Professional Development activities ,Research Publications, Academic Contributions and Code of conduct. At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff by the institution mostly in the month of July . Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff ,the feedback are collected from each department and appraisals are given. Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are;

1. Effectiveness of Academic Deliverance: Daily attendance record of students,Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events,workshops and Guest lectures.

2. Effectiveness of Academic Management: Completion of additional activities allotted in due time line.

3. Academic Development: Initiatives taken for self improvement/ enhancement, Development of Best practices at workplace

4. Contribution to other Departmental Functions: Initiatives taken to other Departmental Functions as a whole.

5.Research Work: Involvement in research related activities is also one of the parameters for Appraisal.

Qualitative and quantative parameters adopted for Non-Teaching Staff are; Departmental and Cell Activities,academic and administrative coordination- Industry Interaction, Academic Management, Self Development, Discipline and efficient organisation of work assigned and technical abilities. On satisfactory performance, all employees are granted promotions and financial upgradation. The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	**View Document**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The college maintains all the account books as per the norms and conducts internal and external financial audits regularly.

1.Chartered Accountant Audit- The account books are regularly audited by the chartered accountant appointed by the institute. These accounts are audited upto 31.03.2022. All audit reports are submitted to Governing Council for its inclusion in the reports of the parent institution.

3.There are no major irregularities in audits. The reports of last 5 years audits are ready. Audit objections are promptly resolved. Suggestions made by the auditors for budget allotments are incorporated in the subsequent budget statements.

4.Financial assistance for scholarship received from government and non-government organizations are audited by the concerned authorities such as UGC. The statements of expenditure and utilization certificates are audited by the external auditor. The settlement of the accounts is done by the concerned funding agencies. If the funds are not utilized as per the guidelines of the funding agencies, the funds have to be repaid with interest.

File Description	Document
Report of Auditors of last five years signed by the Principal	**View Document**
List of audit objections and their compliance with seal and signature of the Principal	**View Document**

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

The College works within the framework of rules and regulations formulated by Bharat Shikshan Prasarak Mandal, Latur. The financial protocols prescribed by all competent authorities are promptly followed at every level. College receives financial aid from following sources: Students' fees.The needs of the college including the development needs are fulfilled from this source. In case of any capital expenditure with heavy investment therein, the parent institute contributes the funds. The college has developed effective monitoring systems for use of available financial resources by finalizing resource mobilization decisions through College Development Committee. The Finance and Accounts Department is headed by head accountant i.e. head clerk, and supervised by office superintendent under administrative control of the principal. The head accountant handles responsibility of implementing all tasks related to finance and accounting in accordance with rules, regulation & financial policies framed by respective authorities. The accounts department attends all responsibilities including cash counter, bank operations, accounts writing, preparing the budget of the college etc. The college has a system of annual budgeting. Budgeting and auditing are the integral part of planning of collegial resource mobilizing system. The Annual Budget reflects proposed expenditures including, salary and non-salary components. The activities are being completed with the consultation of principal. The budgets are submitted to the College Development Committee for approval. Maximum care is taken to utilize all financial resources economically, with transparency in transactions. All the budgets are discussed and approved in the College Development Committee. Approved budgets are submitted to Governing council.

For assurance of effective use of resources following practices are followed;

1.The College Development Committee takes care that all financial transactions are transparent and all the resources are used properly.

2.The income and expenditures are monitored by the principal of college, chairman/secretary of the parent institute regularly.

3.Daily cash transactions are monitored through a daily summery verified by Office Superintendent & principal.

4.All payments are made through cheques and DDs except petty expenses.

5.The account books are regularly audited by the chartered accountant.

6.Audited financial statements are studied by CDC, governing council & scrutinized to ensure further effective use of financial resources.

Our parent institute has 2 colleges in the campus. There are some common facilities such as Auditorium with seating capacity of approx 150, Common parking etc. For optimum utilization of these resources, the college shares them with other sister concerns as per the need and availability. The college prepares schedules of classes, computer labs, language labs to ensure their optimum utilization.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The college was established in the year 2014. During the first three years focus was on discussing, implementing and reviewing all aspects of the education process in the college including setting parameters. Therefore the college has concentrated all its energy on improvising students and their learning abilities. After the passing of the first two batches, as per the direction of management council, college has decided to form IQAC Cell. Accordingly the IQAC Cell has been established on 17.06.2022. In the first meeting importance of IQAC and its role in the overall development of the institution was discussed.

The institution strives to make quality as its defining feature. The vision of the IQAC of Jaikranti College of Education is to ensure a quality culture that is the defining characteristic of all the academic and administrative initiatives of the college. The IQAC has certain procedures to work towards quality assurance that make every member accountable for it. These include:

- Defining the roles of members
- Identification of student needs
- Working with focus Planning for curricular transaction
- Review of teaching- learning process
- Professional development of teachers
- Collection and analysis of feedback
- Documentation of work done

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The IQAC Cell has been established on 17-06-2022. In the first meeting, the importance of IQAC and its role in the overall development of the institution was discussed. The IQAC is planning to set down broad guidelines under which the Teaching Learning process will be implemented. The IQAC of the college regularly conducts Teacher Evaluation Survey by collecting data from the students. The confidentiality of the student evaluation is maintained and students can take part and complete the process without any hesitation. This is followed by a private discussion between the teacher and the Principal. The discussion helps the teachers to understand the areas to be improved. Besides this all the teachers periodically collect oral feedback from the students regarding the teaching learning process from the students.The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Women Development Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Admission Cell, Academic Planning Cell. Committees have been formed to plan and implement various activities under different heads so that the desired quality of outcome can be assured to the beneficiaries. The activity of students' feedback for teachers will be undertaken more effectively under IQAC. At the same time purposeful attempts to increase research work by faculty members is supported with financial aid by management on account of suggestion given by IQAC Cell and SWAYAM-NPTEL local chapter also started in the college.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

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

Response: 2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	0	0	0

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

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

Response:

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at Jaikranti College of Education is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students. This process is prominently evident through the following examples:

MOU'S WITH REPUTED ORGANISATIONS:-

Jaikranti College of Education established a number of MOUs with varied organizations, schools, colleges. Jaikranti College of Education signed the Memorandum of Understanding with the following organisations:

1. Jaikranti Arts Senior College, Latur
2. Jaikranti Secondary & Higher Secondary School, Latur.
3. Shree Secondary & Higher Secondary School, Latur.
4. Sahayog Sevabhavi Sanstha College of Education, Vishnupuri, Nanded.
5. Sanvedna Prakalp, Harangul, Latur.

Constitution of Cells

IQAC worked upon constitution of various cells to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

- College Development Committee
- Feedback & Analysis Cell
- Grievance Committee
- Anti-Ranging Cell
- Sc/St/Obc Scholarship Cell
- Youvati Kalyan Mandal
- Students Council
- Competitive Exam Cell
- Placement Cell
- Sexual Harassment & Prevention Committee

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Energy conservation is the practice of reducing the consumption of energy by humans or making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy. Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The institute has developed framework and energy guidelines adhering to national policy for energy conservation on. The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room. Master switches are installed at every floor to shut down power in non working hours to reduce transfer loss of electricity.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

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

Response:

For utilization of waste management proper planning and set up is required and since the institution is still in its initial stages of development. We are stressing more towards students development. Management is keenly looking forward to plan for
waste management. However we are motivating and crating awareness towards environment in our students and staff members. As far as possible, the college avoids using hazards substances like plastic bottles, batteries etc. Solid wastes are
disposed off separately with the help of Latur Municipal Corporation. Non working computers, keyboard, mouse and CPU are kept in the store room and are planned to be discarded scraped in near future.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)

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

Response:

Sanitation refers to public health conditions such as drinking clean water, sewage treatment, etc. All the effective tools and actions that help in keeping the environment clean come under sanitation. The institution worked towards clean

environment for that purpose we had motivated our staff and students to use eco-friendly products. some staff members and students of the college uses bicycle as the mode of transportation. Some of our students attend college regularly by using public transport system. The office staff is also working towards execution of paperless system. The unnecessary use of papers is avoided and for that purpose we are using computer-based system. All important notices for staff are send via

WhatsApp . There are various kinds of trees and plants in the college campus. Waste water released from drinking water resources is also utilized for trees in the college campus. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of

campus users. Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are

present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary

component during the last five years (INR in Lakhs)

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Jaikranti College of Education, affiliated to SRTM University, Nanded is located at the prime location of regional capital hub of Education providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and associated with lush green locality.

LOCATIONAL ADVANTAGES:

1.College is located in well reputed city for Education; connecting states for easy access to students.

2.Sufficient Green Area in vicinity of college

3.Community Park in Proximity

5.Easy Accessibility to College with Connectivity.

6.Police station is located in a range of 500m for safety and security purposes.

7.24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

8.Utmost care is taken to maintain cleanliness in and around the college.

9.Many awareness programmes are organised for public awareness.

College Initiatives:

1. Proximity to almost all commuting- Access to students from rural areas.

2. The college being close to many schools in the area with sufficient resources to provide optimal exposure to students.

3. 24/7 CCTV Surveillance covering roads on all sides of the college. 4. Parking Facility in the premises.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practices-I Experiential Learning

1. Title of the Practice: **Experiential Learning**

2. Objectives of the Practice: Providing experiential learning to the students in various schools.

3. The Context: Students develop teaching skills only by having practical teaching exposure which is provided through this activity.

4. The Practice: Experiential learning is very important in any type of educational process. Experiential learning develops practical approach among the students. The benefits of reflection were realized by a few teachers and the principal took efforts to streamline the process of reflection. encourage teachers to improve or change their pedagogical practices. The teachers take up the reflection exercises earnestly. The greatest benefit is the identification of key areas to be strengthened at the individual and institutional level

5. Evidence of Success: Students are placed in different institutions as a teacher. This is enough which is expected in any educational process.

6. Problems Encountered and Resources: Problems encountered There was a tendency among teachers to highlight their work. The teachers were made to realize that the questions were not aimed at appraisal but to facilitate reflection. The personal devices of teachers and facility already available in the college were not enough for this practice.

Best Practices-II Placement Cell

1. Title of the Practice: **Placement Cell**

2. Objectives of the Practice: Providing placement opportunities to the students at various schools and colleges.

3. The Context: Ultimate aim of education is to be preparing students employable and lifelong critically learner. For achieving this objective, we are providing employment opportunities to the students through placement cell.

4. The Practice: The placement cell prepares plan for the academic year to place students in different educational institutes. Different educational institutes are invited for placement drive in the campus or students are also sent to placement as per the requirement outside the campus.

5. Evidence of Success: Several students were placed as a teacher in different institutes and they are giving their best the endeavor of education which is a moment of proud for the institution.

6. Problems Encountered and Resources: The main problem in the placement drive is that many educational institutes are granted by the state government. The government decides placement drive very rarely. Private educational institutes are the only major source for placement drive.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Jaikranti College of Education aspires to be a leading Institution in the region offering quality teacher education to enlighten,emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present,so it is our duty to sensitize the young generation of the country about personal,social,local & global issues. The college is established with the mission to provide quality education to the students. Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We celebrate National Days along with the Environment day/Earth Day/ Women Day to make students aware of our surroundings.As the world has faced severe challenges related to pandemic or due to COVID -19 so we are well aware about how to relieve from stress related issues in a workshop that covered all psychological aspects of students. To enhance the Professional growth and skills of students in their respective field, a Workshop on counselling and placement was organized. We are instrumental in building peer-to-peer relationships, while shaping their perspectives,opinions and identity. So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level. The college inculcates value added programs like Career Guidance, workshop on self defense are provided to felicitate economic security and financial independence of women. Remedial classes for slow learners is another step to pull up the students lagging in their studies.The students are given scholarships also. Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)

5. CONCLUSION

Additional Information :

COLLEGE HIGHLIGHTS

- Huge Spacious Campus Hi-tech Computer Laboratory
- Purified water
- Highly Equipped Language Laboratory.
- Well Maintained Psychology Laboratory.
- Store House of Wisdom Is Our Library
  Book Bank Scheme
  Reading Room
  Periodical Section.
- E-Granthalaya Software (Govt. Recognized)
- Separate Method Rooms/Research Guidance Room
- Virtual Classroom
- Spacious Classrooms with white board & Seminar Hall

Aims of The Institution

- To create socially competent teachers from trainees in rural and urban areas.
- To provide modern teacher education system to the trainees.
- To develop research and guidance in teacher training colleges.
- To help provide employment to the trainees.
- To make our teacher training college a model college in teacher training.

Objectives of The Institution

- To motivate faculty and trainees to excel in studies, teaching, research and innovation.
- To train the trainees to meet the various issues and needs of the emerging aspects, global context of the education system.
- To guide and counsel trainees to understand school students and solve their academic and personal problems.
- Enhancement of various media and library resources to develop skills for effective teaching.
- To encourage the professors and trainees by providing facilities for improvement.

Concluding Remarks :

The college is committed for;

- Building the multi-dimensional personality of the students

- Developing skills to face the changing global scenario
- Improving learner's achievement
- Upgrading the quality of Human Resources
- Multidimensional personality development of the students through co-curricular and extra-curricular activities in association with various socio-cultural organizations
- Empowering students with relevant knowledge, competence and creativity by providing platform to face the challenges of the competitive world, with the utmost utilization of their potential in academic programs, sports, and other events.
- Inculcating values like social equality, justice, fraternity, casteless society and self-help amongst the students
- Developing sensitive and responsible youth force which has social commitment towards responsible society and the Healthy Environment
- Educating marginalized sections of the society and empowering them socially, economically and educationally
- Elevating the young generation for contributing to the future knowledge economy