



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**RAJMATA JIJAMATA B.ED. COLLEGE, KENDRE  
BUILDING, SHIV NAGAR, LATUR DIST. LATUR  
MAHARASHTRA**

**KENDRE BUILDING, SHIV NAGAR, LATUR  
413512**

**[www.msmrjbedl.com](http://www.msmrjbedl.com)**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Rajmata Jijamata B. Ed College is a well-known and respected educational institution located in the Latur District of Maharashtra. The college was established in 2007 under the guidance of Shri Devidas Kendre and the Maharashtra Shikshan Mandal. The institution is dedicated to the memory of Rajmata Jijamata, the mother of Chhatrapati Shivaji Maharaj, a prominent figure in Indian history. Shri Devidas Kendre's goal was to provide quality education to students, particularly those who are underprivileged and female. The college seeks to empower and enlighten students and has a long-standing tradition of academic excellence.

Rajmata Jijamata B. Ed College is affiliated with the prestigious Swami Ramanand Teerth Marathwada University (SRTMU) in Nanded. The college offers a Bachelor of Education program that has been recognized and approved by the National Council for Teacher Education (NCTE). The college is committed to academic rigour and excellence, ensuring that its curriculum is both comprehensive and adaptable to the changing needs of the education sector.

The institution places a strong emphasis on maintaining high academic standards. It adheres strictly to the curricula prescribed by both the university and the National Council for Teacher Education (NCTE), ensuring that students receive a comprehensive education that is not only enriching but also in line with industry standards and best practices. The college has a team of dedicated faculty members who provide a supportive and conducive learning environment for students. The aim is to shape the minds of future educators and equip them with the skills and knowledge necessary to excel in their chosen profession.

### **Vision**

To enlighten and bring radical change in the lives of the students and the society by providing quality education.

The vision of Rajmata Jijamata College of B.Ed. is to bring about significant changes in the lives of students and society by providing high-quality education. The college aims to enlighten the students and equip them with the knowledge and skills that will enable them to make a positive impact on their community. By providing quality education, the college hopes to empower its students to become responsible citizens who are capable of contributing to the betterment of society. The college is committed to achieving this vision by providing a supportive learning environment, excellent teaching, and world-class facilities.

### **Mission**

Provide education to lead the students from the darkness to the light.

Mould the character of the students and make them aware of their culture, moral duties and national integration.

Make them good citizens of the world.

The mission of Rajmata Jijamata College of B. Ed is to provide education that leads students from darkness to light. The college aims to mould the students' character and make them aware of their culture, moral duties, and national integration. The college strives to make its students good citizens of the world, who are ready to contribute to society and make a positive impact.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

*The college is characterized by proactive, dedicated, and helpful management. This leadership quality is pivotal in shaping the institution's direction, fostering a positive learning environment, and ensuring effective decision-making.*

*The college boasts state-of-the-art infrastructure, including well-equipped facilities for teaching and learning, such as classrooms, laboratories, sports fields, and computing resources. These facilities align with the highest standards, creating an enriched educational environment. The college takes pride in its qualified, experienced, devoted, and dedicated teaching and non-teaching staff, ensuring that students receive quality education and support throughout their academic journey.*

*The strategic location and connectivity to urban facilities enhance the accessibility of the college, making it convenient for students and faculty alike. This geographical advantage contributes to the overall effectiveness of the institution.*

*Being a self-financed institution allows the college to make immediate decisions on educational issues, fostering agility and responsiveness to the evolving needs of the educational landscape. The affiliation with a public university, with a curriculum revised by its Board of Studies, further ensures the relevance and quality of the academic programs offered.*

*The college's adherence to government-mandated standard entrance tests for B.Ed. admission reflects its commitment to merit-based admissions, ensuring a diverse and qualified student body. Including students from various categories, such as SC/ST/OBC/Open, underscores the institution's commitment to diversity and inclusivity.*

*The college has a commendable track record of examination results and placement for B.Ed. degree holders, showcasing the effectiveness of its educational programs in preparing students for successful careers.*

*Financial support in the form of scholarships from the Government of India and Maharashtra enhances*

*accessibility and affordability for students, further contributing to the college's positive impact on the community.*

*Adherence to NCTE norms regarding teacher appointments and infrastructure maintenance demonstrates the institution's commitment to quality standards in teacher education.*

*Adopting democratic principles and a participatory approach in day-to-day administration fosters a collaborative and inclusive environment within the college community, promoting shared decision-making and accountability.*

### **Institutional Weakness**

*Admission to the B. Ed program is granted only to those students who have appeared for the standard entrance test conducted by the Government of Maharashtra. The college has no authority to admit students outside the list received from the government, even if seats remain vacant.*

*The college is an affiliated institution with no privileges to start the programs other than being approved by the university.*

*The college offers a self-financed B.Ed. Program with higher admission fees compared to the grant-in-aid program.*

*The students' enrollment is volatile, and due to this, the financial burden increases, affecting the development of the college.*

*The program duration of two years is insufficient to instil a research attitude among students.*

### **Institutional Opportunity**

The two-year B. Ed program affiliated with a public university offers an excellent opportunity for students who aspire to become teachers.

This program provides an in-depth understanding of teaching methodologies, classroom management, and educational psychology.

The curriculum is designed to equip students with the necessary skills and knowledge to excel in teaching.

The program provides practical experience through internships and teaching practice sessions in the schools, which enables students to gain hands-on experience and hone their teaching skills.

Upon completion of the program, students can pursue a career in teaching and contribute to shaping the future generation

### **Institutional Challenge**

B. Ed programs run on self-financed bases often come with high tuition fees, which can be a significant challenge for students from economically weaker backgrounds.

Unlike government-funded B. Ed programs, self-financed B. Ed programs often have limited scholarship options, making it difficult for deserving students to pursue their education.

The quality of education in self-financed B. Ed programs can vary greatly, and sufficient resources may not be available to provide students with the best possible learning experience.

The opportunities for B. Ed graduates are limited. They may receive offers to work on a contract basis with a consolidated salary in privately managed schools and junior colleges.

Self-financed B. Ed programs may not be subject to the same level of regulatory oversight as government-funded programs, which can raise concerns about the quality and legitimacy of the degrees awarded by these programs.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College in Latur, affiliated with SRTMU Nanded, offers a B. Ed program that NCTE approves. The college strongly emphasises curricular aspects, ensuring a comprehensive and responsive education for its students.

The college diligently follows the curricular guidelines the university and NCTE set, ensuring that the prescribed curricula are effectively implemented.

The college has a well-established practice of regularly planning, reviewing, and revising its curriculum to adapt to local contexts and evolving educational requirements.

Curriculum planning and adoption are collaborative endeavours at the institutional level. Various stakeholders are actively involved in the curriculum planning, fostering a well-rounded and inclusive approach.

The college strongly focuses on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all its programs, clearly communicating these outcomes to teachers and students.

The curriculum offers students diverse courses, including optional and elective options, with a particular emphasis on pedagogy courses. The availability of qualified teachers for these courses enhances the learning experience.

Over the past years, the college has consistently provided many value-added courses, all of which have witnessed complete student enrolment.

The college actively encourages and facilitates self-study courses offline, aligning with the university-prescribed curriculum. These opportunities are designed to promote independent learning under the guidance of

teachers.

The curriculum offers students opportunities to acquire and demonstrate knowledge, skills, values, and attitudes across various learning areas, fostering a holistic educational experience.

The college familiarises students with the diversity within the Indian school system and offers a comparative perspective, enhancing their understanding of educational practices beyond borders.

The curricula substantially allow students to derive professionally relevant understandings and integrate them into their professional acumen, ensuring they are well-prepared for their roles in the Teacher Education Programme.

The college has a structured mechanism for obtaining feedback from various stakeholders on the curriculum, conducted semester-wise. This consistent feedback collection ensures that the curriculum remains responsive to evolving needs.

Just so you know, input from stakeholders is carefully processed, and action is taken accordingly. The thorough feedback process reflects the institution's commitment to continuous improvement.

### **Teaching-learning and Evaluation**

The college is renowned for promoting effective teaching, learning, and evaluation practices. It maintains an impressive average enrolment percentage and is committed to including students from reserved categories and diversity.

The Maharashtra Government conducts entrance tests for the B. Ed program. The college provides academic support based on individual learning needs, focusing on diversity and student success. Appropriate learning exposures are offered to cater to diverse requirements.

The college maintains an excellent student-mentor ratio for personalised guidance. They use multi-modal teaching methods and ICT tools for enhanced learning experiences. The college also encourages using ICT tools for learning, including mobile-based resources and virtual labs.

The college offers continual mentoring to students, exposes them to recent educational developments, and provides various activities to develop competencies and skills in different functional areas.

Students will participate in preparatory activities before their practice teaching and internships. These activities will help them develop essential skills such as effective communication and receive training on analysing and interpreting responses effectively.

The internship program is planned systematically to ensure a seamless transition into school-based practice. Effective monitoring mechanisms are in place during the program, and student performance is assessed through observations by different individuals. The evaluation criteria for interns include teaching effectiveness, evaluation competency, involvement in school activities, regularity, initiative, commitment, and job readiness. Faculty members stay professionally updated to deliver high-quality education.

The institution has a solid and practical Continuous Internal Evaluation (CIE) system for student learning. It

also has prompt grievance redressal mechanisms for examination-related issues.

The teaching and learning process is designed to align with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) stated by the college, ensuring that students are on track to achieve their educational goals. Over the last five years, the college has consistently attained a commendable average pass percentage. Student performance and attainment of professional and personal attributes aligned with PLOs and CLOs are continuously monitored, serving as a basis for further improvements. The performance of outgoing students in internal assessments reflects how effectively their initial learning needs were addressed and catered to

### **Infrastructure and Learning Resources**

**Rajmata Jijamata B. Ed College demonstrates a solid commitment to providing robust infrastructure and learning resources that align with the norms set by the National Council for Teacher Education (NCTE). The institution has made significant strides in creating an environment conducive to education, evident in its RCC building and various facilities for teaching and learning.**

**Classrooms, laboratories, sports fields, fitness centres, and computing resources are available, meeting NCTE standards. Moreover, many classrooms and seminar hall are equipped with Information and Communication Technology (ICT) facilities such as smart classrooms, Learning Management Systems (LMS), and audio-visual systems, enhancing the overall learning experience for students.**

**The college's financial commitment to infrastructure development is evident in its allocation of expenditures based on requirements and budgetary provisions made over the past five years. This ensures that the facilities remain up-to-date and suitable for academic needs.**

**While partially automated, the library has integrated technology to improve accessibility and resource management. However, there is room for improvement, particularly in remote access to library resources, which does not meet expectations. The college acknowledges the need for further expansion in subscriptions for e-resources and memberships/registrations for academic platforms.**

**Efforts have been made to align expenditures with the curriculum revised by SRTMU, ensuring that students have access to relevant learning materials. Although the library sees regular use, with daily utilisation by teachers and students, the college aims to increase this percentage.**

**Recognising the importance of ICT in education, the college maintains up-to-date facilities, including Wi-Fi, to facilitate online research and learning. A dedicated computer lab with a favourable student-computer ratio.**

**Expenditure on maintaining physical and academic support facilities is aligned with requirements, ensuring these resources remain functional and well-maintained. The college has established methods**

**and procedures for systematically maintaining and utilising physical, academic, and support facilities, contributing to effectively managing these resources.**

**The college's commitment to providing adequate infrastructure and learning resources is evident through its proactive approach to facility development, technological integration, and systematic resource management.**

### **Student Support and Progression**

The college is dedicated to supporting and promoting the holistic development of its students. It offers various initiatives to help students build their skills and capabilities, including personal and career counselling, academic, technical, and organizational skill development, seminars and online guidance. This comprehensive approach ensures students acquire well-rounded skills beyond traditional academic learning.

The college provides various facilities to create a safe and conducive learning environment for its students. These facilities include vehicle parking, gender-segregated standard rooms, recreational facilities, first aid and medical assistance, a book bank, safe drinking water, and toilets for males and females.

The college has established a mechanism for addressing grievances related to sexual harassment and ragging. The guidelines for the mechanism are approved, committee members' details are available on the website, awareness programs are conducted, and grievances can be submitted online/offline. The college is committed to addressing complaints within a prompt seven-day timeframe to enhance student satisfaction and safety.

The college offers monetary assistance from external sources like government, banks, affordable accommodation options, a dedicated Student Welfare officer, and a Placement Officer. This support includes fee concessions and scholarships reflecting the college's commitment to ensuring that financial constraints do not hinder students' educational journeys.

The college has a commendable track record of students qualifying in state/national examinations such as NET, SLET, and TET, with a moderate percentage of students securing placements as teachers.

The college fosters student involvement and leadership through its student council, which plays a dynamic and proactive role in institutional functioning, engaging students in decision-making processes. Regularly organised sports and cultural events contribute to a vibrant campus atmosphere, allowing students to showcase their talents and promoting a well-rounded college experience.

The college's multifaceted approach to holistic development, transparent grievance redressal mechanisms, financial assistance programs, and the success of its students in academic and professional pursuits reflect its commitment to supporting and nurturing well-rounded individuals.



## **Governance, Leadership and Management**

*The college is an excellent institution with effective governance, leadership, and management practices, all aligned with its vision and mission. The college takes a participatory approach to decision-making, with various stakeholders involved, which promotes transparency, accountability, and stakeholder trust. The college's financial, academic, and administrative functions are straightforward, ensuring everyone knows what's happening and can contribute to the college's success.*

*The college focuses on modern governance practices, using technology to streamline its operations and provide a better experience for students and staff. It has implemented e-governance across different operational areas, including administration, finance, accounts, admission and support, and examination systems. The college uses biometric attendance for staff and students, demonstrating its commitment to technological advancement.*

*The college is committed to the well-being and job satisfaction of its teaching and non-teaching staff. It provides various welfare measures and financial assistance for professional development activities, such as seminars, conferences, and workshops.*

*The college has implemented a performance appraisal system for teaching staff, ensuring accountability and continuous improvement. It conducts regular internal and external financial audits reflecting its transparency and accountability.*

*The Internal Quality Assurance Cell (IQAC) and other quality initiatives have significantly institutionalised quality assurance strategies, contributing to maintaining and improving educational standards. The college tracks incremental improvements in academic and administrative domains through quality assurance initiatives, showcasing its commitment to continuous enhancement and excellence. The college is committed to maintaining and improving educational standards, contributing to its success in achieving its educational objectives and fostering a culture of constant progress.*

## **Institutional Values and Best Practices**

*The college has committed to ecological sustainability. This is reflected in their energy policy, which includes promoting energy conservation and exploring alternative energy sources. They also have a comprehensive waste management policy that covers waste segregation, e-waste management, vermicomposting, and sewage treatment. Water management is also a priority, with rainwater harvesting and responsible water usage*

*practices in place. The college maintains a clean and green campus with pollution-free surroundings.*

*Green practices are actively promoted, such as encouraging public transport facilities, bicycles and e-vehicles, creating pedestrian-friendly roads, striving for a plastic-free environment, moving towards a paperless office, and enhancing tree plantation. The college has allocated a budget to support green initiatives and waste management, demonstrating its financial commitment to environmental conservation and sustainability.*

*The college leverages local environmental knowledge, resources, and community practices to address ecological challenges and showcases its dedication to being a responsible community member. They maintain a Code of Conduct for students, teachers, and administrative staff, ensuring adherence through displaying the Code on the institution's website, conducting orientation programs, establishing a monitoring committee, and organizing periodic professional ethics programs.*

*The college has successfully implemented two best practices that contribute to its excellence and align with its vision and priorities. They excel in distinctiveness related to their vision and priorities, reflecting unique strengths and achievements.*

## **Research and Outreach Activities**

The college has established a Research Committee to promote a robust research culture among its teachers and students. The committee is dedicated to advancing research policies and practices, underscoring the institution's unwavering commitment to knowledge advancement and societal contributions.

Despite being self-financed and ineligible for external financial aid for research projects, the college actively promotes research by formulating appropriate policies and ensuring the availability of adequate infrastructural facilities and resources. Teachers and students are encouraged to participate in research, workshops, conferences, and seminars.

The college focuses on a two-year undergraduate program in B.Ed., but this does not deter the institution from promoting and publishing quality research. The teacher's emphasis on research publications highlights the college's commitment to research and knowledge advancement.

In addition to research, the college acknowledges its social responsibility and endeavours to contribute to society through outreach activities. These activities include programs addressing social issues such as gender disparities and inequality. The college recognizes the importance of instilling social values and commitment among its students and considers this a core value to be demonstrated. The outreach activities are designed to be impactful through close collaboration with the community and other relevant agencies.

The college also values partnership and has formal agreements with educational institutions to promote cooperation, including training, internships, student and teacher exchanges, and sharing research resources. These collaborations further the college's commitment to enriching the educational experience for both students and teachers.

The college is steadfast in its commitment to cultivating a research-oriented environment and actively engaging in outreach activities that contribute to community development. By recognizing the critical roles of research and outreach in advancing knowledge, contributing to society, and promoting social values and commitment, the college demonstrates its dedication to holistic education.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJMATA JIJAMATA B.ED. COLLEGE, KENDRE BUILDING, SHIV NAGAR, LATUR DIST. LATUR MAHARASHTRA
Address	Kendre Building, Shiv Nagar, Latur
City	LATUR
State	Maharashtra
Pin	413512
Website	<a href="http://www.msmrjbedl.com">www.msmrjbedl.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajusing Madan Chavhan	02382-247145	9765222279	02382-24714 5	rjbedcollegelatur@ gmail.com
IQAC / CIQA coordinator	Sayyed Nazneen Khuddus	02382-299670	9823526989	02382-24714 5	nazsayyed32@gma il.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

### Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	<a href="#">View Document</a>

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	<a href="#">View Document</a>	31-05-2015	24	Temporary

### 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	Kendre Building, Shiv Nagar, Latur	Urban	0.5	2551.92

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education,	24	Any Graduate	English + Marathi	110	110

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				10			
Recruited	0	0	0	0	1	0	0	1	5	5	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		0		1

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	75	0	0	0	75
	Female	142	0	0	0	142
	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	5	5	8	10
	Female	10	10	10	14
	Others	0	0	0	0
ST	Male	0	0	0	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	27	14	17	27
	Female	26	32	31	31
	Others	0	0	0	0
General	Male	33	44	49	49
	Female	84	95	90	84
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		185	200	205	217

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	In Maharashtra State, the implementation of the National Education Policy (NEP) 2020 has not yet commenced, and the Government of Maharashtra has announced it will be implemented from the academic
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	<p>year 2023-24. Multidisciplinary and interdisciplinary answers, which are central to the NEP's objectives, remain largely unexplored. Maharashtra must accelerate the rollout of NEP 2020 to ensure that its educational institutions can adapt and thrive in an evolving and interconnected world.</p>
2. Academic bank of credits (ABC):	<p>In Maharashtra State, implementing the National Education Policy (NEP) 2020 has introduced a significant shift by creating the Academic Bank of Credits (ABC). This innovative system, in line with guidelines from affiliated universities, opens individual student accounts within the ABC. This transformative approach empowers students to accumulate academic credits for courses completed, enabling flexibility in choosing subjects and programs while facilitating lifelong learning. The ABC concept aligns with NEP 2020's vision of promoting multidisciplinary and fostering a student-centric approach. It streamlines the education system and enhances accessibility and adaptability, ensuring students have a broader range of academic choices tailored to their interests and career aspirations within Maharashtra State.</p>
3. Skill development:	<p>In Maharashtra State, the full-fledged implementation of the National Education Policy (NEP) 2020 has not yet commenced, resulting in a lack of emphasis on skill development for multidisciplinary and interdisciplinary approaches.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In Maharashtra State, the delayed implementation of the National Education Policy (NEP) 2020 has resulted in a missed opportunity to integrate the Indian Knowledge System effectively.</p>
5. Focus on Outcome based education (OBE):	<p>In Maharashtra State, the delayed implementation of the National Education Policy (NEP) 2020 has resulted in a lack of focus on Outcome-Based Education (OBE) within the context of multidisciplinary and interdisciplinary learning.</p>
6. Distance education/online education:	<p>In the case of affiliated colleges, the option for distance education or online education may not be available. This is because affiliated colleges follow a set curriculum and teaching methodology as per the guidelines of the affiliating university. As a result, distance education or online education may not be a viable option in such colleges.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, It is essential to ascertain whether Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College in Latur, which is affiliated with SRTMU Nanded, has established and effectively operates the Electoral Literacy Club (ELC) under the guidelines provided by the Election Commissioner. The ELC is a critical initiative to promote electoral awareness and civic engagement among students. A proper and dedicated implementation of the ELC ensures that students are well-informed about the electoral process, voter rights, and responsibilities, strengthening democracy. Verifying compliance with Election Commissioner guidelines ensures that the college plays an active role in nurturing responsible and engaged citizens.</p>
<p>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?</p>	<p>Yes, Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College in Latur, affiliated with SRTMU Nanded, has demonstrated a proactive approach to ensuring the success of their Electoral Literacy Club (ELC). They have appointed a senior teacher as the students' coordinator, a crucial step in effectively managing ELC activities. Furthermore, the fact that the ELC is described as vibrant suggests it actively promotes student electoral awareness. Frequent arrangements of lectures by government election staff underscore their commitment to educating students about the electoral process. This proactive approach fosters civic engagement and democratic participation among the college's students.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College is committed to promoting electoral literacy through its ELC. The innovative programs and initiatives undertaken by the ELC include encouraging voluntary contributions by students in various aspects of electoral participation. It involves assisting with voter registration drives for students and communities they hail from, actively supporting the district election administration during polls, and conducting voter awareness campaigns. Furthermore, the ELC is dedicated to promoting ethical voting practices and ensuring the inclusion of marginalised</p>

	<p>groups, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens, in the electoral process. Their proactive efforts reflect a strong commitment to fostering a more inclusive and participatory democracy in the region</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College actively engages in socially relevant projects and initiatives related to electoral issues. They undertake research projects and surveys that provide valuable insights into the electoral landscape, contributing to evidence-based decision-making in the democratic process. Moreover, the college conducts awareness drives to educate students and the community about the importance of electoral participation and democratic values. They create content and publications highlighting their significant contributions to advancing these ideals, emphasising their commitment to fostering informed and engaged citizens. These initiatives underscore the college's dedication to promoting democratic values and enhancing participation in electoral processes, enriching their students and the wider community.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Yes, Maharashtra Shikshan Mandal's Rajmata Jijamata B. Ed College recognises the critical need to ensure that eligible students above 18 are enrolled as voters in the electoral roll. Efforts by the Electoral Literacy Clubs (ELCs) and the college are geared towards institutionalising mechanisms for voter registration. These initiatives involve actively identifying and reaching out to eligible students who are not yet registered voters. The ELCs and the college conduct awareness campaigns, organise voter registration drives, and provide necessary information and assistance to streamline enrollment. This proactive approach not only empowers students to exercise their democratic rights but also strengthens the overall democratic fabric of the region by increasing voter participation among the youth.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	217	205	200	185
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	108	96	100	85
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	108	96	100	85
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	109	109	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	09	10	09	09

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

  

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.51	22.08	10.09	8.52	8.12

  

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 19

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:**

**Response:**

**Rajmata Jijamata B. Ed College (RJBC) maintains a consistent and comprehensive in-house practice of planning, reviewing, revising, and adapting its B. Ed program curriculum to the local context and situation. This practice ensures that the RJBC remains responsive to the evolving needs of its students and the community it serves.**

**Effective Delivery of Prescribed Curricula:**

- **RJBC has successfully implemented the B. Ed program curricula as prescribed by SRTMU and NCTE.**
- **Educators at RJBC adhere to the norms outlined by these regulatory bodies to deliver the curriculum effectively in classroom sessions.**
- **Regular monitoring and feedback mechanisms are in place to ensure that curriculum delivery aligns with established guidelines.**

**Student-Centric Approach:**

- **RJBC is dedicated to a student-centric approach, strongly focusing on individual student needs and learning preferences.**
- **Faculty members actively engage with students to understand their unique learning styles, aspirations, and challenges.**
- **This approach allows for tailored support and adjustments to the curriculum, ensuring that every student receives a personalized education.**

**Admission of Students from Various Streams:**

- **RJBC's admission policy encompasses students from diverse academic backgrounds, including Arts, Commerce, and Science streams.**
- **RJBC conducts a comprehensive needs assessment during the admission process to cater to this diversity.**
- **An interdisciplinary approach is adopted to create a curriculum that integrates elements from different streams, promoting holistic learning.**

**Alignment with Standards:**



- The B. Ed curricula at RJBC are meticulously aligned with the standards established by SRTMU and NCTE.
- The institution regularly reviews and updates its curriculum to ensure these standards align.

#### **Regular In-House Curriculum Planning:**

- RJBC maintains a structured practice of regularly planning and adapting its curriculum to the local context and situation.
- Feedback from students, alumni, employers, and community stakeholders is solicited and considered during the curriculum review process.
- Curriculum planning sessions involve educators, curriculum developers, and administrators, ensuring a collaborative and informed approach to adaptation.

#### **Curriculum Mapping and Progressive Development:**

- RJBC employs curriculum mapping as a systematic process to assess and document the content and skills taught in each course.
- This practice enables educators to identify areas for improvement, gaps in knowledge, or redundancy in the curriculum.
- RJBC's curriculum development is characterized by continuous progress and refinement to enhance the learning experience.

#### **Teacher Training and Curriculum Implementation:**

- RJBC places significant emphasis on teacher training to equip educators with the skills and knowledge necessary for effective curriculum implementation.
- Training programs cover a range of pedagogical techniques, technology integration, and strategies for adapting curriculum content to diverse student needs.
- It ensures that instructors are well-prepared to deliver a curriculum that aligns with national and local standards.

#### **Curriculum Evaluation and Impact Assessment:**

- RJBC conducts regular curriculum evaluations and impact assessments to measure the effectiveness of the curriculum.
- Data on student performance, employability, and feedback from graduates and employers are collected and analyzed.
- These assessments inform data-driven decisions regarding curriculum adjustments and improvements.

#### **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:** B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**1.1.3**

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 63.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 2

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Brochure and course content along with CLOs of value-added courses

[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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	217	205	200	185

**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:** B. Any 3 of the above

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

### 1.2.5

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	217	205	200	185

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

**Response:**

**The B.Ed program at RJBC is designed to align with the general objectives set forth by the SRTMU and NCTE.**

- **These objectives are comprehensive and reflect a holistic approach to teacher education, focusing on acquiring and demonstrating knowledge, skills, values, and attitudes across various learning areas.**

- **RJBC takes these objectives seriously and has developed its curriculum implementation and teaching practices accordingly.**

#### **Promoting National Values and Goals:**

- **RJBC recognises the importance of instilling national values and goals as enshrined in the Indian Constitution.**
- **The institution includes components in its curriculum that emphasise the significance of these values, fostering a sense of citizenship and social responsibility among student teachers.**

#### **Creating Competent and Committed Teaching Professionals:**

- **RJBC's primary aim is to produce competent and dedicated teaching professionals who strive for excellence in education.**
- **The institution's rigorous training programs, mentorship, and practical teaching experiences equip student teachers with the necessary skills and commitment to excel in their careers.**

#### **Integrating Subject Knowledge with Pedagogical and Contextual Knowledge:**

- **RJBC emphasises integrating subject knowledge with pedagogical, contextual, and technological expertise.**
- **The curriculum is designed to help student teachers effectively translate their subject expertise into practical teaching strategies, considering the diverse needs of learners and utilising educational technology.**

#### **Promoting Social Change, Cohesion, and International Understanding:**

- **RJBC recognises the role of teachers in promoting social change, social cohesion, and international understanding.**
- **Student teachers are encouraged to engage with human rights, social justice, and global awareness issues in their coursework and teaching practice.**

#### **Fostering Competencies and Skills for Effective Teaching:**

- **RJBC strongly emphasises developing the competencies and skills required for effective teaching.**
- **Practical teaching experiences, pedagogical training, and classroom management techniques are integrated into the curriculum to ensure student teachers are well-prepared.**

#### **Sensitivity to Emerging Issues:**

- **RJBC acknowledges the importance of staying attuned to emerging issues such as environmental concerns, gender equality, legal literacy, and health education.**
- **Student teachers are educated about these issues and are encouraged to incorporate relevant topics into their teaching practices.**

### **Enhancing Professional Capacities:**

- **RJBC focuses on improving the professional capacities of student teachers.**
- **It includes developing critical thinking skills, understanding the use of drama and art in education, and promoting self-reflection, all crucial for effective teaching.**
- **Encouraging Innovation, Research, and Extension Activities:**
- **RJBC actively promotes innovation, research, and extension activities in the educational field.**
- **Student teachers are encouraged to engage in research projects, educational innovations, and community outreach programs to broaden their horizons and contribute to the field of education.**
- **Enhancing Knowledge and Skills in Educational Management:**
- **RJBC emphasises equipping student teachers with knowledge, attitudes, skills, and competencies related to educational management, administration, and evaluation.**
- **This knowledge is vital for future educators taking on leadership roles in educational institutions.**

### **1.3.2**

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

**Response:**

**Answer:**

**RJBC's commitment to familiarizing students with the school system's diversity in India and from an international and comparative perspective is evident through its curriculum, particularly the course "BEDCC 101 Knowledge and Curriculum" in the first year of the B. Ed program.**

**Course Objectives:**

**Understanding Epistemological and Social Bases of Education:**

- **This objective encourages students to explore the philosophical and sociological foundations of education.**
- **It helps them comprehend how cultural and social contexts within India and internationally shape educational practices.**

**Providing an Understanding of the Concept of Educational Sociology:**

- **By introducing the concept of educational sociology, students gain insights into the societal**

aspects of education.

- They can examine the impact of diverse sociological factors on educational systems, making them aware of the varied educational landscapes in India and abroad.

#### **Understanding the Dimension of Curriculum and the Process of Making Curriculum:**

- This objective focuses on the curriculum, its dimensions, and its development process.
- Students learn about the diverse curricular models and practices within India and other countries, fostering an appreciation for curriculum diversity.

#### **Knowing the Meaning, Concept, and Need of Language:**

- Language is a critical element of diversity in education. This objective ensures students grasp the significance of language in the educational context.
- It also prompts students to explore linguistic diversity within India and globally.

#### **Understanding the Concept of Communication:**

- Effective communication is essential in a diverse educational setting.
- Students learn about various communication styles, strategies, and cultural implications, enabling them to navigate diverse communication contexts.
- **Developing Communication Skills and Knowing the Characteristics and Importance of Good Communication:**
- Developing communication skills is crucial for educators working with diverse student populations.
- RJBC emphasizes the importance of effective communication and equips students with the skills needed to engage with diverse learners.

#### **Course Outcomes:**

##### **Understanding Epistemological and Social Bases of Education:**

- This outcome ensures that student teachers have a foundational understanding of education's philosophical and social underpinnings.
- It prepares them to appreciate how these factors influence educational practices locally and globally.

##### **Describing the Concept of Educational Sociology:**

- Student teachers can articulate the concept of educational sociology and its relevance in education.
- They can analyze educational systems from a sociological perspective.
- **Knowing the Dimension of Curriculum and the Process of Making Curriculum:**
- Student teachers are well-versed in the various dimensions of curriculum and the steps involved in curriculum development.
- They can critically evaluate different curriculum models and adapt them to diverse educational settings.
- **Identifying the Concept and Need of Language:**



- **Student teachers recognize the importance of language in education and society.**
- **They are aware of linguistic diversity and its implications for teaching and learning.**

#### **Becoming Acquainted with Communication Skills:**

- **Student teachers have acquired essential communication skills, enabling them to interact with diverse students and colleagues effectively.**
- **They understand the cultural aspects of communication.**

#### **Describing the Characteristics and Importance of Good Communication:**

- **Student teachers can explain the key characteristics of effective communication and its significance in education.**
- **They are prepared to foster positive communication in diverse educational environments.**

### **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:**

**Answer:**

**The Bachelor of Education (B.Ed.) program at Swami Ramanand Teerth Marathwada University (SRTMU), Nanded, is designed to provide students with a wide range of curricular experiences that enable them to derive professionally relevant understandings and consolidate these into professional insight. This program, which SRTMU revamped in 2019-20, aims to prepare teachers for primary, secondary, and higher secondary schools. The following points highlight how students in the Teacher Education Program at RJB achieve this goal:**

#### **Induction Program and College Ambience:**

- **The induction program is pivotal in familiarizing students with the teaching profession and the college environment.**
- **It helps students transition into the program and sets the tone for their teacher education journey.**

#### **Understanding the Indian School System:**

- **To become effective educators, students need a comprehensive understanding of the Indian school system.**
- **The curriculum provides insights into the structure, organization, and functioning of**

**schools in India, including the various stages of education.**

#### **Exposure to School Diversity:**

- **Schools in India are diverse in terms of location, student demographics, and teaching methodologies.**
- **Students in the program are exposed to this diversity through practical experiences, school visits, and case studies.**

#### **Functioning of Various Boards of School Education:**

- **Understanding the different boards of school education in India is crucial for teachers.**
- **The curriculum delves into the functioning, policies, and examination systems of boards like CBSE, ICSE, state boards, etc.**
- **Functional Differences among Boards:**
- **Future educators need to grasp the functional differences among various boards.**
- **This knowledge helps them tailor their teaching approaches to align with specific boards' curriculum and assessment practices.**

#### **Assessment Systems:**

- **The assessment system is a vital aspect of the education process.**
- **Students in the program learn about different assessment methods, including formative and summative assessments, and how to design and conduct evaluations effectively.**

#### **Norms and Standards:**

- **Understanding the norms and standards set by educational bodies is essential for maintaining academic quality.**
- **Students are exposed to these norms and standards to ensure their teaching practices meet the required benchmarks.**
- **Through a combination of theoretical coursework, practical experiences, and fieldwork, students in the B.Ed. Program at RJBC gained a deep understanding of the Indian education system. They learn to appreciate its diversity, adapt to various boards' requirements, and adhere to educational norms and standards. This holistic approach to teacher education equips them with the knowledge and skills needed to excel in diverse educational settings.**
- **The semester pattern and Choice Based Credit System (CBCS) offers flexibility and a broad range of subjects and electives for students to choose from. It allows them to tailor their education to their interests and career goals within the teaching profession.**

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

### 1.4.2

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 105.6

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 72.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	51	34	33	28

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

### 2.1.3

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

**Response:** 8.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	11	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

Response:

The Government of Maharashtra conducts a Common Entrance Test for admission to a B. Ed program, which is a two-year full-time degree program. This is a significant step forward in ensuring that students are admitted into the program based on merit, reservation, and no other criteria. This process also ensures that government, government-aided, and self-financed professional educational institutions follow the

same rules and regulations.

The college has no right to deny admission to students who appeared on the common entrance test and whose names are communicated to the college by the admission authority constituted by the government. This ensures that the admission process is transparent and fair. Every student gets an equal opportunity to pursue the program, and the college cannot deny admission to any student based on any other criteria.

During the admission process, an admission committee interacts with the students and collects their information about their educational background, economic situation, and dreams to complete the program. This is a crucial step in the admission process as it helps the college to understand the student's needs and provide them with the necessary support. The college can identify students who may need extra support and provide them with the necessary academic support to complete the program successfully.

After the completion of the admission process and before the actual commencement of teaching sessions, the college conducts an oral interview session through the committee. The oral interview session helps the college assess the student's learning level at the entry level. This enables the college to identify students' different learning needs, their level of readiness to undergo professional education programs, and the academic support provided to students. The college can then provide the necessary academic support to students and ensure they succeed in their program.

Overall, the admission process for the B. Ed program in Maharashtra is fair, transparent, and merit-based. The government, through its admission authority, ensures that every student gets an equal opportunity to pursue the program, and the college provides the necessary academic support to students to ensure their success. This process ensures that students receive the best possible education and that they are well-prepared to enter the workforce.

### 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:** B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.2.3**

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 19.73

**2.2.4.1 Number of mentors in the Institution**

Response: 11

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Response:

Swami Ramanand Teerth Marathwada University designed the B. Ed program curriculum to provide a holistic and comprehensive approach to education, covering various aspects of learning through theoretical inputs and practical work.

The B. Ed program comprises three areas: interrelated curricular areas prescribed by NCTE, such as perspectives in teaching, curriculum and academic studies, and engagement with the field. These areas aim to provide a well-rounded education to the students, covering various aspects of teaching and learning.

The B. Ed program structure includes core courses, elective courses, enhancing professional capacities, practical courses, skill development courses, pedagogy of school subjects, and practice teaching. This structure is designed to provide students with diverse classes, enabling them to develop a well-rounded skill set. It also allows them to specialize in a particular area of interest.

The teachers adopt a multiple-mode approach to teaching and learning, including experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion, online mode, etc. This approach aims to enhance student learning by providing various learning experiences. It enables them to develop critical thinking skills, creativity, and problem-solving abilities.

The B. Ed first curricular area, perspectives in education, provides a theoretical foundation for instruction, covering topics such as philosophy, sociology, psychology, and teaching history. This area aims to broaden the student's perspective, enabling them to understand the various aspects of education and its role in society.

The second curricular area of the B. Ed., curriculum and academic studies, focuses on the practical aspects of teaching and learning. It covers curriculum development, teaching methodologies, assessment, and evaluation. This area aims to equip the students with the necessary skills and knowledge to design effective curricula and implement innovative teaching methodologies.

The B. Ed. 's third curricular area, engagement with the field, focuses on providing practical experience to the students through field engagement with the child, school, and community. This area aims to bridge the gap between theory and practice by providing students with hands-on experience in the field. It enables them to understand the practical challenges of education and develop innovative solutions to overcome them.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

### 2.3.2

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

**Response:** 100

**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management**



**Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	10	9	9

**File Description**

**Document**

Data as per Data Template

[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:** 100

**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: 217

**File Description**

**Document**

Data as per Data Template

[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:** B. Any 3 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](#)

Data as per Data Template

[View Document](#)

### **2.3.5**

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

**Response:**

**Response:**

**The provision of continual mentoring by teachers to develop professional attributes in students is an essential aspect of academic institutions. The college has established a mentor-mentee system where mentors are allotted equally to the mentee students. This system helps solve the mentee students' problems related to curricular, co-curricular, and extracurricular activities.**

**One of the major responsibilities of the mentors is to keep track of the attendance, examination, internship, and counselling records of the mentee students. This helps in monitoring the progress of the students and providing them with the necessary support and guidance. The mentors also coordinate with the course teachers to ensure that the mentee students are on the right track and are meeting the required academic standards.**

**The mentors collect data about the mentee students' placements, progression, and involvement in sports and cultural activities. This helps evaluate the mentor-mentee system's effectiveness and identify improvement areas. The mentors also arrange for remedial teaching sessions with the help of the course teachers to address the academic needs of the mentee students.**

**The mentor-mentee system also focuses on developing the professional attributes of the students. The mentors guide and support the students to help them acquire essential skills and knowledge required in their respective fields. The mentors also help the students complete self-study course activities and participate in extension outreach activities outside the campus.**

**Implementing a mentor-mentee system in the college has proven to be effective in providing continual mentoring to students. The system has helped in developing the students' professional attributes and providing them with the necessary support and guidance to succeed in their academic and personal lives.**

### **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

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

**Response:**

**The learning process plays a crucial role in nurturing various skills and abilities among students, emphasising the importance of fostering creativity, innovativeness, intellectual and thinking skills, empathy, and life skills. Creating a learning environment that promotes these skills and helps students develop a holistic perspective towards life is essential.**

**The B. Ed program offered by the college is designed to cater to these needs and achieve the desired learning outcomes. The program is approved by NCTE and is affiliated with the Swami Ramanand Teerth Marathwada University. The university has prescribed the curricula according to the NCTE guidelines.**

**The B. Ed curricula include core courses, theory courses, practical teaching, internships, out-of-classroom activities, field visits, and sports. These program elements help students develop a well-rounded understanding of their subjects.**

**The program emphasises experiential learning, participatory learning, and problem-solving learning methods. These methods are designed to engage the students and encourage them to think critically. Students are encouraged to explore their creativity and develop innovativeness through these learning processes.**

**The B. Ed program also focuses on developing intellectual and thinking skills among students. The program encourages students to apply their knowledge to real-world situations. They are also trained to analyse and evaluate information critically. These skills help students to develop a**

**broader perspective and become well-rounded individuals.**

**The program also emphasises empathy and life skills among students. They are encouraged to work in teams, communicate effectively, and develop leadership skills. The out-of-classroom activities, field visits, and sports help students better understand the world around them. These activities also help students develop empathy and become more compassionate individuals.**

**The B. Ed program's structure and content cater to student's holistic development and help them become well-rounded individuals. The program's emphasis on experiential, participatory, and problem-solving methods is instrumental in achieving the desired learning outcomes.**

## **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

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### **2.4.2**

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

- 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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

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

**Response:** C. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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:** C. Any 3 of the above

File Description	Document
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

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

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

Response:

The B. Ed program's internship is essential to the curriculum, providing students with practical teaching experience. The program is well-structured and planned, and students must complete a 4-week and seven-credit internship program in schools designated by the college.

The Swami Ramanad Teerth Marathwada University has provided guidelines for the internship program, which the college follows meticulously to ensure its proper conduct. During the internship, student-teachers work as regular teachers, participating in all school activities such as planning, teaching, and assessment and interacting with school teachers, community members, and children.

The school internship aims to develop various perspectives, professional capacities, teacher dispositions, sensibilities, and skills among student-teachers. It equips them to cater to diverse learner needs and teach at least two levels: upper primary and secondary.

The internship program provides students with opportunities to teach in government and private schools,

with systematic supervisory support and feedback from faculty. It consists of a minimum duration of 15 weeks, including an initial week of observing a regular classroom with a regular teacher, peer observations, teacher observations, and faculty observations of interns' lessons.

Student-teachers must consolidate and reflect on their teaching experience during and after the internship program. Therefore, reflective journal writing and extended discussions and presentations on different aspects of the teaching experience are encouraged.

The internship program is not just about delivering a specific number of lesson plans. Instead, it focuses on holistic engagement with learners, schools, and communities. Micro-teaching and simulated lessons are discouraged.

The program includes several activities such as lesson planning, evaluation, studying records maintained by the school, organising co-curricular/cultural/literary activities, observing peers, participating in other school activities/programs, and interacting with teachers. Student-teachers must conduct at least two activities from the other school activities/programs category.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 35.67

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

Response: 3

File Description	Document
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### 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
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Response:

Swami Ramanand Teerth Marathwada University (SRTMU) recognizes the importance of internships in preparing students for their future careers. Internships offer students the opportunity to apply their academic knowledge in a real-world setting and gain practical experience that is essential for success in their chosen field. However, for internships to be truly effective, it is crucial that college provides adequate guidance and support to students throughout the internship program.

To ensure compliance with the guidelines of SRTMU of internship, the college selects practicing schools for the internship program based on the university's guidelines. The college also assigns specific tasks to students and ensures that they are appropriately guided and monitored by the method teacher to ensure the proper completion of their internship program. The method teacher provides constructive feedback and guidance to help students improve their skills and gain valuable experience.

It is essential that the internship program is designed and completed in accordance with the guidelines prescribed by Swami Ramanand Teerth Marathwada University. The college ensures that the internship program covers all the necessary aspects and provides students with practical exposure to the teaching field. The program is designed in such a way that it helps students develop their skills and gain hands-on experience in their chosen field.

To monitor the progress of students during their internship program, the college adopts effective monitoring mechanisms. The method teacher monitors the students and provides them with regular

feedback and guidance. The college also conducts periodic evaluations of the student's performance during their internship program. The evaluation is based on a set of predefined criteria and provides students with a clear understanding of their strengths and weaknesses.

In addition to providing guidance and support during the internship program, the college also offers various resources to help students make the most of their internship experience. These resources include networking opportunities, workshops, and career counseling services. By providing students with these resources, the college helps them develop their professional skills and prepare for their future careers.

#### 2.4.12

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

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

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

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 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:** C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

<p><b>2.5.1</b></p> <p><b>Percentage of fulltime teachers against sanctioned posts during the last five years</b></p> <p><b>Response: 64</b></p>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

<p><b>2.5.2</b></p> <p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p><b>Response: 72.92</b></p>	
<p><b>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Response: 7</p>	
File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

<p><b>2.5.3</b></p> <p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>Response: 7.73</b></p>	
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### 2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year

Response: 85

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

### 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:

Response:

It is crucial for teachers to stay updated professionally with the rapid development in the educational sector. The B. Ed program of SRTMU recognizes the importance of professional development, and the teachers put in great efforts to stay informed about current educational developments and issues.

The teachers keep themselves updated through in-house discussions on recent developments and issues in education. The principal regularly conducts meetings and discusses educational developments and problems with the teachers, allowing them to share their views and exchange ideas.

To upgrade their knowledge, the teachers discuss current developments and educational issues, share their experiences, and discuss ways to improve their teaching methods. This helps them stay updated and enhances the quality of education provided to the students.

The college understands the importance of incorporating Information and Communication Technology (ICT) into teaching methodologies. Therefore, the teachers are motivated to learn computers and eradicate their computer literacy. They are trained in using technology to enhance their teaching skills, helping them keep up with fast-paced technological advancements.

The teachers also share information on new knowledge avenues, such as new courses, seminars, workshops, and conferences, to stay updated on the latest trends and developments in education.

The college provides opportunities for the teachers to participate in seminars, conferences, and workshops organized by other institutions. This allows them to interact with other experts and learn new teaching methodologies and advancements in the field of education.

The teachers also participate in the examination process conducted by the SRTMU as external examiners, internal examiners, and external senior supervisors. This exposes them to the examination system and helps them stay updated about the latest examination patterns and trends.

Overall, the college recognizes the importance of professional development in the B. Ed program, and the teachers put in commendable efforts to stay updated on the latest developments and issues in education. The college provides ample opportunities for teachers to upgrade their skills and knowledge, enabling them to stay updated on the latest educational trends and advancements.

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

**Response:**

**Continuous Internal Evaluation (CIE) is essential in assessing student learning. It is a crucial component of the Choice-Based Credit System (CBCS) that the college implements for the B. Ed program. The evaluation system is based on Continuous Internal Assessment (CIA) and End Semester Assessment (ESA), with a ratio of 56:44.**

**CIA aims to evaluate students' values, skills, and knowledge that they have imbibed throughout the semester. It is conducted continuously with specific assessment components such as tests, quizzes, seminars, assignments, essays, tutorials, term papers, laboratory work, fieldwork, workshop practice, Comprehensive Viva, attendance, etc.**

**On the other hand, the University carries out ESA at the end of each semester. Its goal is to assess the skills and knowledge that students have acquired through classroom instruction, fieldwork, laboratory work, and workshop practice. The End Semester Assessment (ESA) is based on a written examination.**

**The relative importance of the study subjects is quantified in terms of credits, and each course is assigned credits based on the number of lectures, tutorials, laboratory work, and other forms of learning required for completing the course contents in the academic year, excluding examinations and vacation periods. The minimum instructional days for one semester are 100-105 working days.**

**The courses offered in this Program consist of Core Courses (CC), Pedagogy of School Subject (PSS), Elective Courses (EC), Enhancing Professional Competencies (EPC), Practical Courses (PC), and Internship with a defined ratio of weights for each. The Core Courses (CC) deal with discipline-specific subjects, and the Elective Courses (EC) deal with subjects of inter and intra-disciplinary nature.**

**The final results are declared after the integration of the CIA and ESA. The declaration of results is based on the Grade Point Average (GPA) earned towards the end of each year and the Cumulative Grade Point Average (CGPA) made at the end of the program. The CBCS system and the evaluation system based on the CIA and ESA ensure that students are evaluated holistically,**

focusing on their values, skills, and knowledge, resulting in a comprehensive assessment of their academic progress.

### 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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Response:**

**The college is dedicated to providing a high-quality education to its students and is affiliated with Swami Ramanand Teerth Marathwada University. The university has implemented the Choice Based Credit System (CBCS) and semester patterns for examinations. The examinations are conducted in two ways under CBCS - through continuous internal evaluation by the college on behalf of the university and through end-semester examinations by the university.**

**To ensure that the examination process is fair and transparent, STMU has established a mechanism for grievance redressal. The process begins with the submission of examination forms to the university. The university examination department then prepares examination hall tickets for the students, which are distributed through the college. After receiving the examination hall tickets, students are advised to verify the accuracy of the information. If there are any incorrect entries on the hall tickets, students can approach the college for correction.**

**At this stage, the college collects the necessary documents from the students and submits them to the university for corrections. Once the university makes the necessary changes, the corrected**

documents are distributed to the students. After the completion of the examination and declaration of results by the university, if any errors are found in the result sheets, the college collects the relevant documents from the students and submits them to the university for rectification.

Suppose a student wishes to go for revaluation and re-checking as per the university norms. In that case, the college collects the necessary documents from the students and submits them to the university along with the prescribed fees within the stipulated period. The university then processes the request and declares the results to the students through the college.

However, if a student is found to have committed unfair means or malpractice during the examination, the proposals are sent to the university for further processing. The university calls the respective students for their submission, and as per the decision of the unfair means committee, the university charges the students a fine.

Overall, the mechanism for grievance redressal related to examinations is operationally effective, and all necessary steps are in place to ensure the accuracy of information and prompt redressal of grievances. The college and university work together to ensure that students have a fair examination process and that their grievances are addressed promptly.

#### 2.6.4

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

**Response:**

**Response:**

The college adheres to the academic calendar for Internal Evaluation per the guidelines set by the university. It follows the examination mechanism prescribed by the university, which includes Continuous Internal Assessment (CIA) conducted by the college on behalf of the university before the End Semester Assessment (ESA). The college prepares the examination schedules in tune with the examination schedules received from the university.

The evaluation system of the B. Ed program consists of two primary assessments - CIA and ESA, with a weightage of 56% and 44%, respectively. The final results were declared after the integration of the CIA and ESA. The student evaluation is mainly based on these two assessments, with a ratio of 56:44 for CIA and ESA. To pass the B. Ed degree program, students must obtain a minimum aggregate of 40% marks in each course.

Continuous Internal Assessment (CIA) aims to assess students' values, skills, and knowledge. It is conducted continuously by the concerned college during the semester with prescribed assessment components. The components selected for CIA may include Tests, Quizzes, Seminars, Assignments, essays, tutorials, term papers, seminars, laboratory work, fieldwork, workshop practice, Comprehensive Viva, Attendance, and any other best and innovative assessment practice approved by the university. The evaluation outcome shall be expressed initially by predetermined marks and later converted by grades, with a minimum passing mark of 40% for CIA.

**End Semester Assessment (ESA) is based on a written examination and is carried out by the university at the end of each semester. It aims to assess the skills and knowledge acquired by the students through classroom instruction, fieldwork, laboratory work and workshop practice.**

**The integration of the CIA and ESA is essential for the declaration of final results. If a student fails in CIA, they must reapply to appear for ESA in that paper. If a student passes the CIA and fails the ESA, the student must appear for the ESA only in his next attempt, and the CIA marks shall be carried. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in the winter/summer season. CIA marks will not change, and a student cannot repeat CIA. If he/she wants to repeat CIA, then s/he can do so only by registering for the course during the year in which the course is conducted and up to 4 years, as the case may be, provided the student failed in that course.**

<b>File Description</b>	<b>Document</b>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## **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:**

**Response:**

**The college's teaching-learning process has been designed to align with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) defined by the SRTMU, with which the college is affiliated. The SRTMU has defined ten program learning outcomes that the student teachers are expected to meet, and these outcomes are clearly stated in the B. Ed curriculum that has been circulated to the affiliated colleges by the university.**

**The program learning outcomes defined by the SRTMU cover a wide range of areas, including promoting national values and goals, integrating knowledge and pedagogy, and learner-centred educational practices. The curriculum analysis and enrichment outcome, for instance, highlights the importance of analyzing curricula, identifying gaps, and enriching the curricula with different sources of knowledge, teaching tools, and skills for the successful transaction of the curriculum.**

**Similarly, the educational evaluation, management, guidance, and counselling services outcome underscores the importance of applying knowledge from multiple disciplines allied to education to provide various educational services, including administrative activities, evaluation, guidance & counselling services, and co-curricular activities.**

**Each of the program learning outcomes has been carefully crafted to ensure that the student**



teachers who complete the B. Ed program acquire the knowledge, skills, and attitudes necessary for their professional practice.

In addition to the program learning outcomes, the SRTMU has also listed the course objectives and course learning outcomes for each course, and these are mentioned in the B. Ed curriculum that has been circulated to the affiliated colleges for proper implementation. This suggests that the college's teaching-learning process is designed to meet the specific outcomes expected by the SRTMU and that the college's teachers are well aware of the learning outcomes that their courses are expected to achieve.

Overall, the alignment between the college's teaching-learning process and the PLOs and CLOs defined by the SRTMU is an indication of the college's commitment to providing high-quality teacher education. The fact that the SRTMU has defined specific learning outcomes for the B. Ed program and has circulated them to the affiliated colleges for proper implementation is an additional assurance that the program is designed to meet the needs of the students and society.

### 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 85.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	102	71	97	56

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 2.7.3

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

**Response:**

**Response:**

SRTMU's approach to student assessment is comprehensive and multi-layered, designed to ensure that students are evaluated consistently and thoroughly. To achieve this, the university conducts two examinations for each course. The first examination is the continuous internal evaluation

conducted by the college, which follows the university's criteria. This examination is conducted on behalf of the university to ensure that the students are assessed fairly and comprehensively.

The second examination is the End Semester examination, which the university conducts. The question papers for this examination are prepared by an expert team formed by the university to ensure the highest level of accuracy and fairness. Examiners appointed by the university assess the answer books of the students. This examination assesses the student's understanding of the course material and ability to apply it practically.

To assess the student's performance progressively and comprehensively, the university has set specific parameters that the students must fulfil. These parameters are designed to evaluate the student's performance holistically and include factors such as attendance, class participation, assignments, and laboratory work. These parameters are specific to each course and are designed to reflect the course's syllabus and learning outcomes. This ensures that the students are evaluated in a manner consistent with the course's objectives and that they are adequately prepared for their future careers.

#### 2.7.4

##### Performance of outgoing students in internal assessment

Response: 100

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

Response: 107

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

#### 2.7.5

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

Response:

Response:

The introduction of CBCS and semester patterns by SRTMU has brought about a significant change in the way students are assessed. The college is now required to conduct a Continuous

**Internal Assessment (CIA) to evaluate students' values, skills, and knowledge. The CIA is undertaken continuously during the semester, and the components selected for assessment may include Tests, Quiz, Seminars, Assignments, essays, tutorials, term papers, seminars, laboratory work, fieldwork, workshop practice, Comprehensive Viva, Attendance, and any other best and innovative assessment practice approved by the university.**

**The aim of the CIA is to cater to the initially identified learning needs of the students. By assessing them continuously, the college can identify the areas where students are struggling and provide additional support. The CIA also helps students to keep track of their progress and identify areas where they need to improve.**

**In addition to the CIA, SRTMU has also introduced the End Semester Assessment (ESA) to assess the skills and knowledge acquired by the students through classroom instruction, fieldwork, internship, laboratory work, and workshop practice. The ESA is based on a written examination and is conducted at the end of each semester.**

**The combination of CIA and ESA provides a comprehensive assessment of the student's performance. It allows the college to identify the learning needs of the students and cater to them through the CIA. The ESA provides a standardized measure of the student's performance and helps to ensure that the students are meeting the required standards.**

## **2.8 Student Satisfaction Survey**

### **2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### **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)**

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

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** E. None of the above

**3.2 Research Publications**

**3.2.1**

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

**Response:** 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**

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 0

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

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

**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:** 4.8

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

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

**File Description**

**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:** 79.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	217	0	200	185

### 3.3.3

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

**Response:** 56.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	145	0	145	155

#### File Description

#### 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:**

**Response:**

The primary aim of the college is to foster critical thinking and sensitivity towards various social and environmental issues among its students. To achieve this objective, SRTMU offers courses on various topics, including Environmental Education, Disaster Management, Gender, School and Society, Inclusive Education, Childhood and Growing Up, Guidance and Counselling, Women's Education, Peace Education, and Value Education. These courses equip students with the knowledge and skills to participate in outreach activities that contribute to community development and promote social awareness.

The college engages in several activities to enhance students' knowledge and involvement in community development. These include organising awareness campaigns on issues such as gender equality, environmental sustainability, and human rights; volunteering at local community centres, schools, and hospitals to provide support and services to those in need; partnering with non-governmental

organisations to provide resources and support for community development projects; hosting educational seminars and workshops for students to learn about social issues and how they can make a positive impact in their community; conducting community service projects such as cleaning up local parks, temples, public places, and organising food drives for those in need; and facilitating discussions and debates on social issues to encourage critical thinking and dialogue among students.

The B. Ed curriculum includes courses focusing on social issues to teach students about community issues. These courses are studied throughout the program duration. For example, students in the Environment Education and Disaster Management course learn about environmental pollution and its control, as well as the legal measures that must be taken to prevent disasters. Similarly, the Gender, School, and Society course encourages students to develop gender sensitivity and understand how race, class, gender, and sexuality intersect. The Inclusive Education course focuses on teacher preparation for inclusive education and the meaning of diverse needs.

Furthermore, courses such as Childhood and Growing Up and Guidance and Counselling teach students how to provide practical guidance and counseling to learners. The Women Education, Peace Education, and Value Education courses focus on understanding the present status of women's education, the problems and issues of girls' education, the concept and types of peace, and the different kinds of values.

File Description	Document
Relevant documentary evidence for the claim	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 1

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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: 3**

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

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

**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: 3**

**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: 3

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Copies of the MoUs with institution / industry/  
corporate houses

[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
Data as per Data Template	<a href="#">View Document</a>

## 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:

Response:

The college has extensive facilities for teaching and learning that are well-equipped to provide students with a quality education. Adequate resources, including classrooms, laboratories, sports fields, fitness centres, and equipment support the B. Ed program. The college adheres to the National Council for Teacher Education (NCTE) and Swami Ramanand Teerth Marathwada University (SRTMU) guidelines to ensure that the program is delivered effectively with quality work.

The college has a land area of 3000 sqm and a built-up area of 1500 sqm, which is exclusively used for the teaching-learning and evaluation process of the B. Ed program. The classrooms are well-ventilated and include ICT-enabled classrooms, providing students with access to the latest technology to enhance their learning experience. Additionally, the college has a partially computerized library with a reading room, seminar room, and multipurpose hall, offering students ample spaces for studying, group discussions, and seminars.

Sports and fitness are an integral part of education, and the college recognizes this by providing sports facilities, play fields, and a fitness centre that students can use to maintain their physical health while pursuing their studies. The college also has adequate parking space and toilet facilities for male and female students, staff, and persons with disabilities (PWDs).

The college's computer lab is well-equipped with computers, servers, LCD projectors, internet connection, and copier machines, providing students with the necessary resources to perform research, assignments, and projects. The college provides portable drinking water facilities, a storeroom, and an arts and crafts room for the students' creative pursuits.

The administrative offices of the college are well-organized and provide students with a seamless experience. The principal's office is easily accessible and has a dedicated staff room for the teachers. The examination hall is spacious and designed to provide students with a conducive environment to undertake their examinations. The college also has a placement cell that helps students find employment opportunities after graduation.

The college's health and physical resource centre is an essential feature that ensures students' physical and mental well-being. The centre provides students with access to healthcare professionals and counsellors who can offer guidance and support when needed.

File Description	Document
Geo tagged photographs	<a href="#">View Document</a>

#### 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:** 16.67

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

Response: 2

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

Response: 12

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.1.3

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

**Response:** 73.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
26.8	18.32	4.4	7.8	8.01

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

**Response:**

**Rajmata Jijamata B. Ed College has recently implemented an Integrated Library Management System (ILMS) to automate library activities. This step is taken to strengthen the library and make it more efficient for students and teachers. The library offers many references and textbooks for the B. Ed program's curriculum. Students and teachers can use these books for their study. Additionally, the library has reading room facilities with journals and periodicals on several subjects.**

**The college uses locally available software for the library's automation work. Most B. Ed colleges in the vicinity have utilised this software for library automation.**

**The library is open from 9.00 am to 3.30 pm from Monday to Saturday, and during the examination period, the timing is increased as per the student's needs. The library has computers, scanners, printers, barcode readers, and other tools that help keep the library cataloguing work up to date.**

**The college has taken a significant step towards ensuring its library is equipped with the latest technology and resources to assist students and teachers. The college's adoption of the library automation system helps streamline library activities and make them more efficient for users.**

Library Management System and has all the basic library management modules.

<b>File Description</b>	<b>Document</b>
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.2.2

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

**Response:**

**The college library provides students and teachers with the convenience of remote access to its**

resources, making it partially automated. This feature allows users to access the library's vast collection of resources, such as E-Journals, e-ShodhSindhu, Shodh-ganga, e-books, and Databases, from anywhere. The best part is that these resources are readily available and free of charge.

The availability of e-journals, e-books, and databases enables students and teachers to access scholarly content across various disciplines, including science, technology, social sciences, humanities, and management, from the comfort of their homes. The college library has transformed into a global library, where knowledge and information are accessible from anywhere, at any time.

The availability of these resources has made research and academic pursuits much more accessible to students and teachers, reducing their dependency on physical library resources. With remote access to the library's resources, students and teachers can easily access the information they need to complete their research and academic work without worrying about the limitations of physical resources.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 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:** A. Any 4 or more of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.18	.44	.12	.71	.13

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** 4.69

**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: 220

**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: 215

**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: 210

**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: 215

**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: 210

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	<a href="#">View Document</a>

#### 4.2.6

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

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

**Response:**

**The college is proactive in keeping its ICT facilities, including Wi-Fi, up to date. It has a wide range of ICT facilities such as computers, servers, laptops, LCD projectors, CCTV surveillance systems, TV sets, telephone and intercom systems, LAN facilities, copier machines, and internet connectivity. These facilities play a vital role in supporting the college's infrastructure and must be updated regularly to ensure that they remain reliable and effective for the teaching-learning process. The college follows the directives laid down by the NCTE and SRTMU.**

**The college offers ICT-enabled facilities to provide the best possible service to students and keep up with the latest technology. This helps to enhance the quality of education from traditional education to digital education. By focusing on up-to-date ICT facilities, the college provides an opportunity for students to use the latest tools and resources to acquire the expected knowledge.**



The college signs annual maintenance contracts with respective vendors to keep the available equipment in good condition and ready to use at any time. This approach ensures that the ICT facilities remain in good condition and are regularly updated. Keeping up with the latest technology trends and maintaining well-equipped ICT facilities provides a safe and effective learning environment for the students.

#### 4.3.2

**Student – Computer ratio for last completed academic year**

**Response:** 11.42

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 30

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

Response: 30

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 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:** C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 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:** 0.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
.11	.09	.16	.13	.11

#### 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:**

**Response:**

The Rajmata Jijamata B. Ed College has a well-organized system and procedures in place for maintaining and utilizing its physical, academic, and support facilities. These facilities include a laboratory, library, sports complex, computers, classrooms, and more. The college is managed by the Maharashtra Shikshan Mandal, which is responsible for determining the development and infrastructural policies of the college.

To ensure that the facilities are effectively maintained, the college prepares its budget estimates and gets them approved in the College Development Committee (CDC) meeting, which the president of Maharashtra, Shikshan Mandal, heads. This ensures that there is a systematic approach to managing the college's financial resources.

Additionally, Maharashtra Shikshan Mandal takes the initiative in maintaining and utilizing

**physical, academic, and support facilities such as a laboratory, library, sports complex, computers, classrooms, and more. This ensures that the facilities are kept in good condition and are always up-to-date.**

**The college has also put in place a system to address any financial shortfalls. In case there is a deficit in financial resources, Maharashtra Shikshan Mandal contributes an equal sum of the deficit funds. This ensures that the college's facilities are always in good shape and can be utilized to their fullest potential.**

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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:** B. Any 7 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

#### 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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

#### **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:** E. None of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 4.23

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 5.2.2

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

**Response:** 14.95

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

Response: 13

**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.**

Response: 3

**File Description**

**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:** 0

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response:**

**Response:**

**The Student Council is a crucial part of college life that plays an essential role in ensuring the overall welfare and development of students. Each year, the college creates a Student Council and monitors its active and proactive participation in the institutional functioning. The college follows the guidelines provided by SRTMU for the formation of the Student Council, indicating that the council is taken seriously and given due importance.**

**The Maharashtra Public University Act 2016 clearly outlines the formation, functions, and duties of the Student Council. Accordingly, SRTMU guides the affiliated college to form the Student Council, which is mandatory. The Student Council performs a wide range of functions and duties related to student welfare, development, and participation.**

**One of the primary responsibilities of the Student Council is to promote and coordinate extracurricular activities that help students develop various skills and abilities, apart from academics. The council also maintains discipline on campus and ensures that all students follow the rules and regulations laid down by the college.**

**In case of any grievances faced by the students, the Student Council acts as a mediator and tries to resolve the issue within its jurisdiction. The council also suggests innovative ideas and schemes for students' welfare, which can help in enhancing the overall quality of student life on campus.**

**The Student Council also contributes to developing goodwill and perception about the college in society. Through various initiatives and programs, the council tries to create a positive image of the college and enhance its reputation in the community.**

Moreover, the Student Council gets representation on the in-house committees constituted by the college, such as Discipline, Library, Cultural, Gymkhana, Tours, Grievance, Internal Complaint, and IQAC committees.

### 5.3.2

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

**Response:** 12.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	0	16	16

#### File Description

#### Document

Data as per Data Template

[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:**

**Response:**

**The Alumni Association of the college is a vital part of the institution's growth and development. It is made up of former students who are willing to contribute to the college's progress by providing support and guidance to current students. The Alumni Association is a non-registered organization that functions proactively and has played a significant role in the college's academic excellence.**

**The Association continuously creates goodwill among the learners through word-of-mouth publicity. The alumni share their views with the aspirant students about the quality of education the college provides for their overall development. This helps in attracting more students to the institution and enhancing its reputation in the academic section. The Alumni Association generates positive feedback about the quality of teaching in the college, which helps to attract more students to the institution and enhances its reputation in the academic section.**

**The Alumni Association has also contributed to creating a friendly atmosphere on the campus,**



which helps to create a positive environment for the students and enhances their academic performance. The Association has been instrumental in organizing various extracurricular activities, including sports events, cultural activities, and seminars. Such activities provide students with a platform to showcase their talents and learn vital skills, such as teamwork, leadership, and communication.

The Alumni Association also participates in college programs and provides necessary help, such as identifying speakers and resource persons. The Association's role in enhancing placement cell activities and helping to identify schools for internship programs is also critical. This allows the college to build strong relationships with industries and other organizations, leading to more student job opportunities.

#### 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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>

#### 5.4.3

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

Response: 5

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

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

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

#### 5.4.4

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

**Response:**

**Response:**

**The Alumni Association of our college, though not officially registered, plays a significant role in supporting the institution and its students. The association fosters lifelong connections between alumni and current students by networking with them. It also serves the needs of alumni by providing them with opportunities for leadership, volunteering, financial support, and goodwill. This not only helps the institution but also provides students with a vast network of professionals to seek guidance and mentorship.**

**The Alumni Association enhances collaboration and communication between the industry and the academic community, including public relations. It encourages students to participate in social welfare activities, research, and development in various fields. The association also organizes personality development programs and value addition programs for students, which help them develop skills and competencies essential for their future careers.**

**The Alumni Association helps to motivate students and recognizes, nurtures, and further develops any exceptional talent they may have. Through its vast network of alumni and professionals in various fields, the association provides students with opportunities for professional development, mentorship, and guidance. Therefore, the Alumni Association is an effective support system for the institution, which can help to create a positive and supportive learning environment for students.**

## 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:**

Response:

Rajmata Jijamata B. Ed College is an esteemed institution that maintains its reputation by adhering to the guidelines set by the SRTMU and NCTE. The college is dedicated to providing students with high-quality education and strives to achieve this by following a well-structured set of rules and regulations for its day-to-day operation.

The college is a part of the Maharashtra Shikshan Mandal, established under the Charitable Trust Act and Society Registration Act. The organization's main objective is to offer higher education to underprivileged students in their locality, ensuring they can access quality education.

Rajmata Jijamata B. Ed College has a clear vision and mission, effectively communicating to its students, teaching and non-teaching staff, and other stakeholders. The institution takes pride in prominently displaying its vision and mission on various communication channels such as its website, notice boards, and prospectus.

The college offers a B. Ed program to equip students with the knowledge, skills, and competencies necessary to become successful educators. The program is aligned with the institution's vision and mission and is continuously reviewed and updated to meet the changing requirements of the education sector.

Rajmata Jijamata B. Ed College has a participatory mechanism in its administration, operating on democratic principles. This approach ensures that all stakeholders have a say in decision-making and that their feedback and opinions are considered while making crucial decisions. The college values collaboration, inclusivity, and transparency in its leadership model, ensuring that all institution members work together effectively to provide quality education.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

**Response:**

**Response:**

**Rajmata Jijamata B. Ed College firmly believes in decentralisation and participative management to ensure the smooth functioning of the institution. The Principal, who acts as the head of the college, is assisted by activity coordinators, departmental heads, and non-teaching staff to maintain the quality of work. The Principal recognises the significance of teamwork and collaboration and thus creates numerous in-house committees working independently to implement the teaching-learning and evaluation process effectively. These committees include time-table, discipline, internship, examination, departmental heads, perspective teachers, pedagogy teachers, arts and crafts teachers, cultural and sports teachers, and librarian. The Principal regularly monitors their work to ensure it aligns with the college's goals and objectives.**

**RJ B. Ed College believes in providing students with opportunities to participate in various committees, including IQAC, Grievance, internal complaints, women empowerment, and curricular, co-curricular, and extracurricular activities. This practice enhances student engagement, develops leadership skills, and promotes teamwork. It also instils a sense of responsibility towards the college and its activities.**

**The college recognises the valuable contributions that alumni can make to the growth and development of the institution. Therefore, the college encourages alumni to participate in the growth of the college by sharing their ideas, knowledge, and experiences. This not only strengthens the bond between the alumni and the institution but also promotes the growth and development of the college.**

### 6.1.3

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

**Response:**

**Response:**

**Rajmata Jijamata B. Ed College prioritizes transparency in all aspects of its operations, including finances, academics, and administration. The college strictly adheres to the guidelines set by the National Council for Teacher Education (NCTE) and Swami Ramanand Teerth Marathwada University (SRTMU) to ensure complete transparency.**

**One of the college's primary objectives is to ensure a fair and impartial admission process. To achieve**

this, the college admits students based on the enrolment list received from the CET authorities constituted by the Government of Maharashtra. The college charges admission fees only as per the sanction from the CET authorities and displays it on its website and notice boards. Moreover, the college publishes the list of admitted students along with their category and admission fees received from them, ensuring complete transparency in the admission process.

The college also strives to ensure that deserving students receive the financial assistance they need to pursue their education. Therefore, the college discloses the category of the students to the scholarship-sanctioned government authorities.

The college disburses monthly salary payments to its teaching and non-teaching staff through the transfer of salary via the nationalized bank. Furthermore, the college also deducts necessary and preferential payments due to the government, such as professional tax, income tax, and loan recovery instalments from the monthly salary of the respective employees and transfers them to the respective agencies on time.

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

**Response:**

**The college's B. Ed program is highly sought after, as it is affiliated with SRTMU and approved by NCTE. The college has a clear vision and has devised a strategic plan to achieve its goals of providing quality education, increasing enrolment, and enhancing its reputation. As a part of this plan, the college has focused on improving infrastructure facilities such as classrooms, a library, a computer lab, and other amenities to create an educational environment that fosters academic and personal growth.**

**The college is committed to providing quality education and regularly invites guest lecturers from reputed institutions to provide students with exposure to different teaching styles and perspectives. Workshops and seminars on the latest curriculum developments are regularly organized to keep students and teachers updated with the latest developments in the field of education.**

**To attract more students to the B. Ed program, the college organizes awareness campaigns in nearby schools, villages, and towns. The college is also keen on showcasing its achievements and success stories, motivating teachers to publish research papers and articles in reputed journals and magazines. This helps enhance the college's reputation and attract more students to the program.**

**The college promotes a healthy and competitive environment by organizing cultural and sports events. This not only provides students with a platform to showcase their talents but also helps in their overall development. The college's focus on quality education, infrastructure facilities, and**

student development has made it the preferred choice for students seeking a B. Ed degree.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 6.2.2

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

**Response:**

**Response:**

**Rajmata Jijamat B. Ed College is a highly reputed institution deeply committed to providing quality education to its students. The college is well-regulated and monitored by various apex bodies like SRTMU, NCTE, the Governing Council of the Maharashtra Shikshan Mandal, and CDC. This ensures that the college adheres to strict guidelines set by these bodies, helping it maintain its reputation for delivering quality education and setting high standards in education.**

**To stay up-to-date with the latest trends and innovations, RJ B. Ed College has constituted a College Development Committee (CDC) as per the guidelines of the Maharashtra Public Universities Act 2016. The CDC meets twice a year and approves the budget estimates, appointments of teachers, developmental plans, and quality initiatives prepared by the college. This ensures that the college is always well-informed and equipped to provide its students with the best possible education.**

**In addition to the CDC, the college has established an Internal Quality Assurance Cell (IQAC) as per NAAC guidelines. The IQAC is responsible for maintaining and improving the quality of education provided by the college and ensures that the college adheres to the highest standards of teaching and learning. This provides students with an environment that supports and enhances the teaching-learning process.**

**The college follows the guidelines and procedures established by UGC, NCTE, and SRTMU in appointing teachers and establishing its administrative setup. This ensures that the college maintains high academic and administrative functioning standards and provides the students with an environment conducive to learning.**

### 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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **6.2.4**

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

**Response:**

**Response:**

Rajmata Jijamata B. Ed College is an institution that prides itself on its well-governed operations, which are made possible with the help of several apex bodies and in-house committees. The efficiency of these bodies is evident through the minutes of meetings and the successful implementation of their resolutions and decisions.

The college has a range of apex bodies, including SRTMU, NCTE, the Governing Council of Maharashtra Shikshan Mandal, and the CDC. These bodies work to ensure that the college is run efficiently and that students receive an education of the highest quality.

In addition to these, Rajmata Jijamata B. Ed College boasts several in-house committees that work tirelessly towards the betterment of the college. These committees cover a range of areas such as admission, counselling, timetable, examination, extension outreach activity, cultural, sports, internship, field visit, grievance redressal, internal complaint, IQAC, scholarship, and feedback collection.

The committees and cells prepare their agenda, minutes of the meetings, action-taken reports, and policies for the implementation of their decisions and resolutions. The college places great emphasis on ensuring that its decisions and suggestions are implemented meticulously for the benefit of the students.

The committees and cells play a crucial role in shaping the policies and procedures of the college. They ensure that the policies are implemented effectively and efficiently, and provide valuable feedback to the management on the current policies and procedures.

The college believes in the active participation of all its members, and the committees and cells play a

vital role in ensuring that all stakeholders are adequately represented. They provide a platform for the students and teachers to express their opinions and ideas, which are carefully considered while making important decisions.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

**Response:**

**Rajmata Jijamata B. Ed is a highly reputable self-financed college that is affiliated with SRTMU (Swami Ramanand Teerth Marathwada University) and approved by NCTE (National Council for Teacher Education). The college provides a nurturing environment for its teaching and non-teaching staff, offering a wide range of welfare measures to support their growth and development.**

**To ensure a healthy work-life balance, the college grants its staff access to casual leaves, study leaves, public holidays, short holidays during winter sessions, and long holidays during summer sessions in accordance with SRTMU guidelines. The college is committed to equal distribution of teaching workload and encourages its staff to engage in further research and development to foster inclusivity and a culture of academic growth.**

**The college provides its teaching and non-teaching staff with equal working hours, pay, and incentives for research publications. Furthermore, the college motivates its staff to participate in workshops, seminars, and conferences organized by other educational institutions to help them remain up-to-date with the latest developments in their field.**

**The college places great emphasis on the health and safety of its teaching and non-teaching staff, providing access to medical facilities, sanitation, and hygiene measures to ensure their well-being.**

#### 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**

2022-23	2021-22	2020-21	2019-20	2018-19
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**

2022-23	2021-22	2020-21	2019-20	2018-19
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**

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

**Response:**

**Rajmata Jijamata B. Ed College is a well-known self-financed institute that is affiliated with SRTMU and approved by NCTE. The college is dedicated to providing high-quality education and follows the UGC guidelines for the appointment and promotion of teachers from associate professor to professor posts.**

**The UGC performance appraisal system is carefully implemented to ensure that only the most deserving candidates are appointed to key positions such as principal, associate professor, and professor. Before the appointment, the college ensures that the academic performance indicators of the appointees meet the acceptable level set by the UGC.**

**To ensure transparency and accountability, the college conducts an annual confidential report of the teaching and non-teaching staff. The report is prepared by the immediate head of each staff member and then analysed by the principal.**

**The principal carefully reviews each report and provides staff members with an opportunity to improve if any report is found to be lacking. The college believes in providing ample opportunities for the growth and development of its staff members.**

**The college considers various factors such as the staff member's performance, attendance, punctuality, and other relevant parameters based on the annual confidential report for incentives, increments, and promotions.**

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution conducts internal or/and external financial audit regularly**

**Response:**

**Response:**

Rajmata Jijamata B. Ed College has established a robust financial system to ensure transparency in all financial transactions. The college follows the guidelines of the Government of Maharashtra and SRTMU for collecting student admission fees. The college pays the teachers' and non-teaching staff's salaries monthly through the Nationalized Bank, ensuring timely and accurate payments.

Apart from salary expenditure, the college uses cross-cheques for material suppliers. It also pays affiliation fees to SRTMU and CET fees to the CET cell established by the Government of Maharashtra. The college purchases books, journals, computers, LCDs, laptops, and internet connection charges from credible dealers and ensures payments are made through cross-checks.

The college maintains daily cash books, fee registers, cheque registers, bank ledgers, and salary registers to ensure the accuracy and transparency of financial records. At the end of each financial year, the college prepares financial statements such as receipts and payments accounts, income and expenditures accounts, and balance sheets. A certified Chartered Accountant conducts a detailed external audit of the financial records maintained by RJB College to ensure that the financial statements are accurate and transparent.

To stress the significance of regular internal and external financial audits, the principal and senior members of the non-teaching cadre continuously monitor the inflow and outflow of RJB College's financial transactions. The audits guarantee that the college is adhering to the rules and regulations laid down by the government, ensuring that the college maintains its reputation for being transparent and fair in all its financial dealings.

#### 6.4.2

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

**Response:** 0

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

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

**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:**

**Response:**

**Rajmata Jijamata B. Ed College is a self-financed institute that is affiliated with SRTMU and approved by NCTE. However, despite being affiliated with these organizations, the college is unable to receive any financial assistance from the Government, SRTMU, and NCTE. This is why the college has implemented several institutional strategies to efficiently mobilize and utilize funds.**

**One of the significant sources of funds at RJB College is the admission fees collected from the students as per the guidelines laid down by the CET cell. These funds are used to pay for salary expenditures and other expenses. Additionally, the college receives tuition fees for SC/ST/OBC students from the Social Welfare Department, Government of Maharashtra.**

**To ensure the optimal use of funds, the college prepares its budget estimates annually and gets them approved by the Governing Council and the College Development Committee in their meetings. This budgetary process enables the college to plan and allocate resources effectively. Moreover, it helps the college to identify areas where it needs to cut costs and increase revenue.**

**RJB College is a respected institution for higher education, and it owes its financial stability to the Maharashtra Shikshan Mandal. The Mandal has implemented a smart financial mechanism that ensures the college's financial stability. This mechanism guarantees that the college receives an equal sum from the Mandal if the inflow and outflow do not match. This approach is a testament to the Mandal's commitment to preventing any financial mismanagement from affecting the students' education. As a result of this mechanism, RJB College has maintained its financial stability and continues to provide quality education to its students without any disruptions.**

## **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:**

**Response:**

**The college has established the IQAC as per the NAAC guidelines, which has significantly contributed to the quality assurance efforts.**

**The IQAC schedules frequent meetings to monitor the progress of the college's quality initiatives and identify areas where the institution needs to improve while suggesting remedies to address any issues.**

The IQAC conducts remedial coaching, training for internships, and extension outreach activities outside the campus. These initiatives help students enhance their skills and contribute to the development of society.

The IQAC plays a crucial role in guiding students to obtain their scholarships from the government department promptly, reducing their financial burden and allowing them to focus on their studies.

In addition, the IQAC prepares the academic calendar in tune with the SRTMU academic calendar, ensuring a smooth and effective delivery of curricular aspects throughout the year. This ensures that students receive a quality education and are well-prepared for future endeavours.

The IQAC also encourages teachers to conduct research work and participate in seminars, workshops, and conferences held by other institutions. This not only helps teachers enhance their skills but also contributes to the overall development of the institution.

Furthermore, the IQAC supports the existing students and Alumni Association for better involvement in the college's development. This ensures that alumni remain connected with the institution and contribute to its growth after graduation.

Lastly, the IQAC focuses on gender equity on campus, providing safety and security to both male and female students, creating a safe and inclusive learning environment, and helping with their overall development.

#### 6.5.2

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

Response:

Response:

Rajmata Jijamata B. Ed College has established a comprehensive mechanism to periodically review and enhance its teaching-learning process. The Internal Quality Assurance Cell (IQAC) is responsible for continuously monitoring the quality of the academic program and taking appropriate measures to improve the teaching-learning process.

The college prepares an Academic Calendar well in advance displayed and circulated to students and teachers. The calendar includes essential information such as admission schedules, examination schedules, public holiday lists, duration and dates of other activities, and declaration of results.

The college conducts a fresher program to help the newly admitted students adjust to the college's education system, teaching-learning process, and culture. The program acquaints students with continuous evaluation, compulsory core courses, co-curricular activities, discipline, and college

**culture.**

**The college provides students with study materials and a student diary containing all the essential details about the college. Before the semester's commencement, the timetable, program structure, and course syllabi are shared with students.**

**The college has a robust monitoring system to ensure the smooth functioning of classes. The Discipline Committee members randomly visit classrooms to ensure the classes are conducted smoothly.**

**The college conducts regular class committees with students to take feedback, and appropriate steps are taken to improve the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses and directly through the IQAC.**

**The feedback is analysed appropriately and shared with the principal, HODs, and individual teachers. Based on the IQAC's recommendations, the teaching-learning processes are reviewed, and improvements are implemented.**

**Over the years, the college has undertaken significant initiatives, such as introducing Daily Home Assignments, Automation of Admission Processes, Automation of Examination Processes, Green initiatives, and MoUs with prestigious institutes. These initiatives have made the teaching-learning process more effective and efficient.**

### 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: 10**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.5.5**

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

**Response:**

Response:

The college has established two important committees, the IQAC and the Examination Committee, to ensure the quality of education and smooth functioning of the college. The IQAC is responsible for periodically reviewing the teaching-learning process and ensuring that the operations and methodologies are of high quality. The committee also plans and prepares the academic calendar for the entire session to ensure that everything runs smoothly and efficiently.

On the other hand, the Examination Committee is responsible for maintaining examination records, handling grievances related to examinations, and acting as a liaison between the university and the college to ensure that all tests are conducted without any issues.

The college's overall result speaks for itself, with an impressive score ranging from 75-90%, which is a testament to the quality of education provided. The college offers students numerous opportunities to enhance their skills and become influential professionals through various activities, including value-added courses, workshops on innovative practices, internship programs, and organizing events. Additionally, the college aims to instil important values in students by conducting community outreach programs and environmental activities.

To keep up with the fast-paced technological world, the college provides students with various opportunities to develop their technological skills through ICT-based activities and the use of e-resources. The IQAC also strives to make students self-reliant by introducing them to innovative teaching-learning strategies, offering expert advice on higher education, and conducting counselling sessions. Through these activities, the college encourages students to become lifelong learners and achieve their full potential.



## 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:**

**Response:**

**The college has come up with an energy policy that focuses on energy conservation and the usage of alternative energy sources to meet its power requirements. By adopting renewable energy sources such as solar power, the college has not only reduced its carbon footprint but also saved a considerable amount of money on electricity bills.**

**The college has implemented several measures to promote environmental sustainability like recycling and composting, hosting events that encourage energy conservation, and maximizing the use of natural light in classrooms. Students are also provided with instructions on waste management and energy conservation, which inspires them to contribute to environmental sustainability.**

**To further reduce energy consumption, the college has implemented the usage of low-energy-consuming CFLs and LED bulbs in classrooms. Additionally, the college encourages students to put their computers in power-saving mode, which automatically turns off the screen when not in use, resulting in energy savings.**

<b>File Description</b>	<b>Document</b>
Institution energy policy document	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

**Response:**

**The college's commitment to waste management is reflected in its policies and procedures that help maintain cleanliness on campus and manage waste effectively. In line with this, the college encourages the prevention of waste generation by reusing paper printouts and using lead pencils instead of disposable ones.**

To manage waste effectively, the college categorizes it into three types - wet, dry, and e-waste - and places dustbins at strategic locations across the campus. The waste is collected regularly, and dry waste is kept in soil pots and boxes. The college also conducts awareness drives and cleaning campaigns to educate students and teachers about waste management

The college employs various measures to ensure that waste is managed properly, including the use of visual icons and rules where necessary. E-waste, which includes old CDs, DVDs, printers, and cartridges, is not a significant problem in the college. The college promotes the use of pen drives and email instead of CDs and DVDs and uses printer cartridges until they no longer function correctly.

In managing e-waste, the college focuses on recycling items that can be reused, such as plastic, CDs, and other materials. The college is taking action to reduce e-waste reuse on campus. Decorative items made from used CDs are used in various college programs.

The college ensures proper wastewater disposal to maintain a clean and healthy environment on campus.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4

#### Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

## 2. Waste water recycling

## 3. Reservoirs/tanks/ bore wells

## 4. Economical usage/ reduced wastage

**Response:** D. Any 1 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

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

**Response:**

**Response:**

**Rajmata Jijamata B. Ed College is a progressive institution that prioritizes the creation of a healthy, safe, and eco-friendly campus environment. The college has implemented a wide array of measures to ensure that the campus is always clean, hygienic, and positively contributing to the environment. The college has a dedicated team that works tirelessly to maintain the water system, drainage system, and waste management system, ensuring a clean campus and reducing waste costs.**

**The college recognizes the importance of access to sanitation facilities as a fundamental right that protects health. Therefore, it has separate and safe toilet facilities for male and female students and staff on the campus. Additionally, the college ensures that there are safe drinking water sources and a water purifier installed at the standard level to ensure the availability of safe drinking water.**

**The college has also put up numerous promotional signs across the campus to raise awareness among students. Color-coded dustbins are strategically placed throughout the campus to segregate solid waste at the source, ensuring safe collection, containment, and disposal of garbage. The college premises are cleaned every day to maintain a clean and hygienic environment.**

**To reduce paper usage, the college has taken several initiatives, such as conveying essential instructions to employees through WhatsApp groups and e-mails and instructing employees to use less paper and print on both sides of the paper.**

**The college has made proper arrangements for waste management, including wet waste, dry waste, plastic waste, and e-waste. The college ensures a 24/7 water supply to all toilets, and washrooms are cleaned and disinfected regularly.**

The campus is located in the heart of the city and is susceptible to various types of pollution, mainly air and noise. To create a healthy environment free from pollution, the college emphasizes minimal use of plastic and photocopying/printing on the campus. The college implements several measures, including the use of recycling and composting, LED bulbs, and conducting energy audits. A dustbin has been placed on the premises, and attention is paid to waste control throughout the campus.

#### 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:** C. Any 3 of the above

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

#### 7.1.7

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

**Response:** 0.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.028800	.025400	0.027000	0.26500	.026500

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

**Response:**

Rajmata Jijamata B. Ed College is a highly respected institution located in the heart of Latur city. The college is affiliated with Swami Ramanand Teerth Marathwada University and approved by the National Council for Teacher Education (NCTE). The college strongly believes in contributing to the social growth of society and organizes various activities that benefit the local community while instilling in students a sense of social awareness, values, and responsibility towards the environment.

The college conducts a range of initiatives each year that remain consistent in their goals but see a change in participants. For instance, the college organizes an annual Blood Donation Camp that aims to donate blood to the blood bank, which subsequently helps patients in need. Additionally, the college conducts Guidance and Counselling sessions for adolescent girls at practising schools, helping them understand the physical, mental, and emotional changes that come with adolescence.

The college also conducts AIDS Day Celebrations to raise awareness about the symptoms, causes, and preventive measures of AIDS. Moreover, the college runs clothes and food items donation programs to NGOs that distribute them to people in need. This initiative is an excellent way to improve living conditions in the neighbourhood or community.

Furthermore, the college celebrates International Women's Day with several activities that motivate women to uplift their careers by taking advantage of various government schemes launched for their benefit.

### 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

<b>File Description</b>	<b>Document</b>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice-I:**

**Title of the Practice:** Enhancing the Accessibility of Professional Education for Rural and Reservation Students

Focuses on enhancing the accessibility of professional education for rural and reservation students. The practice aims to make professional education more accessible by delivering it directly to students, creating awareness about job opportunities after completing a Bachelor of Education (B. Ed) degree, and providing qualified teachers to schools in rural areas.

The college has proactively promoted higher education among these students by conducting lectures on career guidance and job opportunities. This initiative has increased the number of students from rural and reservation backgrounds enrolling in B. Ed programs over the past five years.

Challenges encountered include social, cultural, economic, and psychographic factors that make students hesitant to pursue higher education. The college addresses these challenges by providing support, guidance, and information about scholarships and financial aid.

To further enhance accessibility, more resources are needed, including programs tailored to the unique needs of rural and reservation students. Creating a supportive and inclusive environment is essential for

encouraging these students to pursue higher education and bridging the gap between urban and rural employment opportunities.

### **Best Practice-II:**

**Title of the Practice:** Mentorship Program-Placing Seeds for Success.

The Mentorship Program-Placing Seeds for Success aims to enhance career development and preparedness among B. Ed students. This program enriches mentees' experiences by fostering networking opportunities, providing exposure to industry professionals, offering training on cutting-edge technologies, and implementing structured goal-setting processes.

Initially introduced to address students' uncertainties and lack of clarity regarding career prospects, the Mentorship Program emphasizes personalized support and skill development. Through tailored guidance and activities, mentors assist mentees in identifying strengths, addressing weaknesses, and navigating their career paths effectively.

The program's success is evidenced by increased attendance, improved academic performance, reduced conflicts, and heightened focus among participants. Moreover, positive feedback from various stakeholders underscores the program's effectiveness in preparing students for the dynamic job market.

However, challenges such as timetable conflicts, time constraints, and limited individual counselling resources have been encountered. To mitigate these issues, dedicated counselling services, designated mentoring spaces, and collaboration with industry experts for additional training could be beneficial.

In conclusion, the Mentorship Program-Placing Seeds for Success exemplifies the college's commitment to holistic student development and proactive response to evolving industry trends. By addressing challenges and leveraging resources, the program continues to empower students, fostering their professional growth and readiness for future opportunities.

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

**Response:**

Response:

Rajmata Jijamata B. Ed College has established itself as a pioneer in providing its students with hands-on and practical teaching experience. The college has identified "Stand Out in the Job Market with Our Distinctive Internship Program" as its area of distinctiveness, which aligns with its vision, priority, and thrust. This program has proven to be a critical factor in the college's success in the past, attracting students who seek an experiential and hands-on approach to teacher education.

The college encourages its students to participate in a long-term internship program as per the university curriculum, spanning a minimum duration of 15 weeks. The program is integral to the B. Ed program and aims to foster various perspectives, professional capacities, teacher dispositions, sensibilities, and skills in semester IV students. During the internship, students work as regular teachers and are fully immersed in all school activities, including planning, teaching, and assessment. This provides them with hands-on experience and a practical application of theoretical knowledge, creating a learning environment that fosters creativity, critical thinking, and innovation - essential skills for a teacher.

Rajmata Jijamata B. Ed College is committed to ensuring its students receive the necessary skills to cater to diverse learners in schools. The initial observation phase of the internship program is crucial, as students spend one week in a regular classroom setting with a regular teacher. The phase involves peer, teacher, and faculty observations of intern lessons, and students must reflect on and consolidate their teaching experience during and after the school internship to ensure growth and development into competent and confident teachers.

The college's approach to the internship program fosters active student participation, offering diverse activities beyond delivering a set number of lesson plans. Activities include lesson planning and evaluation, record keeping, organising cultural and literary events, observing peers, participating in school programs, and engaging in teacher interviews and interactions. The program aims to promote meaningful and holistic engagement with learners and the school, emphasising the importance of a profound understanding of teaching, its challenges, and its rewards.

The college's internship program provides many opportunities for students to teach at least two levels, namely, upper primary and secondary, in government and private schools. Additionally, systematic supervisory support and faculty feedback help students receive the guidance they need to develop into competent and confident teachers. In the future, the college plans to continue identifying local schools that offer internship programs, allowing students to gain hands-on experience teaching classes from grades V to XII. The college is committed to improving its internship program to meet the needs of its students and help them become successful teachers.



## 5. CONCLUSION

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### **Additional Information :**

Maharashtra Shikshan Mandal's Rajmata Jijamat B. Ed College is a renowned self-financed institution in the state of Maharashtra. The college authorities have recently decided to appear before the National Assessment and Accreditation Council (NAAC) to obtain an assessed and accredited status for the college. This is a significant achievement for the institution, as it will help in enhancing the quality of education offered by the college.

The process of obtaining an assessed and accredited status by the NAAC is a challenging task. It requires a lot of effort and dedication from the college authorities, teaching staff, and non-teaching staff. The principal, teaching and non-teaching staff of the college have worked tirelessly to complete the SSR work, which was distributed among them. With the help of the management of the trust, they were able to complete the work effectively and proactively.

For self-financed institutions, obtaining an assessed and accredited status by the NAAC is all the more challenging. However, the authorities of Rajmata Jijamat B. Ed College have taken this as an opportunity to improve the quality of education offered by the college. This will also help in increasing the credibility of the institution and attract more students to it.

### **Concluding Remarks :**

After completing the self-study report for assessment and accreditation for cycle I, it is clear that the process has been a valuable exercise for our institution. It allowed us to analyze our performance and identify improvement areas critically. The process also helped us to understand the importance of self-reflection and self-evaluation in maintaining the quality of education.

Through this exercise, we have identified our strengths and weaknesses and developed an action plan to address the areas that need improvement. We recognize that accreditation is not only about getting a rating but also about continuous improvement. We have realized that preparing the self-study report has helped us improve our institutional effectiveness, and we are committed to continuing this process in the future.

We are confident that the self-study report we have submitted to the NAAC accurately represents our institution and reflects our commitment to providing quality education to our students. The report demonstrates our efforts to foster a culture of excellence and continuous improvement. We hope that the NAAC will recognize our efforts and provide valuable feedback that will help us further improve our institution.