



# **SELF STUDY REPORT**

**FOR**

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

## **ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN**

ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN, ROYAL  
COLLEGE CAMPUS, 236, SRISHTI HOUSING COMPLEX, SECTOR 1, PENKAR  
PADA, MIRA ROAD (EAST) DIST THANE 401107

401107

[royalb-edcollegemiraroad.edu.in](http://royalb-edcollegemiraroad.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### 1. INTRODUCTORY NOTE OF THE INSTITUTION:

Royal College of Education and Research for Women, affiliated with the University of Mumbai, was established in March 2012, under the auspices of 'The Royal Higher Education Society', by the founder Prof. Asgar. E. Lakdawala. The founder envisaged a holistic value-based education, with a specific thrust on educating females from the Muslim community, to churn out socially responsible, eco-conscious and disciplined citizens with secular outlook, empowered to participate in and contribute to economic and cultural progress of society. The college has successfully promoted women education through sustained initiatives from its inception.

The College started with 100 student teachers and preferred to go for one unit of 50 student teachers in the revised order from NCTE in the year 2015 in order to give more personalized attention. In the last 12 years it has sent 611 Teachers into the teaching field. Many of them have joined international schools in various parts of India and abroad. Having made appreciable strides in its span of 12 years, highlighting sound theoretical, technical and life skills and drawing on the emotional and spiritual intelligence that are keenly required in the current globalized society.

The Institution, located at the outskirts of Mumbai city, has carved a niche for itself among all the stakeholders and in the vicinity for its conducive and safe academic environment with empowerment through value-based education, discipline, consistent cent percent results from mostly first-generation learners, secular outlook, adherence to the principle of non-commercialization of education and varied extension activities. A distinctive feature of the institution is the strong bond between the teacher and the taught as seen in all teacher education institutions because of the low teacher-student ratio. The alumnae credit the institution for imbibing graduate attributes of Deep Discipline Knowledge and Intellectual Breadth, Critical thinking, Problem Solving and Creativity, Team work and Communication Skill, Professionalism and Leadership Readiness, Intellectual and Ethical Competency, Digital Capabilities, Global and Environmental Awareness. The accreditation process has spurred the institution into bettering itself relentlessly

### Vision

### Vision

To be recognized as a **Minority Educational Institution** par excellence having **Secular Outlook**, imparting **Value Based Education** to the youth, to **mould** them into **Disciplined, Conscientious Citizens of Society** who would contribute to the **Social, Economic, and Cultural** growth of the society.

### Mission

### Mission

To provide holistic academic programs and an inspiring learning environment

To contribute to the personal, professional, and social growth of girl students belonging to the minority community

To extend its facilities to other communities within the framework of the constitution of India.

### **Goals of the Institution**

- To make teaching and learning an enjoyable experience
- To emphasize the sound development of values and competence
- To take care of the all-round development of every student teacher along with theoretical knowledge and practical teaching skills
- To help the student teachers to discover their hidden talents and potential
- To prepare student teachers to face the challenges of globalization in today's competitive world
- To sensitize students to social and ecological issues
- To provide a quality education so as to empower future teachers to be Outstanding Educators, Researchers, and Worthy Contributors to the improvement of education.

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

### **Institutional Strength**

. The major strengths of the Institution can be best described through an acronym “ BRIDGE”. Each strength is acting like a bridge between the college and the community, students and other stake holders in the following manner:

#### **B stands for Brand:**

The college is a brand in itself and acts as a bridge by providing value based quality education to students especially to the women of Muslim minority in the field of teacher education. Royal College of Education and Research for Women (RCERW) has emerged as a brand of quality Teacher Education Institution in Mira Road, making the Institution a preferred choice of students and parents.

#### **R stands for Rational teaching-learning:**

Rational Teaching Learning process acts as a bridge between students and faculty. A blend of technology-driven, innovative, student-centric, participative, and experiential learning methods along with myriad curricular activities incorporated in their daily time table. A distinctive feature of the college is the strong bond between the teacher and the taught. The robust teaching-learning process has translated into consistent near 100% results, well above the University average.

## **I stands for Infrastructure**

Infrastructure acts as a bridge between different institutes on the royal campus for the collaborative activities conducted throughout the year. A well-developed infrastructure with a built-up area of 20600 Sq.ft comprising of well-furnished class rooms and laboratories as per NCTE norms..

## **D stands for Dynamic Management**

Dynamic Management of this institution acts as a bridge and backbone through their guidance on different endeavors of the college.

The Founder Chairman Sir as well as management trustees are very dynamic in their decision making and always available to extend their support in terms of guidance, planning, and execution of college endeavors from time to time by setting examples of participative and dynamic management..

## **G stands for Green campus**

Green Campus acts as a bridge by contributing to the goals of sustainable development. The college has an eco-friendly campus with lush-green lawns. The Campus is recognized as 'District Green Champion' of Thane, Maharashtra. It is rich in various kinds of flora and fauna to fulfill the goals of sustainable development.

## **E stands for Effective feedback mechanism**

Effective Feedback Mechanism acts as a bridge by contributing to the development and improvement of the overall teaching learning process. The institution is having an effective feedback mechanism at different levels.

## **Institutional Weakness**

### 1. Research

The institution lacks research work. Though one-third of the faculty has either completed their Doctorate or is in the last phase of their research work the institution could not demonstrate its ability to carry out minor or major research in Education funded by the University of Mumbai or the Indian Council of Social Science and Research (ICSSR).

### 2. No postgraduate courses are offered in the institution due to no NAAC accreditation

## **Institutional Opportunity**

### **1.Collaborations**

Collaborations with stakeholders are very important to work collectively towards common goals of social

responsibility and sustainable development. Collaborations can be made with international institution and academic institutions of other states at national level along with industries and agencies of professional and social relevance.

## **2.New courses**

The Royal College of Education and Research for Women is one of the pioneer institutes in providing quality teacher education to the girls of the society especially to the Muslim girls and can continue its legacy by offering other teacher education courses like D.Ed for primary school teachers or M.A education courses for job opportunities in the field of education. Integrated B. Com B.Ed. /BSc B.Ed, Technological Advancement for Hybrid learning are opportunities that can easily be tried out.

The institution can establish a Training Development Centre where average and below-average student teachers can be trained by in-house faculty and well-trained student teachers. Their batch mates can develop them in the use of technology in the teaching-learning process. A strong alumnae association could be involved for the same. The students could be helped in improving their communication skills in the English language. We could have add-on courses for the language development of the student teachers so that they can teach the learners with confidence.

## **Institutional Challenge**

### **1.Changing external environment**

The changing external environments pose certain challenges to the Institution's functioning and development. The delayed admission process challenges and affects our robust curriculum in following ways:

- Duration of the B.Ed course (2Yrs)
- Delayed admission process.
- Delayed examination of the B.Ed. program.
- Delayed placements overseas as well as at national level.

### **2.Finance**

As the Institution is totally a self-financed institution and there is no other source of income than students' fees, hence the expenditure immediately gets affected. Salary is the primary commitment of the Institution. Due to economic crisis in past few years, there have been challenges in generating funds.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College has a well-organized system for the effective implementation and delivery of the curriculum. The curriculum offers comprehensive academic programs in addition to a stimulating classroom setting.

It helps to contribute to the personal, professional, and social growth of the student teachers. The curriculum is well structured to address social issues like gender, environment, human values, and professional ethics. The framework of the curriculum consists of two parts, Part A i.e Theory component which comprises of Core Courses, Elective Courses, and Interdisciplinary Courses. Part B i.e Practicum component comprises of Ability Courses, Project-Based Courses, and Audit Courses. The curriculum is woven around Indian knowledge System and the activities on Bharatiya Khel, Bharatiya Culture and Knowledge on Aurvedic medicinal plants are integrated into the curriculum. The COs, POs, CLOs and PLOs are planned to achieve the graduate attributes which are transferred through the curriculum planning of the institution that is unique and aligns with the institutional vision and mission.

The curriculum provides academic flexibility to the student teachers. The student teachers are allowed to keep terms and complete the same within a time frame. The programme is based on a choice-based credit-based system.. Extension activities through department of Life Long learning (DLLE) of University of Mumbai, supplement knowledge skills and values for enhancing professional capacities and promote enrichment in curriculum.

The current impending concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics are woven through the curriculum for holistic development. The college organizes workshops for professional enhancement to develop innovative and divergent proficiencies. Internship, community work, and field trips enhance the effectiveness of the curriculum and bridge the gap between the curriculum, the expectations of the industry and the needs of the society As a progressive teacher education institution, RCERW has introduced ATMA MANTHAN, WELL AND WHOLESOMENESS, YOGA FOR PHYSICAL AND MENTAL DEVELOPMENT, INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM, ONLINE TOOLS, ENVIRONMENTAL ETHICS AND SUSTAINABILITY, SPIRIT OF NATIONALISM as a value added course to strengthen the holistic and integrate understanding of self. The Student Teachers are also encouraged to enroll and complete different MOOC courses.

The institute receives and uses feedback from students, alumnae, employers, community, academic peers, and other stakeholders in curriculum development and planning and its implementation.

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

The process of enrolling Students in the program is as per the norms of NCTE, University of Mumbai, State Admission Regulating Authority and the Maharashtra CET Cell. Since it is a minority institution, according to the vision and mission, 50% of its students belong to minority groups. However, it ensures diversity and equity by catering to students of different geographical areas, socioeconomic cultural and educational backgrounds.

The institution has fine-tuned processes for honouring student diversity. The students' different learning needs are identified along with their level of readiness. They are given pertinent academic support through remedial measures, peer mentoring & tutoring, faculty mentoring through Mentor –Mentee Programme (MMP), buddy

systems, tutorials, simplified learning materials and preliminary examinations before university examination. Interactive Instructional Strategies(IIS) are practiced in our institution to help the students in their learning situation according to their learning styles. Effective teaching-learning practices are carried out through dual mode, blended mode, and multi-mode learning engagements to achieve graduate attributes. In order to fulfill it, the institution supports and facilitates the use of ICT resource center at all levels. Innovative methodologies such as Experiential Learning, Filmy Way of teaching learning, and ICT mediated lessons are part of the teaching learning process of the student teachers keeping in view of NEP 2020.

In order to meet the diverse and demanding roles of teachers of 21st century, the institution tries to inculcate wide range of skills and competencies among their students. Experts in different fields share their expertise to our students through workshops and seminars. We update the students with new policies and prepare them for 21st century skills which are woven through the well planned internship program. Tasks are planned keeping in mind the vision and mission of the institution and graduate attributes of the B.Ed course.

A team of dedicated fully qualified experienced faculty strive for individual and institutional excellence.

A 360 degree evaluation program is practiced to evaluate the student teachers. It is done through continuous internal assessment in various curricular and co-curricular activities. PLOs and CLOs are framed to meet the requirements of continuous and comprehensive assessment of the learners to provide development inducing feedback. A comprehensive feedback is collected; analyzed and reflective actions are taken after completion of each programme as per POs and COs.

### **Infrastructure and Learning Resources**

The adequacy and optimal use of facilities available in our institution is to maintain growth and over all development. The college has a spacious campus with a well-planned infrastructure. The Fourth floor of the college building is 20,600 sq.ft. which is allotted only for the B.Ed. College.

There are 6 classrooms in the floor. The **Multipurpose Hall is well equipped with audio- visual system, the seminar room with an LCD, overhead projector and a podium with microphone**, and the rest 4 classrooms are used as method rooms. The college also has an ICT resource center with 15 computers installed with the latest software system and with internet facility.

There are well resourced laboratories for Science, Maths and Social Studies. It consists of apparatus, chemicals, charts, models, maps, and several creative teaching aids required for the B.Ed course which propel the student teachers for creative experiential internship. The college comprises of facilities such as Psycho-lab, Art & Craft Center, Health and Physical Education Center, Girls' Common Room, Visitor's Room, Principal's office, Administrative Office, Yog Sadhana Kendra, Prayer Room, and a Canteen. Besides these, Mun Auditorium, Play Ground with Basket Ball, Volley Ball and Badminton Courts, an Open Air Gym, Back Stage, Open Auditorium, Vriksha Vatika- Garden, a Terrace and Royal College of Arts, Commerce and Science Library are also available to our students as and when they require, with prior permission as per MoU. The other facilities available on the campus are locker facilities with minimal charge, clean and purified drinking water facilities, separate toilets for faculty and student teachers and an area for performing wudhu. A spacious staff room with

required facilities and a store room for the documents are available for the faculty.

A spacious library cum reading room with more than 5000 reference books, method books, Journals, Magazines and Newspapers with a spacious ventilated reading hall is provided to all aspiring student teachers. Institution has adopted E- Granthalaya ILMS software and has access to E-journals and E-books. The daily footfall in the library is approximately 90%.

The campus is well-maintained and upgraded time to time according to the needs of the learning community.

### **Student Support and Progression**

The institution has a robust student support system in place and offers multiple initiatives for enhancing their skills and capacities. These initiatives include seminars, workshops, career counseling, professional skills development, resume writing, communication skills and personality development, online tools and resources, digital learning activities, and school based action research.

A campus placement service is organized internally for various boards of schools and junior colleges. The student council plays a crucial role in ensuring the seamless execution of all the activities. They encourage student teachers to take part in planning and carrying out the institution's different curricular and extracurricular events such as **Special Assembly on festivals, National and International** days of importance. Student teachers actively participate in competitions at the intercollegiate level and have won laurels. Student teachers are given the training for organization of Sport's Day in which every student teacher participates in various sports events. The annual day is well organized every year on different themes by our students' council, where quality program is presented to the dignitaries.

Numerous **RCERW alumnae hold prestigious positions** such as supervisors, coordinators, academic leaders, and entrepreneurs. They also **provide career guidance and support for our students' placement in various schools**. They play a vital role through encouraging talks for student mentoring, student support, and nurturing competencies to be a successful professional to meet global challenges. The feedback and inputs of alumnae are highly valued by the institution which plays a pivotal role in mitigating gaps in the curriculum and the industry and accordingly the steps for further improvements are taken. Placement cell works rigorously throughout the academic year in pursuing information about employment and takes initiatives to see that all are well placed.

The institution has a transparent grievance redressal mechanism with the timely address of issues if any. The guidelines are provided to students on the college website, and provisions are in place for offline and online modes of raising grievances. Facilities such as book bank and financial assistance are available for the students.



## **Governance, Leadership and Management**

Governance and management at the institution reflects participative management in tune with stated vision and mission of the College which percolates through its organizational hierarchy as per the Organogram. The College Board of Trustees (CBT) complemented by College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) is the primary executive body. The Principal provides strategic direction to various cells and committees and monitors its enhancement. These processes proceed through time to time meetings between management, principal, faculty member, non-teaching staff and student representatives.

The institution's perspective/strategic plans play a pivotal role in executing & achieving its future course of action. The management enhances its governance by implementing e-governance in various areas of operation.

Professional development of faculty is catered through organization and participation in national and international FDPs, conferences, workshops, seminars and short term courses. Financial assistance and Duty Leave are given for the same. Also concession and leaves are granted to teachers pursuing Ph.D. from different universities. On every Teacher's Day, all the faculties are appreciated with gifts. The management credits salary every month and also during festival credits the salaries in advance. There are also other various welfare measures for the teaching and non-teaching staff like PF, loan and many such facilities.

The management encourages optimal utilization of infrastructural resources through various initiatives under collaborations. The sharing extension of library and laboratories to alumnae, yoga room facilities and volley ball and basketball facilities to general public are some of the collaborative initiatives. The 4th floor facilities are made available for Royal College of Arts, Science and Commerce and other sister concerns as and when required with prior permission as per the MOU.

IQAC plays an important role for the enhancement of quality initiatives. The future roadmap charted by IQAC includes introduction of new courses like D.Ed., ECCEd and M.A. Education. It also aims at strengthening collaborations through various quality initiatives. Management carries out effective participatory approaches through LMS, regular administrative auditing, MoUs with different stakeholders and extending its facilities to other communities in line with its mission and intensifying efforts to be recognized as a minority educational institution par excellence in the field of teacher education.

## **Institutional Values and Best Practices**

Royal College of Education and Research for Women with the support and collaboration of Royal Higher Education Society has the mission to thrive with high value system reflecting in the area of secular philosophy, discipline, ethics, common brotherhood, respectfulness to each one's culture and conscientiousness. A wide range of activities such as Swatch Bharat Abhiyan, Plantation Drive, Awareness programme, Rally, street play,

special Assemblies, Seminars, workshops, competitions, Observation of special days of National and International Importance, Food mela, field trips & visits and Annual Meets on International Brotherhood are conducted on campus and off campus in collaboration with NGOs and other stake holders.

The best practices are Gyaan Daan and Paper Reading to create learning community. Numerous initiatives and activities are framed and conducted time to time like collaborating with NGO's and Municipal Schools to create awareness, to develop attitude and skills to cater the marginalised group of children and people in society.

The institute is holding a distinctive position in community through its Gyaan Daan initiative which provides an opportunity to make a difference in the lives of less privileged children by empowering through education. Gyaan Daan programme is undertaken under community services where the students of municipal schools and orphanage are catered. This initiative includes 21 students from Madrasa as on campus initiatives. As off campus initiative, the programme is carried out for over 400 student beneficiaries from Mira Bhayander Municipal schools every year.

Student teachers are trained with referencing and presentation skills through Paper Reading Sessions. A well-documented paper is presented before the audience every morning on pertinent themes such as SDG Goals, Women Empowerment, Pedagogical Skills, Current Issues, and Changing Educational Scenario: NEP 2020.

RCERW has a luscious green campus with a well maintained green landscape. The Campus is recognized as **District Green Champion** of Thane District, Maharashtra. The institution has a sound waste management practices such as segregation of waste, E- waste management, Vermicomposting and Sewage treatment plant. The waste generation is reduced by practicing the '3Rs'. Water management and conservation initiatives are taken up through rain water harvesting, wastewater recycling and ring well. This helps the institution to actively participate in the persistent efforts to mitigate environmental issues through the proactive environmental club Vriksha Vatika Sangathan and Green Club.

### **Research and Outreach Activities**

The vision of our institution is imparting **Value Based Education** to the youth, to **mould** them into **Disciplined,**

**Conscientious Citizens** of the society who would contribute to the Social, Economic and Cultural growth of the society. Keeping this in mind, research and outreach activities are conducted by our college to reach out to the society/community in general. The institution supports professional development of its faculties by encouraging them for research related activities i.e. publication of research papers, presentation of papers, participating and boosting the faculties in conducting National Seminars, Conferences, Action Research and Extension activities are inculcated among student teachers.

- All faculties are encouraged to present research papers at various seminars and to publish the same in UGC Care listed and Peer Reviewed Journals. The seminar proceedings are published in in-house research journal – SANSHODHANA-with ISBN-978-81-929897-1-6.
- Two teachers are pursuing Ph.D. respectively from the University of Mumbai and SNDT University.
- The institution works towards community needs and conducts relevant extension programmes. The institution has joined hands with industry, schools to initiate research culture by encouraging our student teachers to carry out action research.
- **Out-reach activities** for yoga, women empowerment, gender sensitization, health and environment awareness, and educating the underprivileged are undertaken with the help of MOUs with various educational institutions and NGOs.
- The community services on health awareness, education, and environment-related programmes are conducted in MBMC schools in Mira-Bhayander, supported by our society. The extended opportunities integrated with curricula are intended to help, serve, reflect and learn.
- **Collaborations and linkages** are made through MoUs with Academic Institutions/Industries and other agencies of professional and social relevance. Formal agreements are made with academic institutions/industries of the neighboring communities: schools, Junior and Senior colleges and Teacher Education Colleges. MoUs are made with the other agencies of social and community relevance such as NGOs like Sakhya, Mission Green Mumbai and Multispecialty Hospital Bhaktivedanta. The institution also has MoU with N.K.T. National College for Women, Teacher Education University, Chennai. Activities are carried out according to the academic calendar of the institution. The processes and strategies inherent in such activities sensitize students to social issues and contexts.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN  |
| Address                         | ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN, ROYAL COLLEGE CAMPUS, 236, SRISHTI HOUSING COMPLEX, SECTOR 1, PENKAR PADA, MIRA ROAD (EAST) DIST THANE 401107 |
| City                            | Mira Road (E)  |
| State                           | Maharashtra  |
| Pin                             | 401107   |
| Website                         | <a href="http://royalb-edcollegemiraroad.edu.in">royalb-edcollegemiraroad.edu.in</a>   |

| Contacts for Communication |                        |                         |            |     |  |
|----------------------------|------------------------|-------------------------|------------|-----|--|
| Designation                | Name                   | Telephone with STD Code | Mobile     | Fax | Email                                      |
| Principal                  | JUDY GRACE ANDREWS     | 022-28456786            | 9136738766 | -   | b.edroyalcollege@yahoo.co.in               |
| IQAC / CIQA coordinator    | MANDRITA ANIRBAN MITRA | -                       | 9833343731 | -   | principal1@royalb-edcollegemiraroad.edu.in |

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

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

| <b>Recognized Minority institution</b>     |   |
|--|---|
| If it is a recognized minority institution | Yes<br><a href="#">minority cert merged.pdf</a> |
| If Yes, Specify minority status            |   |
| Religious                                  | Muslim Minority                                 |
| Linguistic                                 | NA  |
| Any Other                                  | NA  |

| <b>Establishment Details</b>   |  |                                       |                           |                |
|--|--|---------------------------------------|---------------------------|----------------|
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                |
| Maharashtra  | University of Mumbai   | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                |
| 2f of UGC  |  |                                       |                           |                |
| 12B of UGC   |  |                                       |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| NCTE   | <a href="#">View Document</a>  | 04-08-2015                            | 240                       |                |

| <b>Recognitions</b>   |    |
|---|----|
| 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 |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN, ROYAL COLLEGE CAMPUS, 236, SRISHTI HOUSING COMPLEX, SECTOR 1, PENKAR PADA, MIRA ROAD (EAST) DIST THANE 401107 | Urban            | 2.517                       | 1914.49                         |

## 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, Interdisciplinary,          | 24                        | Graduation                 | English                      | 100                        | 45                             |

### 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                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1                |        |        |       | 0                          |        |        |       | 6                          |        |        |       |
| Recruited   | 0                | 1      | 0      | 1     | 0                          | 0      | 0      | 0     | 0                          | 6      | 0      | 6     |
| 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              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 5            |
| Recruited   | 2           | 3             | 0             | 5            |
| 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 |             |               |               | 1            |
| Recruited   | 1           | 0             | 0             | 1            |
| 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                | 1      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 2            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 5      | 0      | 5            |
| 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            |



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

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

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

| Programme               |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-------------------------|--------|---|----------------------------|--------------|------------------|-------|
| UG                      | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Female | 45                                      | 0                          | 0            | 0                | 45    |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Diploma                 | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Female | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Certificate / Awareness | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Female | 0                                       | 0                          | 0            | 0                | 0     |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 1             | 1             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 81            | 91            | 80            | 45            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 1             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>82</b>     | <b>92</b>     | <b>81</b>     | <b>45</b>     |

### **Institutional preparedness for NEP**

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The institution visioned to transform their plan of action according to the vision sought by NEP 2020 in its Teacher Education section. The institution held a secular outlook to cater value based education by integrating it in curricular and co-curricular activities viz. From special assemblies to celebrate the cultural diaspora of India ,SUPW, nurturing the well being through Yoga , workshops on positive self, community based learning through different types of community services. The institution is very enthusiastic towards the integration of humanities and science with STEM through well planned curriculum which promotes inculcation of written and oral communication skills, teamwork |
|---|---|

skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world setting. Technology is well integrated in curriculum transaction, evaluation process and assignment presentation through usage of CAI packages and online tools. Yes, the two years of B.Ed Course is designed in such a way that there are ample opportunities to plan the transaction of core courses as well as the project based courses in such a manner where value based learning can be practiced. Field trips, seminars, workshops, research based work are taken up to provide the assignments and to get the learning outcomes. Moreover the project based work like community services, internships etc. allows to take up different activities and program like street plays on social and environment allied issues, beach cleaning, greening institution, rallies, surveys, awareness campaigns in social communities, gyandan program, cleanliness drive in on campus and off campus through shramdan. All these activities are framed and planned in such a manner that it allows the learners to earn credits and also drive them to gain knowledge and to develop skills and attitude in holistic and multidisciplinary manner. Institution provides support to the learners to undergo dual degree enrollments. The students of M.A, M.COM are allowed to get admission in B.Ed courses. Students and the teachers are encouraged to enrol themselves in different MOOC courses run by NAPTEL, SWAYAM, COURSERA etc. Institution is in the process to coming up with ADD ON courses like certificate course in Life Skills and Guidance and Counseling. Institution promotes collaboration and cooperation among the faculty members to cater the content in a holistic manner. Seminars and Workshops are conducted by the faculties as well as the students in different core papers in Multidisciplinary manner which promotes skills like critical understanding, problem solving, logical reasoning, collaboration, research mindedness, teamwork and cooperation which are emphasized in NEP 2020. The institution has engaged in MOUs with NGO, Stakeholder institutions and Bhakti Vedanta Hospital to promote inter-disciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

As part of the B.Ed program orientation, various initiatives are taken to introduce ABC. National

|                       |  |
|-----------------------|--|
|                       | <p>Level Seminar on NEP 2020 and collaborative seminar on ABC were organized to give an in depth knowledge and hands on experience on academic bank credit. The institution has taken up the initiatives to enhance knowledge and application on ABC by encouraging the faculties to participate in National level seminars and workshops on ABC, proposed by NEP2020. The institution has registered under the ABC and the learners are permitted to avail the benefit of multiple entries and exits during the program. The institution has also collaborated with the foreign institutions to enable credit transfer. Credit system has been in vogue as the B.Ed program is based on choice based credit system. Faculties are encouraged to design curricular and pedagogical approaches within approved framework including reading materials and assignments. Some of the practices at RCERW are: 1. Credit earned in project based courses is accepted in core courses. 2. Credits earned during interdisciplinary course are accepted in elective course. Example: credit earned in IC3: Language across the curriculum is accepted in EC2: Pedagogy of school subject, English.</p>              |
| 3. Skill development: | <p>Institution promotes and strengthens the soft skills and entrepreneurial skills of the student teachers. They are encouraged in enrolling themselves in the courses like Guidance and counselling through on line platforms such as MOOC SWAYAM and COURSERA. RCERW offers many skill development programmes including training in communication skills, human values, literacy skills, team building, educational leaderships, entrepreneurial skills and personality development. These are woven through the curriculum as part of the training programme. Expert talk &amp; seminars on Art, Craft, Drama, Storytelling, and Pedagogical Skills are held both through online and offline mode of learning. There are workshops such as Teaching Aids Preparation, Computer Literacy, Sports, Entrepreneurship, and many others. The College also organized a National Level Seminar, "NEP 2020-Transforming Teacher Education," on September 15th, 2023, to raise awareness of NEP within the community also encouraged the students to practice organizational skills. The college enhances SKILLS through: • Encouraging the widespread use of technology in teaching and learning to improve</p> |

|   |  |
|---|--|
|   | <p>transparency in lesson delivery and assessment, to create records and subject handouts, to eliminate language barriers, to increase content access for students through paper reading with monthly themes, and to familiarize both students and faculty with the use of technology, which is the future. • Encouraging rational decision-making and innovation by encouraging students' and instructors' creativity and critical thinking via class preparation, assignments, and evaluations. • Encouraging students and faculty to participate in group activities such as intercollegiate competitions, group projects, and research in order to instill life skills such as communication, cooperation, teamwork, research, and resilience, which complements interdisciplinary learning and soft skill development</p>   |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The National Education Policy 2020 envisions an educational system fashioned on the lines of India's profuse linguistic, cultural and artistic heritage. The promotion of Indian arts and culture is seen very important and it could be effectively imparted through integrating Indian arts into the main curriculum which would not only develop a strong sense of identity and aesthetic outlook but also enhances creative and cognitive skills among the children. We at our college celebrated Vaachan Prerna Diwas and various Library activities. ? Vaachan Prerna Diwas: • Vaachan Prerna Divas' or Reading Day was celebrated on 17th October, 2022. It was celebrated to make students understand the importance of reading and to develop it as a hobby. Our principal, Dr. Judy Grace Andrews presented a book review on Ponniyin Selvan- by Kalki Krishna Murthy in Tamil language. Ms. Mandirita Mitra presented a book review on "The Last Poem" - by Rabindarnath Tagore in Bengali language. • Ms.Sonal Chavan presented a book review on "Yugandar"- by Shivaji Sawant in Marathi language. Dr. Shumaila Siddiqui presented a book review on Sir Sayed Ahmed Khan in Urdu language. • Ms. Manpreet Kaur presented a book review on "Kanak di Bali"- by Balwant Gargi in Punjabi language. • Dr. Jasvanti Adhangale presented a book review on "Malela Jeev"- by Panna Laal Patel in Gujarati language. ? Respect for various ethnic, racial, cultural, gender, and other differences in our group are addressed regularly through morning</p> |

|   |   |
|---|---|
|   | <p>assembly program. All national, social &amp; cultural festivals are celebrated to promote nationalism. ? Annual meet and special assemblies are organized to cultivate a multicultural atmosphere. ? . Incorporate language, art, rituals, and ways of working together that derive from diverse cultures. ? Book Bank: The book bank facility is provided to the student teachers to develop reading habits and there by preserve and promote Indian culture.</p>   |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Outcome-based education(OBE) is an educational theory that bases each part of an educational system around goals (outcomes). B.Ed. Programme aims to achieve outcomes like Content Competency, Attitude changes, Pedagogical Skills, Professional Ethics, Effective Citizen Ethics, Effective Communication, by the end of its programme. The institution has taken various initiatives to achieve following objectives: • To inculcate different values among students such as 1. Cultural values 2. National values 3. Professional values 4. Institutional values 5. Vocational values • To provide numerous opportunities to students to develop and discover their talents, skills and abilities • To help in holistic development of students in line with the ideas of NEP 2020. The above objectives have been achieved through initiatives in following areas:- 1. Health and Wellbeing :- International Yoga Day- conducted by Prof. Ms. Mandrita Mitra which included stress buster meditation sessions, physical training session and pranayamas • Introducing Yoga and Sports in Curriculum 2. Inculcation of values:- Environmental values • Varsha-The Rain Festival- Special assembly on Environment conservation and philosophy of Rabindranath Tagore’s Naturalist philosophy through Recitation of Tagore’s poem, Paper reading, Songs and Dance performances Cultural and Regional Values • Special assemblies conducted to make students aware about India’s vast culture, develop the feeling of brotherhood, acceptance towards traditions and customs of other states. Celebrations included dance performances, singing songs and paper reading on importance of different festivals like Onam Celebration, Ganesh Chaturthi, Navratri and Dussehra Cultural and National Values • Special assemblies conducted to develop feeling of nationalism and patriotism. Celebrations included dance performances, singing songs and paper reading</p> |

|   |  |
|---|--|
|   | <p>on Diwali Celebration ,Eid –e-Milad, Vachan Prerna Din, Azadika Amrit Mahotsav, Oath Taking on Birth anniversary of Sardar Vallabhbhai Patel Institutional Values • Founders Day Celebration- Participation in 34th and 35th founder’s Day celebrations in the form of regional dances- Bengali dance, Tribal Dance, Rajasthani Dance and dance showcasing Pongal celebration Professional Values • Teacher’s Day Celebration- To mark birthday of Dr.Radhakrishnan and showcase love and respect for their teachers Constitutional Values • Workshop on integration of ten core elements in teaching learning activities 3. Skill Development:- Artistic Skill • Introduction of Dance, Drama, Music and Fine Art • Orientation of DLLE Reading Skills • Seminar presentation on Book Reviews • Inauguration of Book Bank Facility • Introduction of Paper reading in Morning Assembly Teaching skills and Constructivist Methodology • Introduction of Innovative and constructivist teaching methodologies like 7E, Experiential learning, blended learning, CAM, Dramatization etc • Workshop on Lesson planning and Unit approach and Modern teachings skills Pedagogical Skills • Workshop on creation of question bank and question paper of schools subjects • Workshop on theme based lessons • Workshop on Story Telling Methodology by Ms.Sherin Mathew • Experiential learning through visits to Mani Bhavan and Prince Wales Museum Professional Skills and Competencies • Seminar presentations in different core subjects • Workshop on Navrasa • Online workshop on creation of website by Upeducators • Workshop on Teaching Aids • Introduction of TeachUs app.</p> |
| 6. Distance education/online education: | <p>Distance Learning (ODL) is a system in which educators and students do not have to be in the same location or at the same time, and it is flexible in terms of teaching and learning modalities and timing, as well as admission criteria, without adversely affecting required quality considerations. This is becoming increasingly important for continuing education, skill up-gradation of in-service personnel, and quality education of relevance to learners in academically unfavourable or remote areas. Because of its significant contribution to increasing the gross enrolment ratio and democratizing higher education to large segments of the population, especially to reach out to the unreached and satisfy the</p>   |

requirements of continuous learning, which has become more of a requirement in the knowledge-based society, ODL mode of study is increasingly becoming popular. Open and distance learning (ODL) is currently one of the most rapidly expanding areas of learning. Because of the rapid development of Internet-based information technologies, particularly the World Wide Web, the ODL mode of study is aggressively growing. Royal College of Education Research for Women (RCERW) has created an ecosystem that encourages of online learning. The aim of the institution is to provide quality education with excellent facility. Most of the student teachers are first generation learner. Its indeed a great task for them to upgrade oneself with the impending challenges. So the college permits all students for dual degree course where they do their masters through online and ODL mode as self-study course and B.Ed as regular course. The students are guided by faculty as per their need. At present the first year students are doing a MOOC course on GUIDANCE & COUNSELLING from Kerala University. ICT is a subject for the B.Ed students. We have a well-equipped ICT lab where the students are taught the technological tools for teaching learning. Regular practical work is given to ensure the competency with regard to skill. Blended learning is practice at all learning situation at RCERW. During skill enhancement programme in Assembly, teaching learning in the classroom and during practice teaching and all project work of the practicum has a blended learning activity.

### Institutional Initiatives for Electoral Literacy

|   |  |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | Yes  |
| 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? | Our college has appointed one faculty member as a coordinating member and 2 student's coordinators for ELC club. ELC club is functional and active.        |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral   | Our college students have taken sessions on Electoral Awareness for the students of Royal College of Arts Science and Commerce, first year students of the |



|   |  |
|---|--|
| <p>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>Royal college of Education and Research and informed them the importance of Voting Rights and duties. They were also oriented for online and offline registration. The students were asked to create the same awareness program in their housing societies and various social groups in their vicinity.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>The following activities were conducted under ELC:<br/>1. Awareness drive was conducted for the colleges and community. 2. Other activities such as Ballot Bistro' , 'Special drive' , 'The Wall of Democracy' Inter active seminar &amp; Selfi corner with voting awareness quotes.</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>Royal institute runs Junior college and Degree College also, were many students have not enrolled themselves in voters list so ELC club have oriented them how to enroll themselves online and offline The RCERW students have distributed form 6 and explained them the process.</p>                       |

## Extended Profile

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### 1 Students

#### 1.1

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

| 2023-24                                 | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 45                                      | 81      | 92                            | 82      | 85      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |
| Any other relevant information          |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2023-24  | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 50   | 50      | 50                            | 50      | 50      |
| 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..

| 2023-24  | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 1  | 1       | 1                             | 1       | 1       |
| 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..**

| 2023-24  | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 30   | 48      | 43                            | 36      | 47      |
| 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..**

| 2023-24  | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 30   | 48      | 43                            | 36      | 47      |
| 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..**

| 2023-24  | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|--|---------|-------------------------------|---------|---------|
| 15   | 33      | 48                            | 46      | 36      |
| 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..**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 6       | 6       |

| 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..

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 7       | 7       | 7       | 7       | 7       |

| File Description                                | Document                      |
|---|-------------------------------|
| University letter with respect to sanction of p | <a href="#">View Document</a> |

## 3 Institution

### 3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 11.15   | 33.38   | 18.45   | 16.65   | 23.32   |

| 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: 03

| 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:**

**Royal College of Education and Research for Women** is affiliated to University of Mumbai. The Institution has set broad objectives of personal, professional and social growth of female students belonging to **minority community** by providing inspiring learning environment. The Institution has maintained completely secular outlook in their all practices. College is having well organized practice of planning, reviewing and revising the academic curriculum through **a well-balanced academic planner** and **time table** which are flexible enough to accommodate the contextual based need. The well qualified faculty of the Institution provides comprehensive blended learning approaches that **caters the diverse needs of the learners** which is key requirement of NEP 2020. The **Institutional academic calendar** is prepared based on discussion held in IQAC and CDC committee's meetings prepared that provides the roadmap for the institutional activities both academic and non-academic. The academic planner is planned before the commencement of an academic year and **reviewed and revised as per contextual requirements. Academic Calendar** is prepared in consensus with suggestions given by IQAC team. The course activities based on **Programme Learning Outcomes** and **Course Learning Outcomes** that incorporate varied activities, new learning approaches and technology that give optimal learning experiences to the student teachers. The Institution has well developed **Website** which portrays complete picture of all the aspects of the Institution namely the academic calendar, year plan, programme learning outcomes, course learning outcomes, activities and events. Invitations of all the events including special assemblies, seminars, and workshops are displayed on our website as per the schedule. **Time table** is made weekly and also it has flexibility to accommodate certain needed events and activities. Project based courses **like Internship and Community work which was carried out as per vision mission of the institution to underprivileged students of the society** are scheduled by considering adaptation to local context. The IQAC and CDC Committee of the institution provide their suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders such as the students, faculty, alumni and practice teaching schools. Generally staff meeting is conducted every week. During pandemic it was held in online mode using **zoom platform. Planning, reviewing and revising curriculum transaction** are done through **online, offline and blended mode**. The students and faculties were **informed about the mid course corrections appropriately as per the need** of the hour. . Apart from these, **notices are issued for each and every curricular and co-curricular activities** and they are also **displayed on notice board**. The LMS, Teach-us app is used for updating daily attendance, notes and general instructions to the students. The institution believes in adopting **a proactive approach** in curriculum transaction based on the needs and requirements of the stakeholders as well as the changing trends in education and adapting to the local context. After regular period of interval the Institution takes the **feedback** from different stakeholders such as **the students, faculty, alumni, Industry, Principal and Management of the Institution. Experts** are invited from the field of education for their guidance. Presentation of papers

and participation in seminars, conferences and workshops by the faculty are encouraged to keep ourselves **abreast with the updated and up to-date information**. This enables the institution in **maintaining** and **enhancing quality of the curricular transactions** and keep it **relevant** to the **contemporary time**.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Plans for mid- course correction wherever needed for the last completed academic year   | <a href="#">View Document</a> |
| Plan developed for the last completed academic year   | <a href="#">View Document</a> |
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

### 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:** E. Any 1 or none of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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> |
| Any other relevant information  | <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:** D. Any 1 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report and photographs with caption and date of teacher orientation programmes | <a href="#">View Document</a> |
| Report and photographs with caption and date of student induction programmes   | <a href="#">View Document</a> |
| Prospectus for the last completed academic year                                | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| URL to the page on website where the PLOs and CLOs are listed                  | <a href="#">View Document</a> |
| Paste link for additional information  | <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:** 48.28

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 14      | 14      | 14      |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 29      | 29      | 29      | 29      | 29      |

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

### 1.2.2

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

**Response:** 1.8

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



| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 05      | 02      | 02      | 00      | 00      |

| File Description   | Document                      |
|--|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Brochure and course content along with CLOs of value-added courses | <a href="#">View Document</a> |
| Any other relevant information                                     | <a href="#">View Document</a> |
| Paste link for additional information                              | <a href="#">View Document</a> |

### 1.2.3

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

**Response:** 44.94

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 45      | 80      | 48      | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| List of the students enrolled in the value-added course as defined in 1.2.2 | <a href="#">View Document</a> |
| Course completion certificates  | <a href="#">View Document</a> |
| Paste link for additional information                                       | <a href="#">View Document</a> |

### 1.2.4

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

through

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

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

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Any other relevant information  | <a href="#">View Document</a> |
| Paste link for additional information   | <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:** 15.58

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 15      | 45      | 00      | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| List of students enrolled and completed in self study course(s) | <a href="#">View Document</a> |
| Data as per Data Template                                       | <a href="#">View Document</a> |
| Certificates/ evidences for completing the self-study course(s) | <a href="#">View Document</a> |
| Any other relevant information                                  | <a href="#">View Document</a> |
| Paste link for additional information                           | <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:**

- **Fundamental or coherent understanding of the field of teacher education**

The institutional prospectus provides the fundamental knowledge about the institutional objectives and goals, motto, vision and mission, eligibility criteria for admission, courses offered and other relevant details. Curriculum of B.Ed. programme is prepared in such a comprehensive way that it provides deep understanding of the field of teacher education.

The curriculum contains various theory courses which consist of **perspectives of Education, curriculum and pedagogical studies, practicum and school internship**. Courses on "Contemporary India and Education," "Gender School and Society," and "Creating an Inclusive School" are among the offerings in the curriculum. These courses aim to foster an understanding of diversity, inequality, and marginalization in Indian society, as well as their implications for education. The course **Knowledge and Curriculum** gives the theoretical foundation of school knowledge from **historical, philosophical and sociological perspectives** with critical analysis. The course **Teaching and Learning** focus on the aspects of **social and emotional development, self, identity and cognition**. The acquired knowledge is illustrated in curricular transactions, evaluation, and research.

The skills acquired through the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of the courses are demonstrated through a variety of curricular experiences. Skills acquired through the courses "**Project based Course**", "**Ability courses like ICT in Education**" and "**Reading and Reflection**" are exhibited in the conduct of digital classrooms, Teaching Competence, and Teaching Based Records. Values incorporated in the curriculum through "**special assembly**", while conducting **activities in the internship schools** and while through co-curricular activities." A positive attitude is acquired through the attitudinal makeup endorsed by the faculty by sensitizing the students about the paradigm of academic excellence in quality-related conferences, seminars, and workshops for a strategic

shift towards innovation, creativity, and technology transfer, and outreach. The student-teachers display a conducive attitude in their teaching-learning transaction

### **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

The curriculum of the B.Ed. course is framed in such a way that along with theoretical understanding it gives direct field experience also. **School internship** is a programme that gives the hands on experience to the student teachers for longer period of time. During that period future teacher get sufficient opportunity to prepare themselves completely for professional experience. Internship consist of individual as well as peer teaching lessons which gives **versatile experience of teaching**. During internship future teacher takes variety of experience like **shadowing of subject teacher, assessment of papers, various co-curricular activities** which gives complete procedural that creates student teacher for all levels of school education.

### **Skills/ Competencies such as - Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others.**

1. **Emotional intelligence** is one of the prime important component for being efficient teacher. Teacher should have the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflicts. Curriculum of the B.Ed. is designed in such a way that it fosters student teacher's emotional intelligence with the help of theoretical subjects as well as various activities. From subjects like **Childhood and Growing up, Learning and Teaching, Creating an Inclusive School** and **Audit courses** help student teachers in understanding the concept of **individual differences, student's psychology, mental well-being and life skills** etc. which support the growth and control of emotional intelligence. From the industry visit teacher get practical experiences which helps in development of social skills, motivation and self-awareness.
2. **Critical thinking** is a core academic skill that teaches teachers to question and reflect on their own knowledge and information as well as understand their students. This skill can be inculcated in the teachers while working on conducting research. Additionally, it is a very useful talent in many professional settings. Assignments provided in Core courses like **Gender school and society, Contemporary India and Education, Creating an Inclusive School and Action Research** stimulates the critical thinking of the student teachers to a great extent. Student teachers are well trained to give their reflections at the end of every task assigned to them. Through these **variety of reflections Critical Thinking Skill** gets inculcated in student teachers. With the help of various teaching methods like **Inductive Deductive method, Heuristic approach, Project method, Problem solving method, Experiential learning** etc. fosters the development of Critical Thinking Skill in student teacher.
3. **Negotiation and Communication skill** are prime important characteristic features of the student teacher. Student teachers need to clarify their preferences, attitudes and perspectives to exchange information. Curriculum of the Institutions provides opportunities for the Student teachers to improve their communication with the help of **celebration of various festivals, talent hunt event, Special assembly** etc. Institute conduct various seminar and workshop in scholastic and co-

scholastic areas. Various task assign to student teachers related to **Art, Craft, Drama and Dance** helps in the improvement of communication skill innovatively. The college motivate the student teachers to participate in various **intercollegiate competitions** like dance, singing, Drama, Povada, skit etc. which helps in inculcation of negotiation and communication skill. At the time of Internship and Community work student teacher's negotiation and communication skill gets complete exposure.

4. **Collaboration with others** plays very important role in **holistic development** of the student teachers. All the courses of the programme are also in collaboration with each other. Apart from this Institution also engage in various other collaborative activities with **MBMC schools, NGOs like Sakhya** through its community centred initiatives. Overall collaborative efforts lead to faster rate of progress and growth of the Institution. **MOUs with colleges, NGOs, Industry and B Ed colleges** plays vital role in academic linkages. MOUs leads to foster co- operation in project work, seminars, presentations, academic practices and sharing of facilities .

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | <a href="#">View Document</a> |
| List of activities conducted in support of the above         | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                 | <a href="#">View Document</a> |
| Any other relevant information                               | <a href="#">View Document</a> |
| Paste link for additional information                        | <a href="#">View Document</a> |

### 1.3.2

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

#### **Response:**

The Institution familiarizes students with the diversities in the school system with the help of various topics of the syllabus as well as variety of activities. The syllabi orients the students pertaining to the various dimensions of **school system, functions of education, agencies of education, education in contemporary India, School as a formal Educational System** and Role of special schools and special teachers in facilitating inclusive education.

The Course **Knowledge and Curriculum & Pedagogy of School subjects** unravels the functional differences in the roles of public schools, Multipurpose schools, Junior Technical schools, Post basic and schools, **Kendriya Vidyalaya Schools (KVS), Navodaya Vidyalaya Schools(NVS) and Sainik schools.**

The course unit **“Policies at national level”** delineates the various issues pertaining to the school system. The unit **“Curriculum Construction”** unveils different School Boards at the Secondary level and the

types of Secondary Education-Government, Government-Aided and Private Schools. Students are enabled to comprehend the crux of State Board '**Equitable Standard Education**'. They have enumerated clearly the prominent functioning of the Boards: Central Board of Secondary Education (CBSE), Secondary School Certificate (SSC) and Indian Certificate of Secondary Education (ICS).

During the project based courses like **Internship as well as Community work of MBMC schools**, efforts have been made with the objectives of familiarizing the student teachers with the functioning of various boards of school education in diverse educational system in India. So that they are able to compare between different school boards and adapt themselves as **an effective professionals**. Orientation and preparatory process of practice teaching unravel the four levels of the Indian school system - lower primary, upper primary, high and higher secondary and the students record the functioning of the various boards of schools in the school visit record. Students are instructed during the preparatory internship programme that states have three kinds of schools - **Government Schools, Grant-in-Aid Schools and Private Schools**. The Curriculum, pedagogy and evaluation methods are decided by SCERT in the state following the national guidelines prescribed by NCERT.

The course "**Knowledge and Curriculum, Pedagogy of School subjects and Assessment of Learning**" empowers the students to analyze and comprehend issues based on assessment procedures. The course unit "Objectives of Secondary Education" enlightens the students regarding **State Board, CBSE, SSC and ICSE** mode of assessment. The institution sensitized the students pertaining to the international and comparative perspectives with special emphasis **on ICT-based application**.

The institutional placement cell organizes "**Royal Job Fest**" to orient the students regarding state wise variation to assist them in finding greener pastures. Various faculties of the different school came to the Institution to brief about their expectation from new joining employees. Later Interviews are conducted by various schools and selections were done. The alumnae of the institution placed in international schools enumerate the feasibility of the students' chances to be recruited and placed abroad. The institutional placement cell instructs the students to succeed in state level **Teacher Eligibility Test** and Teachers Recruitment Board Exam to facilitate entry into the state board schools and **Central Teacher Eligibility Test (CTET)** to be cleared by the students to assist entry into the Kendriya Vidyalaya.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View Document</a> |
| Paste link for additional information  | <a href="#">View Document</a> |

### 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:

**Royal College of Education and Research for Women** follows the curriculum in such a way as to provide varied experiences to the student teachers. In order to achieve these aims student teachers are given **professional training** in teaching by the following measures:

Theory based practicum is propagated in the Institution by providing varied experiences like **Theme teaching learning, co- teaching, peer teaching with teachers, peer teaching with peers** in which ICT is merged and made it more student centered with inquiry based and experiential learning methods. The Institution follows **student-centred approach**, an approach to education focusing on the needs of the students. It focuses on development of students with respect to socio economic diversity. The college organizes wide range of co-curricular activities such as visit to **differently abled schools, old age home, celebration of various days** etc. The college follows and promotes the teaching methods such as **active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project-based learning, discovery learning**, etc. It seeks to promote **managerial and communication skills** in the students.

Teaching skills are taught through **workshops and demonstrations** by the subject experts. Experts are also invited to deliver lectures on teaching skills before commencement of practice teaching. Student teachers develop **various skills, values, emotional intelligence** from the curriculum of B.Ed., which they apply at the time of project based courses like **Internship and Community work**. The entire internship programme focuses on making Student teachers familiar with the day to day school activities along **with interaction and shadowing of the permanent teaching staff** of the practice teaching schools and receiving valuable feedback at the same time. In the course of practice teaching, the student teachers participate in all the curricular and co-curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration, supervision duty, paper setting and evaluation etc. From the subjects like **Critical Understanding of ICT, Reading and Reflecting on Text** student teachers gets hands on experiences regarding development of various skills of teaching. Certificates are issued from college for skill based Audit courses like **Art and Drama in Education, Understanding the Self**. It enables student teachers to get opportunity to explore artistic skill in themselves. Through various activities like **group discussions, cooperative learning, debate, internship programme**, students are encouraged to develop networking skills with their contemporaries. The student teachers are trained in imparting and evaluating learning experiences during various activities like celebration of important days, participating in various competitions – intra and inter collegiate levels. Hence to derive professionally relevant understandings and consolidate these into student's professional acumen college provides the wide range of curricular experiences such as **Expert talk sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach , Extension activities and many more.**

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |
| Paste link for additional information        | <a href="#">View Document</a> |

## 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:** D. Any 2 of the above

| File Description                                     | Document                      |
|--|-------------------------------|
| Sample filled-in feedback forms of the stake holders | <a href="#">View Document</a> |
| Any other relevant information                       | <a href="#">View Document</a> |
| Paste link for additional information                | <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:** B. Feedback collected, analysed and action has been taken

| File Description  | Document                      |
|---|-------------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View Document</a> |
| Any other relevant information  | <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:** 71.2

| 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> |
| Any other relevant information                          | <a href="#">View Document</a> |
| Any additional link                                     | <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:** 40

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 1       | 0       |

| 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> |
| Any other relevant information  | <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:** 0.56

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 01      |

| File Description                                  | Document                      |
|---|-------------------------------|
| List of students enrolled from EWS and Divyangjan | <a href="#">View Document</a> |
| Data as per Data Template                         | <a href="#">View Document</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View Document</a> |
| Any other relevant information                    | <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:**

As the students enter at RCERW through Maharashtra Centralized Admission process, they are given an entry test and the talent hunt. The test comprises of questions on all the three domains (Cognitive, Affective and Psychomotor) of knowledge, attitude and skills. Their level of readiness for professional education is analyzed and mentors are assigned as per pedagogy to cater to the individual differences. During talent hunt, the student teachers showcase various live activities which enable the faculty to identify the hidden talent and strength of individuals. They are grouped into 5 houses namely, Exotic Earth, Aromatic Air, Flaming Fire, Sparkling Water and Radiant Sky. Throughout the academic year the institution celebrates many festivals as the goal and secular vision of the institution. Skills related to performing arts are identified and groomed. Multiple intelligence of the student teachers are recognized and opportunities are given to sharpen the skills through intra and inter-collegiate competitions. The mentors along with the mentees choose the activities according to their ability and prepare them for the completions. Competitions such as fashion show, innovative teaching practice, role play, poetry recitation, storytelling, lesson plan preparation and so on are extensively carried out by the college and this helps to bring out the innate abilities in the students.

Appropriate academic support is provided to student teachers who are coming from educationally disadvantage background through remedial classes. Tutorials are arranged for all the students to raise the bench mark towards the excellence. Individual guidance and individual tutorial are organised to give a timely intervention for their progress. Preliminary examination before University examination are conducted and they are guided on the basis of performance in examination.

Mentoring is vital as students also belong to different age groups and maturity level. One-on-one interaction with respect to career counselling, academic enrichment, internship is done regularly to ensure that there is an all-round development in students.

Academic support is provided to the students as per their requirement. The students are identified based on their essay and class test marks, additional support is given through referral books, peer mentoring and e-content. Daily extended library hours assist in the same and this extended library hours are well monitored so that the simplified notes are provided to all the students along with other learning resources thus providing academic support to all learners and so they develop the skill of exploring further through the resources that are in this library.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| The documents showing the performance of students at the entry level | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                         | <a href="#">View Document</a> |
| Any other relevant information                                       | <a href="#">View Document</a> |

### 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:** D. Any 2 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Reports with seal and signature of Principal                                      | <a href="#">View Document</a> |
| Relevant documents highlighting the activities to address the student diversities | <a href="#">View Document</a> |
| Photographs with caption and date, if any   | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <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:** Whenever need arises due to student diversity

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Reports with seal and signature of the Principal   | <a href="#">View Document</a> |
| Relevant documents highlighting the activities to address the differential student needs | <a href="#">View Document</a> |
| Photographs with caption and date  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:** 7.5**2.2.4.1 Number of mentors in the Institution**

Response: 06

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <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:**

Teaching learning process is a Planned Learning which is Application based leading to Newness, be it classroom teaching learning or using it in the wider environment (**PLAN**).

The college ensures the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following student centric learning activities are carried out regularly:

### **Experimental learning:**

Experiential learning is adopted in the teaching learning process at various levels. All the lessons given during internship are based on the experiential learning. Hands on experience with regards to environmental protection, secularism, health and hygiene are given in collaboration with various NGOs and experts in the field.

Educational visits are conducted to Mani Bhavan (Gandhi Sangrahalaya), J.J.Art gallery, Chhatrapati Shivaji Vastu Sangrahalaya, Keshav Shrusti, Neev and Dilkhush ( Schools for special children), Tata Institute of Fundamental Research to give the real experience of science, art ,craft, music, nature and diversity in learning. The visits also aid in primary data collection for projects/ assignments. The student teachers are given practical experience of different school boards during internships.

### **Participatory Learning:**

Student Teachers are given ample of opportunities for participatory learning. Competitions at college level and at inter collegiate levels are organized under various themes and activities. The following participatory activities are conducted: Tree Plantation and cleanliness Drive, poster making, intra-collegiate patriotic song competition, inter collegiate competitions in storytelling, role play. During audit course, ability course, community service and related to theory tasks, students have been given group activities such as skits and dramatization on themes like Indian and International culture, environment, women empowerment and health and hygiene to participate and perform in the college.

**Group discussions and debates on social themes** help to promote thinking, listening and communicating skills.

Extracurricular activities are organised related to CCA where students are encouraged to work in groups. Mask preparation, puppets making and presenting, flower making, best out of waste, SUPW were some of the activities conducted to bring cohesiveness in the group. The college also organises special assemblies , street plays sensitising social issues and events related to national and international days and festivals.

### **Problem Solving Methodologies:**

**Case studies, survey on social issues, and classroom based action research** are provided to improve critical thinking, creativity and problem solving skills among student teachers. Project reports are prepared for the same to reflect their cognitive skills

### **Brainstorming as a teaching strategy**

Brain storming helps open the mind of the students and their thinking expands. The teacher acts as a facilitator and encourages for brainstorming sessions while planning for various activities like special assemblies, student council and CCA events as well as group activities on theory and project based courses.

### Focused Group Discussion

The focus group discussion strategy involves gathering students, asking about their perceptions, attitudes, beliefs, opinions or ideas on a particular activity. Focus group discussion encourages participants for free talk with other group members related to activities like book review, action research, CCA activities.

#### Online mode

Nearly all teachers are using Google Classroom, zoom meeting, Google meet Application to teach their respective subjects. Whats App Groups are created for all the students to discuss their issues with teachers about various subjects. Various apps were used to assess the students also. During the Covid-19 pandemic, students were being taught and activities are conducted through online medium only.

| 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> |
| Any other relevant information  | <a href="#">View Document</a> |
| Link for additional information   | <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..**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 06      | 06      | 06      | 06      | 06      |

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |
| Link of LMS                    | <a href="#">View Document</a> |



**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: 45

| <b>File Description</b>                           | <b>Document</b>               |
|---|-------------------------------|
| Programme wise list of students using ICT support | <a href="#">View Document</a> |
| Landing page of the Gateway to the LMS used       | <a href="#">View Document</a> |
| Documentary evidence in support of the claim      | <a href="#">View Document</a> |
| Data as per Data Template                         | <a href="#">View Document</a> |
| Any other relevant information                    | <a href="#">View Document</a> |
| Any additional Links                              | <a href="#">View Document</a> |

**2.3.4**

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | <a href="#">View Document</a> |
| Geo-tagged photographs wherever applicable   | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link of resources used   | <a href="#">View Document</a> |

### 2.3.5

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

##### **Response:**

MENTORING (Manage, Experiences, Naturally Training, Organisation, Righteousness, Interest, Needs, goals) is the key principle followed by the college

MANAGE WORKING IN TEAMS-Team work and communication skills are part of the main attributes of the institution. The college groups the student teachers based on the methods for lesson guidance. Tutorial groups are formed to discuss about academic and non-academic issues.Mentor mentee interactions are encouraged. House groups are formed and the mentors mentor the groups and individual guidance is given for various curricular and co-curricular activities.. In this process life skills and other soft skills get naturally imbibed amongst the student teachers.

DEALING WITH STUDENT DIVERSITY AND EXPERIENCES-. After the admission process, the college organises talent hunt to give opportunity for students to showcase the talent in various areas such as art, craft, dance and drama, culinary skills. Through this we are aware about student's hidden talents and based on that various curricular and co-curricular activities are planned. The house mentors polish the skills of the student teachers and provide opportunities to enhance it. Tutorial and remedial activities are carried out house wise for skill enhancement and catering the individual needs.

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES THROUGH NATURAL TRAINING- General rules and regulations are oriented on the Orientation Day for every academic batch. Student teachers who require special help for adjusting with their peers are provided counselling. The group is given orientation by the mentors with regard to conduct of one self in school prior to the internship. Activities such as yoga, self-defence, personality development and mental wellbeing are organised for natural holistic development in the student teachers. The code of conducts oriented to the students is put on the website for student teachers to follow.

#### **BALANCING HOME AND WORKSTRESS BY ORGANISING AND FOLLOWING THE PATH OF RIGHTEOUSNESS-**

The student teachers are provided support by managing and following the path of righteousness with regard to academic, personal and professional growth. Stress buster sessions are taken under Audit courses. Yoga sessions are a regular practice of the institution. House wise mentor-mentee groups are created and mentors feel free to suggest any remedial/ corrective/ reformative steps which help the mentees to balance between home and work stress. Through the digital communications like Whatsapp, Google Classroom and e-mails, mentors give continuous support to their mentees..

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENT IN EDUCATION AND LIFE- By developing interest based on the needs leading to 'goal achievement', institution organizes seminar and workshops to keep student teachers updated about current trends in education and life, which is the need of the hour. Online Orientation Programs are organized to update about work place and changing scenario of schools and colleges. Faculties provide guidance on competitive exams and TET. During pandemic the internship program for the student teachers comprised of training in online tools of

teaching and assessment and new techniques of teaching by the alumnae and faculties, so that the goals of teaching are well understood and the student teachers are able to apply them in the actual real life situations.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                   | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

### 2.3.6

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

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

**Response:** A. Any 5 or more of the above

| <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> |
| Documentary evidence in support of the selected response/s  | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Link for additional information   | <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:**

Innovation in education encourages teachers and students to develop their thinking skills. This enables them to explore research and use all the ICT tools to uncover something new in the normal with a new platform of teaching learning. Up skilling of the faculty was done through FDPs from MOOC, Swayam and Online Webinars. Both faculty and the student teachers equipped themselves to face the challenges of new normal with creativity and innovations. The fire that was kindled during pandemic did not stop, but continued even the teaching learning process moved to face to face. Also .Inorder to develop empathy workshop on Braille was organised apart form visit to special schools.Learning Skills, Literacy Skills and Life Skills enhanced teaching learning process right through the programme:

**i. 'Evolving Self'** under Audit and Value Added Courses. Each of the case are dealt through E-E-E (Elicit- Engage- Evaluate).

**Elicit:** Innovative activities are initiated by the faculty to brainstorm and elicit the topic.

**Engage:** As a part of Engage, sessions are conducted on Self-awareness and Unconditional Self- Love. The student teachers critique, analyse and develop learning skills and life skills through the activities on the concept of self-awareness through SWOC analysis, strength of your name, gift from heart and self-affirmation flyer. Concept of Mindfulness, preparation of Mindful Log, mindful Walk, Rainbow Walk and Compassionate Image are part of the guided practice of mindfulness conducted by the faculty. Nurturance of empathy and intellectual thinking skills are carried out through meditation, activities on self-love and contemplation.

**Evaluation:** debriefing sessions are carried out and the reflections are penned in their journals.

These activities brought about observable transformation in their social and professional responsibilities.

**ii. Green Conscious Citizen (G-C-C) programme :** The theme for this academic year is SDG- Environment. The programme is done by the faculty in phases.

**Phase 1.** Collection of inforamtion is done through expert's talks, books and e-resources.

**Phase 2.** Vriksha Vatika Sangathan of the college and the DLLE (Department of Life Long Education) extension programme , University of Mumbai allows and enables the faculty and student teachers to have hands on experiences such as:

- 1.Cleanliness and Plantation Drive at Malad West in collaboration with Mission Green Mumbai
- 2.E-Waste Management Drive in collaboration with Times Group
- 3.Wealth from Waste initiated by Mission Green Mumbai
- 4.Street Play, Poster Making and Puppetry on the theme were presented in industry and community as part of DLLE. Awareness about SDGs was evaluated through survey and the analysis of the same was presented as research paper in National Conference along with the faculty.

**Phase 3.** The faculty inculcates skills such as study skills, research skills, ICT skills and other learning skills which resulted in presenting and publishing research papers. The research papers were appreciated by the organisers and the audience and one of the presentations was awarded. The proceedings of the papers presented in the National Conference were published.

**Student teachers** express their knowledge, skills and values learnt through various programmes by journaling and presenting their reflections.

Thus the faculties and the student teachers are engaged continuously to bring about the desired changes with regards to teaching learning process.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

## 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:** E. Any 1 or none of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Reports of activities with video graphic support wherever possible | <a href="#">View Document</a> |
| Documentary evidence in support of the selected response/s         | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information                                     | <a href="#">View Document</a> |
| Link for additional information                                    | <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

| File Description   | Document                      |
|--|-------------------------------|
| Reports and photographs / videos of the activities                                     | <a href="#">View Document</a> |
| Documentary evidence in support of each selected activity                              | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for additional information  | <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:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Any other relevant information  | <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:** D. Any 1 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Samples prepared by students for each indicated assessment tool                    | <a href="#">View Document</a> |
| Documents showing the different activities for evolving indicated assessment tools | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <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:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Sample evidence showing the tasks carried out for each of the selected response | <a href="#">View Document</a> |
| Documentary evidence in respect of each response selected                       | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Link for additional information   | <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:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Report of the events organized  | <a href="#">View Document</a> |
| Photographs with caption and date wherever possible                                       | <a href="#">View Document</a> |
| 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> |
| Any other relevant information  | <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

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

#### **Other Upload Files**

1

[View Document](#)

#### 2.4.8

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

**Response:**

Royal college has a robust well planned and monitored internship programme. We believe on STRIVE (S-start well, T-try well, R-relax well, I-interest creation, V-varied activities, E-enthusiasm creation). Internship helps the students to know about the functioning of school both academic as well as non-academic. Institution follows proper and systematic planning for the same to ensure that each student gets an opportunity to understand the working of all departments leading to first hand experiences. The internship activities are systematically planned and executed keeping in mind the diverse teaching learning capacities of the student teachers.

Internship of students is arranged in various private and government aided schools every year.

Practice Teaching comprises of 30 lessons, which includes

- Semester 2: Pedagogy 1 comprising 5 lessons (3 weeks)
- Semester 3: Pedagogy 1 comprising 10 lessons, 3 Co- teaching lessons with school teacher and 2 Theme based lessons (11 weeks)
- Semester 4: Pedagogy 1 :5peer lessons and Pedagogy 2: 5 individual lessons (4weeks)
- 8 Experiential learning lessons ( to be conducted throughout practice teaching in all 3 semester..

The student teachers involve themselves in various school activities as per the activity list. They develop files for reflection, prepare models and charts which is done with proper co-ordination between the college and the practicing institutions.

**SELECTION OF SCHOOLS** - Schools are selected keeping in mind the number and qualification of students, within the circumference of 3km in consensus with professors and students.

**ORIENTATION OF SCHOOL PRINCIPAL/ TEACHERS-** Planning for Internship Program is done in the meetings of the IQAC. Teacher educators & students visit the school/Junior college before the programme starts, for permission with list of activities to be conducted and orient the school/Junior college Coordinators/ Principal

**ORIENTATION OF STUDENTS-** The students are provided detailed orientation and training by the teacher educators which consist of teaching skills, preparation of teaching aids, maxims, correlation and core elements, experiential learning, digital resources, classroom management, unit planning, pedagogy skills, 21st century skills , techniques of assessment and various techniques and approaches with the help of demo lessons by faculties and alumnae. Student teachers are orientated to prepare consolidated timetable and individual timetable at practice teaching institution level. They are also orientated about journaling of the internship work.

**DEFINING ROLE OF TEACHERS OF THE INSTITUTION-** Lesson planning workshop is carried out meticulously. Teachers are assigned with skills and methodologies to be demonstrated as model lessons in their respective pedagogy. During Pandemic, in order to cater to the change in teaching learning process, teaching through online platforms were introduced along with the orientation of various online tools.

Individual guidance, supervision, mentoring and evaluation are done continuously by the faculty. Faculties are assigned with rotation duty during internship to have a quality programme.

**ASSESSMENT OF STUDENTS' PERFORMANCE-**Assessment is done through different modes such as:

1. **GUIDANCE BY SUBJECT EXPERT-** Student teachers submit their rough lesson plans to the subject experts and take the guidance. Suggestions are incorporated in the fair lesson plans and approval is taken to conduct the lessons.
2. **GUIDANCE BY SUPERVISING FACULTY-**Supervising teacher provides constructive feedback to the student teachers for the improvement of next lesson.
3. **GUIDANCE BY PEERS-** student teachers of respective school observes the lessons of each other during internship program and provides constructive feedback to the peer.
4. **EXPOSURE TO VARIETY OF SCHOOL SETUP-** students are given exposure of different school boards such as SSC, ICSE boards depending upon the requirements and availability of the institutions.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |
| Link for additional 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: 6**

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

Response: 5

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Plan of teacher engagement in school internship                  | <a href="#">View Document</a> |
| 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> |
| Any other relevant information                                   | <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: A. Any 8 or more of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | <a href="#">View Document</a> |
| Sample copies for each of selected activities claimed                           | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

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

**Response:**

Practice teaching is the backbone of the B.Ed course. The institution adopts robust monitoring mechanisms to ensure optimal impact of internship in schools. During pandemic restrictions were imposed regarding the changes in the internship programme suggested by University of Mumbai. During this period the student teachers gave live online lessons in their subject, which were supervised by the teacher educators and school teachers.

**The 4 R's are the strength of the success of the practice teaching internship programme to give a wider exposure to the student teachers.**

**Role of Teacher Educators:**

The internship of the B.Ed course is 20 weeks spread across Semester 2, 3 and 4. The student teachers are monitored by the supervising faculty as per rotational time table. The internship activities of schools are planned in consensus with the school supervisor, school principal and the college principal.

Meticulous planning and execution of the same is judiciously evaluated by the faculty through Comprehensive Evaluatory Schedule. The students are provided with the list of activities to be conducted during Internship. Teachers continuously monitor the progress; the reflective journal is checked and signed by the teachers. Feedback is provided to the students with a scope for improvement. Teacher guides the students on school activities such as conducting CCA, examination, visit to lab, library, preparation of timetable, observation of School records, correction of homework, Administration of Unit Test, Action research and other activities of the internship schools.

**Role of School Principal:** The school Principal gives permission for the internship program and keeps a close check on activities conducted by the students. Daily timetable and activity schedule is provided to the school Principal. The school Principal periodically takes rounds, supervises the lessons, gives feedback on activities and monitors the Internship program. One teacher is assigned to every school to be in coordination with school Principal /Supervisor. Any queries, feedback, issues are addressed through the teacher and the same is communicated to the students. The internship is duly certified by the Head of the practicing school after ensuring that each student has completed all the activities.

**Role of School Teachers:** The school teachers act as mentor in guiding the student teachers. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer sheets, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks and maintenance of classroom discipline. The student teacher learns all the teaching learning skills through shadowing their mentor teacher of internship schools. They also conduct three lessons along with the subject mentor teacher as co-teaching.

**Role of Peers:** Student teachers observe at least 05 lessons per semester of the pedagogy of school subject 1. Different methodology is learnt through observation from the peer lessons of other subjects. Observations of the lessons are recorded by the student teachers in their written in the observation book and later as reflections in the record book. Student teachers also demonstrate co-teaching and theme

based lessons with their peers. During internship programme peer groups collectively perform various assigned duties of co- curricular event sand exchange ideas among fellow student teachers for its successful completion.

| File Description                                | Document                      |
|---|-------------------------------|
| Documentary evidence in support of the response | <a href="#">View Document</a> |
| Any additional information                      | <a href="#">View Document</a> |
| Link for additional information                 | <a href="#">View Document</a> |

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

| File Description   | Document                      |
|--|-------------------------------|
| Two filled in sample observation formats for each of the claimed assessors                                 | <a href="#">View Document</a> |
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | <a href="#">View Document</a> |
| Any other relevant information   | <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:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Any other relevant information   | <a href="#">View Document</a> |
| Any additional Link  | <a href="#">View Document</a> |

**2.5 Teacher Profile and Quality****2.5.1****Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 85.71

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

**2.5.2****Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 50**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 03

| <b>File Description</b>                               | <b>Document</b>               |
|---|-------------------------------|
| Data as per Data Template                             | <a href="#">View Document</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

**2.5.3**

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

**Response:** 9

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

Response: 54

| <b>File Description</b>                                  | <b>Document</b>               |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | <a href="#">View Document</a> |
| Any other relevant information                           | <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:**

IQAC Cell of the institution promotes quality enhancement for faculty through many enrichment programmes. Here are some of the primary activities carried out:

1. Workshop on outcome based 21st Century Learning Skills: Faculty had hands on experience on the 3L's namely Learning Skills, Life Skills and Literacy Skills. Orientation was done by principal and the faculties illustrated their understanding subjectwise.
2. A cultural programme on Onam was planned and executed enthusiastically. Faculties were oriented about Onam and cultural programme followed by the lunch served as a stress buster.
3. Workshop on Technology Literacy Skills was organized for all the faculties. In house faculty, coordinator of ECCEd was the resource person. Faculty enjoyed in enhancing their skills in ICT.
4. LMS application 'Teach Us' was oriented through online for the usage of the app in teaching



learning activities

5. Constructivist approach and experiential learning are considered by our institution as the mark of excellence in transacting the content. Faculties were oriented by the experts and the Principal and each faculty prepared a lesson plan in their pedagogy. Experiential learning was practiced in regular classroom interactions. The lessons on constructivist approach were demonstrated during unit panning workshops. The student teachers practice the same in the practice teaching school as part of their industry activity.
6. A teacher need to be a lifelong learner so teachers attend seminar , workshops at national and International level and share their knowledge with its colleagues and other fraternities.
7. NEP 2020 promotes Indian Knowledge System, Vachan Prerna Din was the event conducted by the institution to celebrate linguistic diversity among the faculties. They are encouraged to present a book review in their mother tongue integrating linguistic, cultural and artistic heritage of India.
8. Mentor –mentee program was initiated for the students. The role of mentors and the significant of study circle on NEP2020 was oriented by the principal as part of quality enhancement programme.
9. All the faculties were encouraged to prepare, present and publish research papers in reputed journals. Each faculty chose a topic of their interest based on pertinent themes on NEP2020 and environment sustainability. All the above research activities are the initiatives.
10. Information is shared with colleagues and with other institutions for NAAC preparation.
11. IQAC has organized various workshops:

a. Instructional Strategies: Empowering teachers for Global Tommorrow by Ms. Ulla Sirvio Hyttinen, CEO, movEDUCA Finland.

b. Inclusive Practices: Special Needs in Diverse Classrooms by Ms. Debbie Gerring, Educator, UK.

c. Furturistic Teaching Methodologies by Ms. Rekha Pandey , Principal , Udyanchal High School, Vikroli, Maharashtra.

d. Story telling by Ms. Sherin Mathew, International Story Teller, Mumbai, Maharashtra.

e. Braille sign language workshop by ms Yukti Gupta, Dept. of Special Education, S.N.D.T.

“A teacher can never truly teach unless he is still learning himself,” is a famous adage of Tagore. Attuned to this, the faculties tried their best to keep abreast with regards to knowledge, attitude and skills through continuous learning. They were also keen on disseminating the acquired knowledge to the student teachers and the community at large. They carried out various workshops in practice teaching schools and other educational institutions. They were invited as guest speakers in different educational institutions where they disseminated their knowledge in policies, regulations and on current developments in education

effectively.

| File Description                           | Document                      |
|--|-------------------------------|
| Documentary evidence to support the claims | <a href="#">View Document</a> |
| Any other relevant information             | <a href="#">View Document</a> |
| Link for additional information            | <a href="#">View Document</a> |

## 2.6 Evaluation Process

### 2.6.1

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

##### Response:

Institution follows the academic schedule given by the Mumbai University for conducting the continuous internal evaluation .At the beginning of the semester, the academic calendar is prepared which specifies the dates of commencement and completion of the syllabus, time tables of internal exams .According to the dates of term end examination, the institution prepares plans for internal examination.The time tables are arranged and executed in accordance with the planning. Various evaluating tools are used by the faculty according to the nature of the activities to be conducted. All information pertaining to the exams are informed to the students well in advance.

- Formative assessment- Teachers conduct Essay tests and Class Test based on the planned units and assessment is done by the teachers. Students are provided with feedback and the re-tests are given for further improvement. Tutorials are arranged for providing more practice for students who are unable to perform well. This practice is encouraged to ensure that no student teacher is lagging behind in their performance. Many curricular and co-curricular activities are organised to assess student's initiatives, leadership and collaboration skills. Students are encouraged to take part in various activities and write a report on it. Community service is organised to develop sense of responsibility towards society where students are motivated for conducting outreach activities. Students prepare teaching aids and display them as an exhibition. Students are allotted a few topics in groups and they have to present it in the form of seminar in core courses and elective subjects. In other to inculcate deep discipline knowledge and intellectual breath, student teachers are assigned with articles, journals and books to write an essay and the same is monitored and assessed by the librarian. **Book Review** and **Paper Reading** sessions are also organised to enhance the reading habits among student teachers and it is assessed by the mentors. Apart from all these activities, the student teachers are given research based assignments and school based action research, environment based survey to inculcate and evaluate research skills. Teamwork, communication skills, critical thinking, problem solving skills and digital capabilities are continuously assessed during the above activities.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**2.6.2**

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence for remedial support provided                         | <a href="#">View Document</a> |
| Copy of university regulation on internal evaluation for teacher education | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Annual Institutional plan of action for internal evaluation                | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**2.6.3**

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

**Response:**

- There is complete transparency in internal assessment. Norms directed by the University of Mumbai have been adopted by the institution.

- 1. At the beginning of the semester, orientation is provided to the student related to internal and external examination during the semester.
- 2. Internal assessment is organized according to the University Examination dates and students are informed in advance.
- 3. Internal examinations are conducted and evaluated by faculty members prior to the University Examination and feedback is provided to students. Retest is given for improvement of the students who need more encouragement to perform better.
- 4. University exam timetable is displayed for the students as soon as it is received by the university and also uploaded on the website.
- 5 If the students are facing any problem related to university results, this is solved by the Principal of the college by sending the mail to examination department. If students face any problem in the examination centers it is solved by the principal by reporting to the university or informing the concerned college Principal of the centre allotted to the student teacher.
- 6. If students are not satisfied with the assessment they are guided to apply for re-evaluation or ask for answer sheets copy.
- 7. Students who wish to go for re-evaluation are assisted by the college office within eight days of the declaration of the results.
- 8. Provisions are given for students to send their grievances through email, hand written letters and a suggestion box is in place for the same.
- 9. An open door policies is adopted, and student teachers can voice their opinion, which is further brainstormed and actions are taken keeping in mind the interests of both the Institution and the student teachers.

| File Description   | Document                      |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

#### 2.6.4

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

#### **Response:**

Academic calendar is made in a detailed manner, to ensure functioning of all the activities both academic and non-academic in a smooth manner. And this is done with a lot of thought so that it benefits the student teachers to get maximum in puts so that their output is also hundred percent. Prior to the commencement of the academic year, the IQAC cell meets to plan and prepare the academic calendar. It serves as a ready reckoner and helps in effective organisation of the programme. Adhering to the notice of the academic session given by the university, a wide range of events are planned and executed. The changes occurring time to time are incorporated effectively through the IQAC cell.

The academic calendar reflects the internal evaluation in the following manner:

1. Terms of the B.Ed programme: The BOS of interdisciplinary department of the university plans the academic term of the B.Ed programme. The entire internal evaluation is planned accordingly.
2. The schedule of Essay Test, Class Test and Assignments: The student teachers are evaluated continuously in all the courses of the programme namely, core course, elective course and interdisciplinary course.
3. The dates of all assessment programme: the calendar reflects the commencement of all the internal examinations and the timetable and notices of the same are given to the students well in advance.
4. Feedback sessions: the dates for the feedback sessions are planned according to the academic calendar. Collective feedbacks and individual feedbacks are given accordingly.
5. Planning and execution of practice teaching (semester wise): Pre practice teaching workshops and lesson planning workshops are planned and carried out according to the dates given in academic calendar in consensus with the practice teachings institutions, industry.
6. Internship: 18 weeks of internship spread over in 3 semesters are arranged according to the calendar. The evaluation of the entire internship programme is done simultaneously.
7. Community work: 2 weeks of community service is chalked out and the schedule of the process and the internal evaluation of the are reflected in the calendar.
8. DLLE extension work: Department of Life Long Learning and Extension of University of Mumbai as part of the B.Ed programme of RCERW, the evaluation of the activities is done periodically by the external coordinator according to the academic calendar of the institution aligned with DLLE.
9. CCA activities: Continuous Comprehensive Evaluation is sketched out according to the roadmap of academic calendar.
10. Commencement and evaluation of ability and audit courses: the academic calendar showcases the pre-plan of the evaluation of ability and audit courses.
11. Action Research and Viva: the activities are carried out for a period in the 4th semester for planning and systematic evaluation of Action Research. Orientation, preparation of the tool, plan of action, execution and evaluation entire research activity is drafted and executed according to the academic calendar.

Thus the academic calendar is effectively used for evaluating the internal assessment of the programme.

| File Description  | Document                      |
|---|-------------------------------|
| Any other relevant information  | <a href="#">View Document</a> |
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View Document</a> |
| Link for additional information   | <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:**

The PLOs and CLOs are in alignment with the Teaching Learning process. The students are made well aware of it through orientation of the curriculum and during the practicum work. Many curricular activities are organised time to time to bring about the desired changes with regard to the PLOS and CLOS. This is reflected well in the academic calendar of the institution and in the weekly time table. This is seen in the college website also.

## Programme Learning Outcomes of the Institutions

| PLOs                         | TEACHING LEARNING PROCESS  |
|------------------------------|--|
| Content Competency           | Experiential learning, Research based learning learning beyond the walls (visits), self-study (online MOOC courses, participatory learning community, Panel discussion on curriculum, integration of 21st century skills, filmy way of learning.                             |
| Attitude                     | Inculcation of life skills and value added course, conducting assemblies and celebration of social, cultural, national and international days of importance.   |
| Pedagogical Skill            | Content test, modeling of practice teaching skills, club activities, workshops on teaching learning strategies, workshop on storytelling and differentiated learning strategies, ICT Literacy through different courses. Preparation and presentation of Learning Resources. |
| Professional Ethics          | Orientation of rules and regulations, well defined code of conduct, proactive student council.   |
| Effective Citizenship Ethics | Community service, activities of Electoral club , Department of Life- Long Education DLLE activity   |
| Effective Communication      | Paper reading, seminar presentation, CCA, workshop on music and movement and community service.  |

## Course Learning Outcomes of the Programme (CLOs)

After the completion of the course the student will be able to

- explain the concept, principles of development within a pluralistic society.
- apply the knowledge of the methods, approaches and theoretical perspectives of child development.
- analyse the issues and implications of changing family structure and parenting on growing up in a pluralistic society.
- epistemological basis of education, modern child-centred education and social and cultural influence on education.
- insight of the need for curriculum reforms.
- explain the concept of gendered roles in society and their challenges.
- explain about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society.
- make use of ICT in teaching learning, administration, evaluation and research.
- state the concept of open education resources and creative commons in education.
- explain the use of drama and art in self-realization, special learners and in creative expression.
- state the concept of learning, factors affecting learning and theories of learning.
- explain the concept associated with academic disciplines and different disciplines in the school curriculum.
- explain the importance of effective organizational management, quality management, and human resource management and change management.
- explain the critical role of assessment in enhancing learning and taxonomy of educational objective.
- tell the concept and issues related to internal and external examination .
- explain the meaning, functions and significance of language across curriculum.
- explain the concept of diversity and inequalities in contemporary Indian society and marginalization of the weaker sections.
- tell contemporary issues and policies and their origin with regard to education in Indian society.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

## 2.7.2

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

**Response:** 100

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 30      | 48      | 43      | 36      | 47      |

| File Description  | Document                      |
|---|-------------------------------|
| Result sheet for each year received from the Affiliating University                                     | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <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:

College aims to develop deep discipline knowledge, communication skills, problem solving, moral ethical awareness, leadership readiness, lifelong learning, reflective thinking through various program related theory and project based activities. There is continuous evaluation also that happens, this help in observing the consistency in the student teachers and assessed through written examinations and performances. Mentors monitor the development and provide feedback for further developmen

| Evaluation Technique      | Modalities  | Skills tested   |
|---------------------------|---|---|
| Written examination       | <ul style="list-style-type: none"> <li>• Structured question papers are generated semester wise by the university.</li> <li>• Evaluation is done through Centralized Assessment Programme (CAP) by the university for all semesters.</li> </ul> | <ul style="list-style-type: none"> <li>• Subject knowledge</li> <li>• Comprehension</li> <li>• Analytical skill</li> <li>• Critical thinking</li> <li>• Logical expression</li> </ul>   |
| Project based Examination | <ul style="list-style-type: none"> <li>• Internship</li> <li>• Practice teaching</li> <li>• Community service</li> <li>• Department of lifelong education (DLLE) activities</li> <li>• Action research</li> </ul>                               | <ul style="list-style-type: none"> <li>• Experimental skills</li> <li>• Problem solving</li> <li>• Inductive thinking</li> <li>• Deductive thinking</li> <li>• Analytical skill</li> <li>• Leadership skill</li> <li>• Socialization skill</li> </ul> |



|                     |  |   |
|---------------------|--|---|
|                     | <ul style="list-style-type: none"> <li>• Co-curricular activities</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflective thinking</li> <li>• Research skills</li> </ul>  |
| Internal assessment | <ul style="list-style-type: none"> <li>• Essay test, class test, content test</li> <li>• Seminar</li> <li>• Research/survey based projects written tests</li> <li>• Group activities</li> <li>• Preliminary examination</li> </ul> | <ul style="list-style-type: none"> <li>• Application of knowledge,</li> <li>• Development of scientific temper</li> <li>• Knowledge, problem solving</li> <li>• Team work</li> <li>• Soft skills presentation and communication skills</li> </ul> |

The result are analysed and corrective measures which involve personalized coaching and counseling are put in place, to improve and enhance the output of students who face difficulties. In addition to formal process of evaluation prescribed by the university, multimodal techniques such as tutorials, class tests, written assignments, report writing and oral quiz are adopted for continuous evaluation. The capabilities with regards to skills are utilized for college fests and inter collegiate competitions. The success is seen through the laurels of the student teachers. Analysis of feedback from stakeholders and the analysis of the student progression used for planning and improvising the curriculum of the programme of the institution.

The College has maintained near 100% success record of students in university examination since inception. The average pass percentage for last five years is 100%.

| File Description   | Document                      |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 2.7.4

### Performance of outgoing students in internal assessment

**Response:** 66.67

#### 2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

**during last completed academic year**

Response: 20

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for additional information  | <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:**

In the initial stage at the time of orientation students are orientated about CLOs and they are encouraged to talk about their interest areas and educational background to understand their needs. The following learning needs are identified at the beginning of the programme and are catered to:

Learning needs:

1. Communication
2. Teamwork and cooperation
3. Presentation skill
4. Content knowledge with regard to the course
5. Leadership
6. Soft skills
7. Innovative teaching techniques
8. Integration of ICT
9. Organisational skills

Performance of the students after catering their initial learning needs:

1. **Communication:** Student teachers are able to participate inter-collegiate competitions, seminars, conferences, workshops and won the appreciated. They faced interviews successfully and were placed.
2. **Team work and Cooperation:** Group projects, Community Work, Practice Teaching showed marked improvements.
3. **Presentation Skill:** Throughout the academic year the student teachers had presented different

activities in a creative manner

4. **Content Knowledge with regard to the course:** the student teachers effectively integrated theoretical perspective in practice teaching demonstrations lessons and other internship activities.
5. **Leadership:** All the student teachers got the opportunity to lead in different events and they performed their role as a leader successfully.
6. **Soft skills:** During community based activities, the student teachers learnt to adapt and interact efficiently in different societal situation with the skills of empathy, compassion and emotional intelligence which they imbibed from different activities conducted in different courses.
7. **Innovative teaching techniques:** 7E lesson plans, experiential learning, theme based teaching showcase the ability of innovation and creativity of the student teachers.
8. **Integration of ICT:** In different curricular and co-curricular activities student teachers efficiently integrated ICT to present the content knowledge.
9. **Organisational skills:** It is seen right through the conduction of the student teachers during assemblies in practice teaching schools, various cultural programme and sports throughout the academic year.

| File Description                         | Document                      |
|--|-------------------------------|
| Documentary evidence in respect to claim | <a href="#">View Document</a> |
| Any additional information               | <a href="#">View Document</a> |
| Link for additional information          | <a href="#">View Document</a> |

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:** 3.25

## 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..**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

#### 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)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Sanction letters of award of incentives  | <a href="#">View Document</a> |
| Institutional policy document detailing scheme of incentives   | <a href="#">View Document</a> |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | <a href="#">View Document</a> |
| Documentary proof for each of the claims   | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <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:** C. Any 2 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated               | <a href="#">View Document</a> |
| Documentary evidences in support of the claims for each effort     | <a href="#">View Document</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information                                    | <a href="#">View Document</a> |

## 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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| First page of the article/journals with seal and signature of the Principal           | <a href="#">View Document</a> |
| E-copies of outer jacket/content page of the journals in which articles are published | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <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:** 2.33**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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 03      | 06      | 01      | 04      | 00      |

| File Description   | Document                      |
|--|-------------------------------|
| First page of the published book/chapter with seal and signature of the Principal  | <a href="#">View Document</a> |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 1.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 04      | 02      | 01      | 01      | 01      |

| File Description  | Document                      |
|---|-------------------------------|
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

### 3.3.2

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

**Response:** 99.22

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 45      | 80      | 91      | 82      | 84      |

| File Description  | Document                      |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal     | <a href="#">View Document</a> |
| Event-wise newspaper clippings / videos / photographs with captions and dates | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 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:** 99.22

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



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 45      | 80      | 91      | 82      | 84      |

| File Description  | Document                      |
|---|-------------------------------|
| Documentary evidence in support of the claim along with photographs with caption and date | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Any other relevant link   | <a href="#">View Document</a> |

### 3.3.4

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

##### **Response:**

**Community Work:** Royal College of Education and Research for Women is affiliated to University of Mumbai, works towards extending its facilities to other communities within the framework of the constitution of India. In this college we execute Community work throughout the year. These activities are instrumental in making student teachers to be more responsible citizens of the country. Our student teachers visit **Community centers like MBMC schools, marginalised communities through NGO's for Community work**. In MBMC schools students conduct activities such as **Sports Day, scholastic activities on 3R's, art and craft activities, teach about cleanliness of oneself and surrounding, eating healthy and teaching vocational skills and painting walls of schools with social messages creating impact on young mind**. Local Madrasa, orphaenage students visit our campus regularly for upskilling themselves in IT and other related learning skills. As part of **uplifting the women of muslim community, differntly abled student from the society is being given guidance in studies as she is visually challenged**. These activities help to bring about feeling of caring for the socially economically weaker section of the society which is also the vision of the institution. Community service in B.Ed curriculum is providing students with an opportunity to explore ways to enhance community life. Its main objective is to create awareness about the importance of uplifting the underprivileged and to acquaint students with the community diversity.

- To enhance students learning by enabling them to practice skills and test classroom knowledge through related local service in the local community.
- To enable students to provide needed assistance to community agencies and to the people served by the agencies.
- To develop a culture and ethos of service among student-teachers to exercise responsibility and to develop leadership skills by resolving real life problems.

- To provide opportunities to student teachers to develop empathy and skills for caring and sharing.
- To sensitize the future teachers towards the contemporary issues.

Community service activities carried out in the campus and off the campus: **Gyandan - Each One Teach One, Health and Hygiene Campaign and Survey in marginalized community (MBMC schools and Madrasa orphanage), Shramdan, Gender sensitization activities through conducting Rally in vicinity, Cleanliness drive- Swachata Hi Seva, working towards SDGs (Sustainable Development Goals) through NGO- Mission Green Mumbai and DLLE activities, spreading awareness of importance of millets in the community.**

**Internship in Practice Teaching School:** B Ed. is a professional course; hence internship is a very important part of our course. Different activities are planned and executed on contextual social issues like civic health and hygiene, environmental issues which are the fruit of unsustainable practices, gender inequality etc. to sensitize the students towards the issues of community and make them responsible citizens.

| File Description   | Document                      |
|--|-------------------------------|
| Report of each outreach activity signed by the Principal | <a href="#">View Document</a> |
| Relevant documentary evidence for the claim              | <a href="#">View Document</a> |
| Any other relevant information                           | <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: 2**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 02      | 00      | 00      | 00      | 00      |

| File Description                                  | Document                      |
|---|-------------------------------|
| Data as per Data Template                         | <a href="#">View Document</a> |
| Appropriate certificates from the awarding agency | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |
| Link for additional information                   | <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:** 1.8

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 05      | 01      | 01      | 01      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs                | <a href="#">View Document</a> |
| List of teachers/students benefited by linkage exchange and research | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information                                      | <a href="#">View Document</a> |

#### 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:** 18

**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: 18

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Copies of the MoUs with institution / industry/ corporate houses | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |
| Link for additional information                                  | <a href="#">View Document</a> |

### 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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report of each activities with seal and signature of the Principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information                                    | <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:

Royal College of Education and Research for Women has a complete floor assigned for the B.Ed programme. Ample facilities are provided for the learner apart from specified requirement by statutory body NCTE for teaching and learning:

- i. **Classrooms:** The Institution has three fully ventilated big classrooms with each having the capacity of 50 students.
- ii. **Multipurpose Hall & a Seminar Room:** The Multipurpose hall is having seating capacity of 200 and a dias with multimedia capabilities and seminar room with LCD over head projector.
- iii. **ICT Resource Centre:** The ICT Resource Centre with 15 computers and free internet access provides students with essential digital resources for research capabilities, crucial in the modern educational landscape.
- iv. **Curriculum Laboratory:** The institution provides curriculum lab facilities to the students for better understanding of the different facets of Indian Education System.
- v. **Art and Craft Centre:** This hub is for creativity and artistic expression that can foster students' creative talents and provide a space for hands-on artistic endeavors.
- vi. **Health and physical education center:**
  - a. **Sports Complex and Field:** The institution prioritizes students' health and well-being through its sports complex. It has Open-air gym (4), Outdoor games includes Badminton, Volley ball, Basketball, Lawn Tennis, & skipping rope. Indoor games include chess, carom and table tennis.
  - b. **YogSadhna Kendra:** A trained yoga teacher has been appointed for the students and elderly people of the society through this we demonstrate a commitment to holistic student development and community engagement.
  - c. **Open Air Gym:** there is an open air gym in the campus open to all the students and faculty of the institution.

**Indoor games facilities:** Spacious room is provided with table tennis

board, carom, chess and other sports equipments.

vii. **Science and Math Labs Cum Method Room:** This lab is equipped with apparatus related to physics, biology, chemistry, and mathematics..

viii. **Social Studies Laboratory Cum Method Room:** This specialized laboratory supports teacher candidates by offering models, maps and innovative teaching tools.

ix. **Psychology Laboratory:** The Psychology Resource Center is a valuable asset, catering to a variety of interests and academic needs.

x. **Experimental schools and junior college as industry facilities.**

xi. **Principal's Office:** the principal's office has an ICT enabled spacious room with other required amenities.

xii. **Staff Room:** Spacious staff room with basic amenities available for the faculty

xiii. **Administrative Office:** the college has an administrative office adjacent to the principal's office with all necessary facilities.

xiv. **Visitors Room:** the visitor's room is on the same floor with required amenities.

xv. **Girls' common Room:** The separate space given to teacher trainees where they can relax for a moment during the intensive schedule of the day with a locker facility on first cum basis.

xvi **Library cum Reading Room:** The library, with its substantial collection of over 5,000 books and 3,446 titles, serves as a knowledge hub for students and staff, supporting research and self-study. For maximum utilisation of space, the compact system of book racks is placed in the library.

xvii. **Rest Room and Water Facilities** for Principal, staff (both male and female), students and for PWD.

xviii. **Store Room:** two spacious stores are available for storing the documents and stationeries.

|  |
|--|
|  |
|  |
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|  |

| File Description  | Document                      |
|---|-------------------------------|
| List of physical facilities available for teaching learning | <a href="#">View Document</a> |
| Geo tagged photographs                                      | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Link for additional information                             | <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:** 33.33

**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: 6

| File Description                                   | Document                      |
|--|-------------------------------|
| Geo-tagged photographs                             | <a href="#">View Document</a> |
| Data as per Data Template                          | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |
| Link to relevant page on the Institutional website | <a href="#">View Document</a> |

**4.1.3**

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

**Response:** 0

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| 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> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <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:**

E-Granthalaya is complete and integrated bibliographic software. It is user friendly. The institution has installed E-Granthalaya as ILMS for the smooth and systematic functioning of library. It covers the following modules:

- 1) **Administration:** Enables to enter default values, user authentication data and information used by other modules.
- 2) **Book Acquisition:** Helps to carry out acquisition functions (ordering, receipt, reminders, accessioning, bill processing and other such things) in a library.
- 3) **Cataloguing:** Useful for cataloguing books, reports, manuals, etc. in a library.
- 4) **Circulation:** Automates all the functions related to issues, returns, reservation, and reminders of documents in a library.
- 5) **Serials:** Manages the functions related to journal subscriptions, receiving, reminders, bill processing and other such related things.
- 6) **Articles Indexing:** Very useful for indexing special issues and articles in journals, conference proceedings and book chapters. Possible to upload & view full text of articles.
- 7) **Budget:** Useful for allocating & monitoring funds to different courses/projects, maintaining invoice & payment details, budget control & analysis, generating management reports such as Budget Summary.
- 8) **Search module:** Search can be performed by specifying any word in a title, author, editor, translator,



publisher, and keyword, broad subject (or course), classification number, language, & accession number.

9) **Z39.50 Protocol.** In the case where internet connectivity is available, it is possible to upload or import catalogue records from the Library of Congress and other libraries so that there is no need to enter bibliographic details manually in the database. This feature is known as copy cataloguing in library parlance.

10) **Multilingual (Unicode) Facility.** Apart from books in English language, it is possible to enter information about books written in Indian regional languages such as Marathi, Hindi, Gujarati, Kannada and other Indian languages. The software is Unicode compliant.

12) **Web OPAC (Online Public Access Catalogue):** Provides access to complete backend database for searching which includes options from a simple search to an advance search. It is especially useful for faculty and students. OPAC gives web-based access to books, journals and magazines, to make your library database available on the LAN or intranet and internet.

| File Description   | Document                      |
|--|-------------------------------|
| Bill for augmentation of library signed by the Principal | <a href="#">View Document</a> |
| Any additional information                               | <a href="#">View Document</a> |
| Web-link to library facilities                           | <a href="#">View Document</a> |
| Link for additional information                          | <a href="#">View Document</a> |

#### 4.2.2

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

**Response:**

Institution has remote access to N-LIST. It has availed the facilities given by the N-list authorities by following the process meticulously.

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for

i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and e-ShodhSindhu resources for technical institutions; and

ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET

Centre.

The faculty members and the students are given the access to use e-resources and download articles required by them directly from the publisher's website. Since the faculty and students are authorized to use, they freely access and avail the facilities as per their need.

| File Description                                 | Document                      |
|--|-------------------------------|
| Details of users and details of visits/downloads | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |
| Landing page of the remote access webpage        | <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:** D. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Receipts of subscription /membership to e-resources                          | <a href="#">View Document</a> |
| 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> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <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:** 0.44

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0.4     | 1.2     | 0.4     | 0.09    | 0.1     |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <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:** 11.8

**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:** 215

**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:** 122

**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:** 85

**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:** 80

**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: 100

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution  | <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:** A. All of the above

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Data as per Data Template       | <a href="#">View Document</a> |
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### 4.3 ICT Infrastructure

#### 4.3.1

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

**Response:**

ICT facilities are upgraded as and when required. The recent upgrade of our college's ICT facilities,

including the implementation of required speed Wi-Fi connectivity, marks a significant step towards enhancing the learning environment. The upgraded ICT facility encompasses an array of modern amenities, such as ceiling-mounted projectors, Core 3 systems, screens, LAN-based internet access, and sound systems, podiums with integrated systems, cordless and collar microphones, and lapel microphones. These electronic appliances are used to facilitate more dynamic and immersive learning experiences for both students and faculty.

Our college recognizes the paramount importance of technology in 21st century learning system. With up gradation of this, we are not only keeping pace with the digital age but also staying ahead of it. Our aim is to empower our students with the digital literacy and technological skills required to excel in an increasingly connected and tech-driven world.

As we embark on this new phase of technological advancement, we are excited about the opportunities it brings to our academic community. We envision a more engaging, innovative, and inclusive learning environment where students can harness the power of technology to expand their horizons and faculty can leverage these equipments to deliver more dynamic and effective instruction.

In conclusion, the upgraded ICT facility, complete with Wi-Fi connectivity, underscores our unwavering commitment to providing a progressive and forward-looking educational experience. We are eager to see how this advancement will positively impact the academic journey of our students and faculty, and we look forward to the exciting developments it will bring to our college community.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

#### 4.3.2

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

**Response:** 15

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

**4.3.3****Internet bandwidth available in the institution****Response:** 50**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Receipt for connection indicating bandwidth   | <a href="#">View Document</a> |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | <a href="#">View Document</a> |
| Any other relevant Information  | <a href="#">View Document</a> |
| Link for additional information   | <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:** D. Any 1 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Data as per Data Template   | <a href="#">View Document</a> |
| Link to the e-content developed by the faculty of the institution | <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:** 3.66**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0.96    | 0.88    | 0.6     | 0.23    | 1.1     |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

The institution has a comprehensive system and procedures in place for maintaining and utilizing its physical, academic, and support facilities. These procedures ensure the effective functioning of various aspects of the institution. Here's a summary of the maintenance procedures outlined:

**Asset Management:**

1. The management oversees all institutional assets, coordinating with faculty, administrative staff, assistants, and technicians.

**Maintenance Schedules:**

2. Annual and periodic maintenance works are carried out regularly and through contracted services.

**Laboratory Maintenance:**

3. Laboratories are maintained by responsible staff and technical assistants, supervised by the relevant faculty members.

4. Records, including attendance, stock, and repair, are maintained, and periodic supervision is conducted.

**Library Management:**

5. Students are allowed to use the library facilities under proper supervision.
6. Library work areas are kept clean and tidy, with work surfaces cleaned after each activity.
7. Students are responsible for the equipment issued to them.
8. Ethical use of materials and apparatus is emphasized under faculty supervision.

**Library Automation:**

9. The library is semi-automated using E-Granthalaya, a user-friendly bibliographic software.
10. Registers are maintained to track student entries, book accessions, and periodicals.

**Library Access:**

11. Online Public Access Catalog (OPAC) is available for searching books and references.
12. A book bank register facilitates book lending and reference services.

**Sports Equipment:**

13. Sports equipment is maintained with stock registers and supervision by the Physical Education instructor.
14. Student teachers are responsible for bringing and returning sports equipment properly.

**Computer Facilities:**

15. All campus computers are monitored regularly by staff and technical assistants.
16. Students are allowed to use computer lab for all learning activities.
17. Students are reminded to exercise care while operating computers.

**IT Infrastructure:**

18. Internet and LAN facilities are fully functional, regularly maintained, and monitored by relevant staff and technical assistants.
19. Hardware and software maintenance and upgrades are handled by experts and technical assistants.
20. Procurement of necessary hardware and software is prompt in response to requirements.



**Classroom Management:**

21. Classrooms are regularly monitored by the principal and staff members.

22. CCTV surveillance is in place to safeguard assets.

23. A campus carpenter is available for maintenance.

24. Periodic maintenance activities like painting, whitewashing, cleaning, plumbing, woodwork, and civil works contribute to the upkeep and ambience of the infrastructure.

These comprehensive procedures demonstrate a commitment to ensuring that all physical, academic, and support facilities are well-maintained and efficiently utilized for the benefit of student teachers, faculty, and the entire institution.

**Upload**

| File Description                                 | Document                      |
|--|-------------------------------|
| Any additional information                       | <a href="#">View Document</a> |
| Appropriate link(s) on the institutional website | <a href="#">View Document</a> |
| Link for additional information                  | <a href="#">View Document</a> |

## 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:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Sample feedback sheets from the students participating in each of the initiative                                     | <a href="#">View Document</a> |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | <a href="#">View Document</a> |
| Photographs with date and caption for each initiative  | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Paste link for additional information  | <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:** A. Any 8 or more of the above

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Geo-tagged photographs                | <a href="#">View Document</a> |
| Paste link for additional information | <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:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Samples of grievance submitted offline   | <a href="#">View Document</a> |
| 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> |
| Paste link for additional information  | <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:** B. Any 3 or 4 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Report of the Placement Cell  | <a href="#">View Document</a> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <a href="#">View Document</a> |
| Data as per Data template   | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

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

**Response:** 52.94

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 25      | 41      | 28      | 11      | 03      |

| <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> |
| Appointment letters of 10% graduates for each year | <a href="#">View Document</a> |
| Annual reports of Placement Cell for five years    | <a href="#">View Document</a> |
| Paste link for additional information              | <a href="#">View Document</a> |

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 10**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 03

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

Response: 00

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

Response: 00

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 1.96

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 00      | 01      | 01      | 00      | 02      |

| <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> |
| Copy of certificates for qualifying in the state/national examination | <a href="#">View Document</a> |
| Paste link for additional information                                 | <a href="#">View Document</a> |

**5.3 Student Participation and Activities****5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

Student Council of RCERW is the backbone of the institution right from the inception. The college believes in decentralization of responsibilities so the Student Council as the elected body is considered as the extended hand of the faculty to transact the curricula. The role evolves as per the need and aspirations of global perspectives.

The following are the roles and responsibilities of the student council:

- **Bridge between student body and administration and academic council:**

Elected body of student council present the requirement, issues as the case may be through the council and take up the suggestions/solutions to the student body effectively. During such meetings the student council also suggests productive ideas which are taken up constructively by the faculty in charge of student council and the principal. Any new programmes/ideas are discussed with the student council before the start of the programme. This enables them truly to bridge between the members of the institution and student council.

- **Proactive role in decision making :**

There are various committees formed for the smooth functioning of curriculum and institution. The members of the student council play a proactive role in each of the committees/cells/clubs such as cultural committee, placement committee, anti-ragging committee, editorial committee, club of

pedagogical subjects and green initiatives (Green Club and Vriksha Vatika Sangathan), Women Development Cell, Guidance and Counseling Cell, Grievance Cell and others. Decision with regard to activities of the committee/cell/club are initiated by the council members during the brainstorming sessions and the final decisions are executed effectively.

- **Role as event Organiser:**

The institution encourages the Student Council to play a proactive role in organizing events successfully. Selections of themes, songs, dances, dramatization, pantomime, Fashion show are chosen collectively by the members of the student council from the inputs of the student body.

- **Role as event Manager:**

As managers, the student council plan, execute and review each and every activity of the B.Ed programme. They assign duties to the student teachers, coordinate and monitor to carry it out effectively. They stand as strong support and iron out all the nitti-gritty.

- **Role as House Mentors:**

The institution regularly organises different co-curricular activities through the 5 houses. The student council along with the house mentors (house leaders) and the in-charge faculty deliberate each and every activity and on the day of the event makes the event as a grand finale. There is always a healthy competition created by the groups which are supported and evaluated by the student council as mentors. They work as a driving force among the house groups to propel the house activities run towards the goal of excellence.

- **Role as a torch bearers:**

The student council plan and participate for intra-collegiate activities with zest and vigour. They are ever enthusiast in participating in inter-collegiate competitions and represent their institution by acting as a torch bearer. They also acts as spokesperson of the institution when they participate in inter-collegiate competitions and events.

Thus the student council evolve and become a dynamic role model for the rest of the student teachers.

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| List of students represented on different bodies of the Institution signed by the Principal | <a href="#">View Document</a> |
| Documentary evidence for alumni role in institution functioning and for student welfare     | <a href="#">View Document</a> |
| Copy of constitution of student council signed by the Principal                             | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

### 5.3.2

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

**Response:** 25.4

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 24      | 29      | 24      | 21      | 29      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Reports of the events along with the photographs with captions and dates | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View Document</a> |
| Paste link for additional information                                    | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

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



**Response:**

Our Non- Registered Alumnae Associations exist to protect and support RCERW's goals, as well as to strengthen ties between alumnae, the student community, and the college authority. They foster a spirit of loyalty and promote the general welfare of our college.

The Alumnae Association is made up of various Alumna, each of which contributes significantly to the growth of the College. RCERW alumnae chapters make non-monetary contributions to the development of their alma mater. Following objectives of Alumni engagement are catered efficiently by the institution:

- To bring together current students and College faculty to share their experiences of pedagogical knowledge, skills with the student teachers
- To maintain and update the College's alumna database
- To use alumnae knowledge and experience for the benefit and development of current students.
- To organize and promote campus placements in organizations where alumnae work in India and abroad.
- To organise expert talks, seminars, workshops, and cultural and social welfare events.
- To include alumnae in the overall development of the college and the society

**CONTRIBUTIONS**

**Academic Advisory:** Alumnae feedback is used to improve the course curriculum in response to changes in the academia. Their valuable expertise and suggestions assist the college in developing innovative and industry-relevant program syllabi and course curricula.

**Placement and internship assistance:** RCERW alumnae work in renowned national and international organizations and assist students in obtaining placement in renowned national and international organizations.

Students seek Alumna's advice and mentorship in order to shape their careers.

Furthermore, the alumnae assist the institute in organizing guest lectures and expert talks.

- The Association's main goal is to bridge the gap between the college and alumnae. They have been in charge of keeping complete track of alumnae with their required details and informing them about the institute's current changes and achievements.
- The Alumnae Association works for the benefit of the students, specifically by holding discussions about college activities and their implications in the real world and teaching opportunities.
- During the interaction, the alumnae stressed the significance of current trends and advise students on career opportunities in the teaching field. They have also shared their personal experiences with students. Alumna returns to campus on a regular basis to assist the current batch of students in planning and organizing events, as well as to provide support and guidance for the operation of

various student clubs.

- The Alumnae Association offers students opportunities and guidance for professional internships and training.
- The Alumna Association makes recommendations and provides advice to the college administration on how to improve the institution's infrastructure.
- When alumna becomes teachers at the national level/ International, they bring pride and prestige to the institution.
- When alumna visits campus, they inspire students to pursue their dreams for the betterment of society.

Appended below is the present standing of the RCERW Alumnae Association.

Name: **ROYAL SHIKSHAK ALUMNAE ASSOCIATION**

Address: ROYAL COLLEGE OF ARTS SCIENCE AND COMMERCE, Bhaktivedanta

Swami Marg, Penkarpada Rd, Srishti Complex, Mira Road East,

Maharashtra 401107

Date of Association: 2017

Registration Status: Not registered

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information                           | <a href="#">View Document</a> |
| Details of office bearers and members of alumni association | <a href="#">View Document</a> |
| Paste link for additional information                       | <a href="#">View Document</a> |

#### 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:** A. Any 6 or more of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report of alumni participation in institutional functioning for last completed academic year | <a href="#">View Document</a> |
| Documentary evidence for the selected claim  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Any additional link  | <a href="#">View Document</a> |

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

**Response:** 6

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 03      | 01      | 01      | 00      | 01      |

| <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> |
| 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> |
| Paste link for additional information   | <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:**

Alumna who have achieved success are invited to motivate the student teachers. An alumna representative is a member of all statutory bodies who are chosen. They are invited to submit articles for publication in the in-house journal. They are informed about professional development seminars and workshops. Their rich practical experiences are captured and recorded for future reference. WhatsApp is used for regular communication regarding government notifications and other educational matters. The Alumna provides assistance to the institution whenever it is needed, particularly during visits to various Apex bodies, Accreditation organizations, and so on. They continuously motivate and nurture special talents by providing a common platform for professional interests such as knowledge sharing and teaching experiences.

Alumnae are encouraged to pursue higher education and to provide professional assistance, as well as access to library resources as needed. Recruitment in colleges and other institutions is communicated to qualified and competent alumna. They communicate vacancies in respective schools in order to facilitate placement.

As a result, alumni establish connections with educational services and professional organizations. Many alumna teachers from various schools volunteered their time to serve as supervisors for various PBC such as lesson observations, etc. Sometimes the best students with the necessary qualifications are given the opportunity to teach in cooperating institutions, and if they perform well, they are recruited for sister schools.

| File Description                             | Document                      |
|--|-------------------------------|
| Upload any additional information            | <a href="#">View Document</a> |
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Paste link for additional information        | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The college established by Royal Higher Education Society of Bombay in 2012 envision to be the premier institution in the field of teacher education imparting high quality and value based education to students. **In accordance with its vision and mission, the college provides comprehensive academic programmes and an engaging learning environment to all students with a focus on girls especially Muslim girls to make them** enlightened women capable of responding to the needs and challenges of their community and contributing to the social, economic and cultural growth of the society.

#### Governance

The policies of the college are decided by the Governing body in tune with its stated vision and which is mirrored in the institution's organogram and throughout the organisational hierarchy. Through a variety of activities, the Administration, Management, and Principal collaborate to achieve the institution's vision, mission, and objectives. The Code of Conduct makes reference to institutional policy. In order to improve the quality of all institutional transactions, the numerous committees play essential role in providing direction. Faculty members participate in committees like IQAC, CDC, Student Council, School Internship Committee, Student Placement Cell, Grievance Redressal Committee, Admission Committee, Library Committee, Examination Committee, Women Development Cell, Anti-ragging Cell, Guidance and Counseling Cell, Internal Compliance Committee, Sports Committee and clubs like pedagogical, electoral, environmental clubs that organise and carry out tasks related to the institution's effective operation.

Time to time feedback and guidance is provided by College Board of Trustees for planning of future endeavours and their implementations. The day to day functioning of the College is led by the Principal as the Head of the institution. **In consultation with the Management, Principal develops an overall Strategic and Perspective Plan focusing on areas: 1) curriculum, 2) enhancing teaching learning 3) strengthening training and placement 4) integrating technology in classrooms 5) strengthening alumnae engagement 6) Community outreach 7) establishing eco-friendly campus, 8) research and study circle.** With the teaching and non-teaching staff, Principal hold regular meetings. Committee formation ensures proper representation of all faculties. Students and the Teacher in charges of the various committees set the course of activities and execute the same. According to the annual calendar notified by the university, **an academic calendar is designed for the smooth planning of the academic**

session. The teaching schedule for the semester is governed by the weekly time table. Importance is given to both curricular and co-curricular activities in time table which help in development of skills, competencies and values among students. Tutorials, remedial teaching and peer instruction are organized during the year for the vulnerable students for additional reinforcement. At the time of admission counselling is provided to the students. The management also provides Scholarship to the needy students.

Decision making and leadership and organizational abilities are enhanced through participation of Teachers, Non-teaching staff and Students in Decision Making Bodies.

| 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> |
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

In keeping at tune with the vision and mission of the institution, the institution practice decentralization in all its functions. It is carried out democratically where participatory management is seen as evidence. The organogram of the institution reflects the decision making process of the institution. The Principal in consultation with the Management and faculty allocate various portfolios and tasks. The Principal is the Chairperson of all the committee along with the teachers and /or students. Decentralization and Participative management can be seen in the committees through different levels: –

##### Principal Level

- Admission Committee conducts CET Orientation session for prospective students.
- IQAC, CDC plans the overall quality initiatives and development measures for college
- ICC and Grievance Redressal Committee looks into various grievances of students by providing counselling

- **Examination Committee makes plans regarding schedule of examination and feedback**

### **Faculty Level**

- **School Internship committee plans the Internship activities .**
- **Student Placement Cell makes students aware regarding various employment opportunities and also prepares them to face interviews**
- **Women Development cell plans various activities for women students related to skills, awareness and empowerment**

### **Student Level**

- **Student Council and CCA Committee plan and initiate various college activities**
- **Sports committee plans various indoor and outdoor activities**

The institute follows the policy of **Design-Discharge-Review** in all its initiatives:

**Design:** A variety of curricular and co-curricular activities are designed. A **free and democratic environment** is provided to the members and student teachers to share their opinion.

**Discharge:** The **inputs are taken from all its stakeholders** such as students, teachers, alumni and practice teaching schools for smooth functioning of the college. **The College Development Committee and IQAC take various important decisions regarding the administration of the institution. The committees comprises of representatives from the Management, Teaching staff, administrative staff and students. The action plan is prepared with collaborative efforts of the Management, Principal and the faculty keeping with the vision, mission and objectives of the institution. The action plan is centred on the strategic and perspective plan of the institution** which defines the curricular and co-curricular activities for the academic year. **The faculty members and student council are involved at various levels of the decision-making process for smooth execution of various activities.**

**Review:** **The institutional initiatives and activities are discussed, deliberated, reviewed through various staff meetings and student council meetings which are conducted on regular basis.**

### **Participation of teachers in the Management Process:-**

- **A Logbook/Teacher's Diary is maintained by faculty reflecting periodical teaching-learning activities.**
- **Adjustments are made in the time table to ensure flexibility.**
- **Freedom is given to faculty for designing and executing of curricular and co-curricular activities, counselling sessions and remedial measures.**
- **Creative and innovative methodologies, activities and measures for the benefit of students are always encouraged.**

- **The students are actively involved in the management process in the form of Students Council which organises various curricular and co-curricular activities.**

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

### 6.1.3

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

##### **Response:**

The institution maintains transparency in its financial, academic, administrative and other functions. In terms of its administrative, financial, and academic operations, the institution is open and honest. The college website contains all the pertinent information about the institution, including policies, values, a code of conduct, required document disclosures, an organogram, a strategic plan, IQAC initiatives, documents pertaining to examinations, and updates about faculty and students. To make decisions for the effective operation of the institution, a democratic process involving the management, principal, faculty, and students is followed. Decisions are made based on the perspective plan, IQAC initiatives, CDC activities, and feedback from various stakeholders.

**Financial Functions:** The Royal College of Education and Research for Women is a self financing institution. The Royal Education Society Trust management has direct control over salaries and other spending. Following standard procedure, student's fees is used as a self-generated resource toward the payment of salary. The Trust has direct authority over the college's fees and financial resources. To guarantee total transparency, audits are carried out regularly. Cash, checks, and online banking are all accepted forms of payment.

**Academic Functions:** The institution uses its website to provide all of its stakeholders with up-to-date information about its academic activities. Regular updates and uploads are made to the year plans, academic planner, program outcomes, and course learning outcomes. The website of the institution provides regular updates about academic events, such as the admissions process, the student list, the academic calendar, extracurricular activities, etc.



**Administrative Functions:** In accordance with DHE, ARA, and University of Mumbai guidelines, students are enrolled through the online CET process. Every form is completed online and submitted. The University of Mumbai, UGC, and NCTE regulations are adhered to by the Institution. These regulations are also posted on the website, along with details about the faculty, staff, student council, institutional committees, leadership, and decision-making bodies.

In addition to the regular responsibilities, both teaching and non-teaching staff members are assigned extra tasks. Various committees are formed at the start of each academic year to ensure the smooth operation of college activities.

| File Description   | Document                      |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

The College Board of Trustees adopted different strategic plans for quality improvement in all spheres of college functioning. The guiding word for strategic planning is **QUALITY** which denotes

- Quality in Students
- Quality in Staff
- Quality in Curriculum Transaction

The following are some of the many actions implemented under strategic plans for overall quality improvement:

- **Faculty e-content development training** to improve Teaching Learning and stay current with the times. Teachers must continually improve their skills, as demonstrated by the numerous faculty development programs they participate in and seminars/workshops organised by colleges for both their teaching and non-teaching personnel.
- **Forming a curriculum lab committee** to create and maintain a variety of learning resources pertaining to various disciplines
- The faculty and students' use of **online learning resources and** classroom management systems, such as Google Classroom, to post assignments, notes, and other resources for the students.

• **Collaborations with other important institutions and educational institutes to improve quality together and make use of one another's resources. The following organizations have worked together with the institution:**

- **The NKT B.Ed. colleges exchange staff members as resource persons.**
- **The RCASC degree colleges collaborate on Women's Day, National Day, Founder Day, workshops, and seminars.**
- **Schools from various boards (RBK, SVPV, SANTHOME, GEMS, RHAGHS): involvement in panel discussions and different internship programs**
- **NGO(Sakhya, Mission Green Mumbai): community work pertaining to sustainability of the environment and women's empowerment**
- **Health Institutes (Bhaktivedanta): cooperative workshop on wellness and hygiene**
- **Utilizing digital resources and learning environments such as Wordwall, Rubics, Mentimeter, Zoom, and Google Classroom**
- **Community outreach on women's empowerment and environmental sustainability through NGOs such as Mission Green Mumbai and MBMC schools.**

The institute hopes that its community work will play a significant role in the advancement of society. Every year, for a total of 36 hours spread over six working days, faculty members and B.Ed. students participate in community service projects with organizations such as Mission Green Mumbai, Snehalaya, and MBMC schools. In addition to teaching and learning activities for MBMC Urdu-medium elementary schools, it includes a variety of activities such as surveys, art and craft projects, street plays, and campaigns. Cleanup and beautification campaigns of specific areas are among the collaborative environmental sustainability-related activities carried out with the NGO Mission Green Mumbai. Also, every Saturday in the college premises, a community service is conducted for the Madrassa, Mira Road students.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Documentary evidence in support of the claim                        | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to the page leading to Strategic Plan and deployment documents | <a href="#">View Document</a> |
| Link for additional information                                     | <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:**

The **FACTS—Faculty involvement, Administrative rules, Capable committees, Transparent environment, and Student Support**—enable the institutional bodies to function effectively and efficiently.

**1. Faculty involvement**

The Principal serves as the academic and administrative leader of the institution, according to its organizational structure. Students' academic and curriculum development is directly under the faculty's purview. The employees' efforts in carrying out the tasks assigned to them are valued and acknowledged.

**2. Administrative rules**

The Institution abides by the guidelines that the State, UGC, and NCTE have established for the member colleges. It consistently adheres by the rules set forth by the governing bodies

**3. Capable committees**

Employees have been assigned different roles and are members of different committees. Students participate actively in the committee as members. Each committee is made up of staff, students, and the chairperson. They collaborate to plan the events. Every committee in the institution has a clearly defined role, and the principal keeps an eye on these bodies' efficient operation. In addition, numerous committees are established to ensure the seamless operation of diverse college operations, such as:

- **CDC: It works to advance academic excellence, infrastructure development, the creation of an institution's comprehensive development plan, teaching activities, academic calendar, extracurricular activities, new course offerings, training programs, annual report preparation, etc.**
- **IQAC: It prepares, plans, and promotes actions for bettering the institution's functioning while working to improve the quality of all facets of the organization.**
- **ICC (Grievance Redressal Committee): The institution has a grievance redressal cell to handle both individual and group student grievances and to take action to resolve issues that arise for student teachers. To ensure the security and well-being of the students, the institution also maintains an anti-ragging and anti-sexual harassment cell.**
- **Prospective students participate in a CET Orientation session led by the Admission Committee.**
- **The committee overseeing the internship program at the school organizes the internship activities.**
- **The Student Placement Cell informs students about job opportunities and helps them prepare for interviews by conducting mock interviews.**
- **The Student Council and CCA Committee organize a variety of college events**
- **The Examination Committee schedules the examination and provides feedback.**
- **The Women Development Cell organizes a range of skill-building and awareness-raising events for female students focused on women's empowerment.**
- **The sports committee organizes a range of sports-related indoor and outdoor events.**

**4. Transparent environment**

The Institution upholds transparency in all of its actions and decision-making processes. For the open position, the institution posts job advertisements in Marathi and English newspapers. According to UGC, the rules and regulations are followed. A panel of experts interviews qualified candidates as part of the selection process. It is preferred if the candidate is fully qualified with NET/SLET, possesses the necessary professional and personal qualities, speaks English fluently, and has a strong technological background.

### 5. Students Support

The Student Council and PR Team are the representatives of the student body at the institution and actively participate in various decision-making processes. They cooperate with the faculty, the principal, and the students.

| File Description                              | Document                      |
|---|-------------------------------|
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |
| Link to Organogram of the Institution website | <a href="#">View Document</a> |
| Link for additional information               | <a href="#">View Document</a> |

### 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

| File Description                               | Document                      |
|--|-------------------------------|
| 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> |
| Any additional information                     | <a href="#">View Document</a> |
| Annual e-governance report                     | <a href="#">View Document</a> |
| Link for additional information                | <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:**

Through a well-organized system of planning and evaluation, the members of the respective bodies carry out the planning and execution of all the activities of various bodies and committees. Staff meeting minutes are appropriately documented for record-keeping and transparency. The college's vision and mission guide the development of numerous programs and initiatives. The well-being of the students and the general advancement of the institution are the two things that are always kept in mind when putting plans and decisions into action.

**To enable and guide women in realizing their potential and establishing their position in a cutthroat world, the institution established a women's development cell because all of the employees are female and because it is a women's college that primarily serves Muslim women. The institution's WDC seeks to assist and counsel women by looking into their complaints and offering support to both teaching and non-teaching staff members as well as students. The institute strives to provide a safe, healthy, and welcoming environment for women by addressing the concerns of female employees and students. Faculty in-charges meet with the principal to decide on the committee's activities and functions.**

#### Implementation:

Every year, the Women Development Cell organizes a variety of events and special assemblies on a range of topics, such as the International Day of Violence Against Women, International Women's Day, Women's Mental Health, Self Defence, Celebrating International Yoga Day by highlighting women's health, Raising Awareness of Women's Rights through Talks by Renowned Lawyers, etc. These activities serve to:

- Improve the skills, abilities, and capacities of women staff and students;
- Uplift women and the environment that affects them;

- Sensitize students to gender issues;
- Raise awareness, instil values, and develop personality and leadership qualities;
- Empower women to achieve emotional, physical, and mental freedom to withstand life's changing phases

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information                                      | <a href="#">View Document</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View Document</a> |
| Link for additional information                                 | <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:**

The College has undertaken organization of various **welfare programmes as per suggestions received from staff, management and IQAC**. The programmes are funded by the management.

#### **Welfare Schemes for Teaching Staff:**

1. Health care - The institution offers medical services for emergencies through its partnership with Bhakti Vedanta Hospital.
2. A three-day special privilege leave upon the death of an immediate family member
3. Presents to Teachers: Each year on Teachers Day, the Management plans a celebration that unites all the institutions and features a broad range of cultural activities by student teachers. The accomplishments of the teachers are also acknowledged.
4. Parking spots for the principal's four-wheeler and the staff's two-wheeler
5. Reimbursement for travel expenses incurred during practice teaching in various semesters
6. Attending Seminars and Conferences: As attending these events promotes the exchange of ideas, faculty members are encouraged to do so and are given support by providing them compensation/seed

money.

7. Duty Leave: Faculty members are entitled to duty leave to attend pre-Ph.D. courses, orientation, refresher courses, and university obligations like supervision.

8. Pay in advance for holidays like Diwali

9. Flexible time on non-teaching days: Teachers are given flexible time on non-teaching days, allowing them to pursue other interests like publications, research, and other projects.

10. Leave approved for personal reasons: The institution places a high priority on the welfare of its faculty, and as such, it allows them to take time off for personal reasons.

11. Teachers' Medical Leaves

12. Teachers' Privilege Leaves

#### **Non-Teaching Staff:**

1. Partnership with Bhakti Vedanta Hospital for urgent care

2. A three-day special privilege leave upon the death of an immediate family member

3 Advance pay for holidays such as Diwali

4. PF funds to certain non-teaching employees

5. Staff loans or bonuses as needed

6. Employee Privilege Leaves

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | <a href="#">View Document</a> |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

### **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:** 16.67**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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 0       | 0       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers    | <a href="#">View Document</a> |
| Income Expenditure statement highlighting the financial support to teachers | <a href="#">View Document</a> |
| E-copy of letter/s indicating financial assistance to teachers              | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Certificate of participation for the claim                                  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

**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:** 8**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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 05      | 03      | 00      | 00      | 00      |



| File Description   | Document                      |
|--|-------------------------------|
| List of participants of each programme                           | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Brochures / Reports along with Photographs with date and caption | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |
| Link for additional information                                  | <a href="#">View Document</a> |

### 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:** 30

**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**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 01      | 03      | 03      |

| File Description                       | Document                      |
|--|-------------------------------|
| Data as per Data Template              | <a href="#">View Document</a> |
| Copy of Course completion certificates | <a href="#">View Document</a> |
| Any additional information             | <a href="#">View Document</a> |
| Link for additional information        | <a href="#">View Document</a> |

### 6.3.5

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

**Response:**

One of the important areas of **the quality enhancement** of the institution is the performance appraisal of its staff. **The knowledge, skills, qualities and capabilities of the staff and their overall performance are assessed to identify the areas of improvement.** It serves as a guide in the growth and development

of the staff .

- **Appraisal Process for Teaching Staff:**

**A) Self appraisal**

**i) Log book/Teacher's Diary**

The Log book is used to record details of course plan, teaching methods and material, examination and assessment, remedial and advance learner programmes and mentorship programmes, organization and participation in various extension, co-curricular and field based activities and contribution in management of institute through various committees by virtue of being a member of that committee.

**B) Appraisal by other stakeholders:**

i) **Informal observation** by Principal of newly recruited staff.

ii) **Teachers assessment questionnaire, Exit questionnaire by students**

iii) **Informal performance based appraisal by authorities.** Feedback regarding the performance of the staff is taken from students, peer, Principal and Management. During the pandemic period the institutional transactions were moved online and Online feedback was taken from students by management.

- **Appraisal Process for Non-Teaching Staff:**

(i) **Informal observations** by the staff and authorities

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal                      | <a href="#">View Document</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

**6.4.1****Institution conducts internal or/and external financial audit regularly****Response:**

The **finances of the institution are methodically managed in a productive way**. Auditing of the finance both **internal audit and external financial audit are conducted regularly**. The authorities **prepare annual budget for the current academic year**. Whenever the money is expended the **receipts and bills** are submitted to the office clerk of the institution. The **external auditor scrutinise** the balance sheet prepared by office and the same is **uploaded on the website of the institution**. **The documents are submitted to higher education authorities as and when required**.

**Internal Audit:-**

Internal auditing is a weekly, ongoing and comprehensive process. The member of the College Board of Trustees (CBT) verifies all vouchers and bills of expenses and income, including fees and other receipts. The CBT prepares and reviews a quarterly budget to track spending by category. Any raised questions are answered across the table.

**External Audit is conducted by M/s Sameer Valia & Co.:-**

M/s Sameer Valia & Co., which has been permanently appointed for auditing work, is in charge of conducting the external audit. The college conducts audits biannually. Every six months, a company representative verifies the finances, and the senior chartered accountant of the company conducts the final audit. The management receives the audited statement and the auditor's report.

| <b>File Description</b>                                       | <b>Document</b>               |
|---|-------------------------------|
| Report of Auditors of last five years signed by the Principal | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |
| Link for additional information                               | <a href="#">View Document</a> |

**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)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 0       | 0       | 0       | 0       | 0       |

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

### 6.4.3

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

#### **Response:**

**Procedures for budgeting and auditing are regular and uniform. The college has established and verified revenue streams. To guarantee that the necessary funds are allocated for all of the college's activities, financial planning is done. Based on the authorized methods of financial management, the college complies with financial regulations. All expenses are budgeted for and kept transparent. Within the financial domain, it complies with all legal requirements and upholds transactional transparency.**

**The primary source of funding for the self-financing college is student fees. Every financial transaction is subject to oversight and control from both internal and external sources. Petty cash provision is used to cover miscellaneous expenses, and it is internally audited after each week. Any budget shortfall is covered by the parent trust. The Trust also budgets for upkeep, improvements to the infrastructure, work in progress, salaries for employees, water and electricity bills, stationery costs, cleaning, and other miscellaneous expenses.**

The following measures are taken to ensure the best possible use of the facilities and infrastructure:

- Students and non-teaching staff have **staggered timetable and schedules**;
- **ICT-enabled classrooms** are used for lectures;
- Students, staff, senior citizens, and neighborhood societies can use the **yoga facility** with a trained instructor.
- **Best use of human resources:** Non-teaching staff rotates jobs to tap potential and ensures that trained staff is available;
- **Trust scholarships** for underprivileged students
- **Optimal utilization and Sharing of infrastructural resources** like Prayer Room, Sports Ground (Front and Back), Garden, Gymkhana, Yoga Room, ICT labs, Psychology Lab, Mun Auditorium, Multipurpose Room, Canteen, Stationary Shop, Photocopy Shop, Open Stage and

Library. During pandemic the institute also provided its premises for vaccination drive by Bhakti Vedanta Hospital

- **Optimal utilization and Sharing of Facilities** like lift, Ring well, Terrace of Urdu Medium School. During pandemic the institute also provided the facility of gas cylinder to its staff and students.

| File Description  | Document                      |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

**The planning of strategies for establishing quality benchmarks in line with the institution's vision, mission, and objectives has been made possible by IQAC's participatory function. To satisfy the various needs of the teachers and students, there is adaptability and improvisation.**

#### 1. Teacher Quality:

- The adoption of cutting-edge teaching methods such as panel discussions, film-based learning, the 7Es constructivist approach, 21st century skills, and incorporating fundamental components of the Indian Constitution to keep up with the evolving demands of the educational system
- To promote faculty to use of ICT and e-resources and to ensure innovations in teaching-learning.
- The faculty members' syllabus rotation. Teachers split up the courses to balance their workload.
- Permission to take duty leave to present a research paper, attend workshops and seminars, etc.
- Motivating employees to take part in short-term courses and publish their research
- Modified timetable for teachers pursuing doctorates;

- Management of teacher evaluation surveys and their analysis;
- A logbook or teacher's diary that is used to organize and document all academic activities, including curriculum transaction methods and references used,

**Outcome:**

- **Enhanced application of creative pedagogical approaches**
- **A well-organized mentorship program in place**
- **More ICT use in the teaching and learning process,**

**2.Student Empowerment through Value Education:** Through value-based activities and theme-based assemblies, the institute has carried out a variety of curricular and extracurricular events to instil in students a variety of values, including national, regional, cultural, ethical, environmental, and professional values.

With consideration for the socioeconomic status and academic standing of the students, IQAC makes sure that events are planned for the students' overall development..

- **Encouragement to participate at inter-collegiate competitions** to hone their talents and creativity
- **Motivational / guidance talks by Professionals / Alumni**
- **Movies on social issues, psychology, teacher education screened**
- **Inculcate discipline, hard-work, punctuality, etc. attributes in students.**
- **To instill dignity of labor and sensitize the youth towards social responsibilities and social problems students encouraged to work with NGOs like Sakhya, Mission Green Mumbai, MBMC Urdu medium schools**
- **Activities and trips organized to create environment awareness like visit to Sanjay Gandhi National Park and Keshav Shrushti**

**Outcome:**

- Alumni has listed the following attributes imbibed during their tenure in the college: **confidence, discipline, hard-work, honesty punctuality, patience, perseverance, service to society, time management, inculcation of various values etc.**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

**6.5.2**

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

**Response:**

Through its recommendations for changes to policies, procedures, and structures and its commitment to seeing those changes through to implementation, IQAC has been instrumental in reviewing and improving the Teaching-Learning Process.

- Decision regarding faculty members' **use of the logbook**. It acts as a scheduler and log for instructional strategies, coaching, catch-up lectures, university and college responsibilities, attended seminars and conferences, and time off taken. It is a reference to the principal regarding teacher oversight of curriculum delivery.

- The progressive **integration of ICT in education**, resulting in the use of social media, Google Classroom, the internet, and instructional software

- The **implementation of student-centric teaching methods**, such as experiential learning and constructivist learning
- the digitization and improvement of the **TAQ and Exit Questionnaire**
- the **digitization of administrative and instructional processes**
- the **use of Google Classrooms and e-resources** by teachers
- the **scheduling of all activities** to ensure adherence to the academic calendar
- the principal's supervision of **faculty content delivery**
- **tracking student attendance and sending out updates on a regular basis**
- **LCD projector installation to improve the educational process.**
- **Remedial classes are scheduled in accordance with student requirements and feedback.**
- **Make the library more user-friendly for students by digitizing it.**
- **Regularly assess teaching-learning strategies based on input from students.**

| File Description  | Document                      |
|---|-------------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

**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: 7.4****6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 10      | 15      | 06      | 02      | 04      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report of the work done by IQAC or other quality mechanisms                                      | <a href="#">View Document</a> |
| 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> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <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: C. Any 2 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> |
| Link to the minutes of the meeting of IQAC                 | <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:**

: Gradual advancements achieved over the last five years

**Academic Domain**

- Adding cutting-edge strategies to the conventional curriculum transaction methods
- Programs for slow and advanced learners through remedial teaching were implemented
- one teacher obtained a Ph.D
- internal assessments were administered online during the COVID period
- faculty exchange, educational visits, and collaborative extension activities were implemented
- internet access was expanded to multiple rooms
- Adding more internet nodes, an open access system, and e-Granthalaya software for transactions and cataloging to the library
- The establishment of a placement and training cell for career counseling, grooming, and improved job prospects
- Participation in intra- and intercollegiate activities promotes holistic development
- MBMC schools-Gyandaan program for community service.

**Administrative Domain**

- Effective administration-wide adoption of e-governance, which includes the installation of biometrics and software programs like PayU, TaxPro, and Tally ERP 9.
- Staff members receiving technical training for using recently installed software
- Setting up a LAN connection
- The College Website has been upgraded.
- Conducting an external academic audit.
- ICT-enabled classrooms have been started.
- An efficient feedback mechanism has been put in place.
- ICT has improved feedback administration and analysis.

**Two examples:**

- **Community Work (GYANDAAN)**

The institute hopes that its community work will significantly contribute to the advancement of society. Every year, for a total of 36 hours spread over six working days, faculty members and B.Ed. students participate in community service projects with organizations like Snehalya and MBMC schools. In addition to teaching and learning activities for MBMC Urdu-medium elementary schools, it includes a variety of activities such as surveys, art and craft projects, street plays, and campaigns. In addition, B.Ed.

students in the department perform two hours of community service each week for Munshi Compound's Madrassa students. Developing fundamental reading, math, art, and craft skills, as well as computer literacy are just a few of the many things it covers.

- **Value-based Holistic Development**

One of the main objectives of the institution is to instil values in student teachers and foster their holistic development. To this end, a variety of academic and extracurricular activities are held all year long to foster the development of values such as professional, ethical, cultural, national, regional, and environmental values.

## **NATIONAL/STATE MISSION**

- **Swachha Bharat Mission**

In collaboration with Mission Green Mumbai RCERW participated in community service of Swachhata Hi Seva, cleaned the hospital premise plantation site, planted sapling, coloured the hospital ramp at General Hospital, Malad West. Before Diwali, Shramdan activity is performed to clean the college infrastructure. No plastic campaign has been conducted under Swachha Bharat Mission

- **Water Management Mission by WHY WASTE APP**

RCERW registered under Green Club of UNICEF DHE- THANE, Maharashtra. All the students are using WHY WASTE APP under Youth Engagement for Water Stewardship (YEWS) Green Club Program.

- **Skill India Mission**

Various Value Added Courses are introduced to develop and nurture Life Skills and other 21st Century Skills. 21st century skills are integrated in all practice teaching lessons.

- **Digital India**

Digital literacy is inculcated through the value added course, 'Online Tools'. Student teachers also trained the underprivileged group of students of madrasa and MBMC Schools in application of ICT and Media.

- **Beti Bachao Beti Padhao Abhiyan**

'Gyaan Daan' programme is taken up from the academic year 2023-24 and is continuing to support a differentially abled (blind) student, Ms. Maliha Ansari of sister institution, Junior College section of 'Royal College of Art, Commerce and Science.

- **Unnat Bharat Abhiyan**( seminar, conference, workshops,internship, MBMC)

To develop the 21st century skills and take a step towards UNNAT BHARAT ABHIYAN, the student teachers of RCERW conducted different skills development activities in internship institutions, MBMC Schools, Community Service with Madrasa Orphanage students. These activities supported the capacity

building and addressing the needs of them.

## **2. CURRICULUM**

- Skill Based Education under National Skills Qualification Framework
- Knowledge acquisition and upgradation of skills related to human abilities and livelihood (Kaushal).
- Diploma Program in Early Childhood Care Education

One year diploma course on ECCEd.was initiated to empower young women and women entrepreneurs

## **3. CRITERION OF LATERAL AND VERTICAL PATHWAYS FOR PROGRESSION**

Vertical growth in students takes place simultaneously through enrolment in PG Programmes. Student teachers are encouraged to take up self-studies courses based on skill, knowledge and values.

## **4. EVALUATION**

- Assignments and Remedial
- CCA

## **5. MOUs**

RCERW is proactive in collaboration with other learning and social communities. Collaborative initiatives were taken in many areas through MoUs. Memorandum of understanding was made with NGO's such as Mission Green Mumbai. The founder Sri. Subhajt Mukerjee motivated all our students towards sustainability. Through MoU with Bhaktivdant the students had hands on experience on Healthy food and first aid. The other activities carried out through MoUs are as follows:

- Futuristic Teaching Methodologies-Collaborative. Collaboration with Royal's H.A Girls' school
- WORKSHOP ON HEALTH AND HYGIENE-collaboration with Bhakti Vedanta Hospital.

## **6. EXTENSION ACTIVITIES**

DLLE activities of University of Mumbai has taken up by RCERW from the academic year 2022-23. All the students of every academic batch are enrolled and completed successfully.

## **7. GREEN INITIATIVES**

RCERW has an established Green Initiative Club, Vriksha Vatika Sangathan from Academic Year 2018-19 which has collaboration with NGO 'Mission Green Mumbai.' Different activities are taken up under Vriksha Vatika Sangathan to put a firm steps towards Environmental Sustainability. Moreover RCERW has registered in Green Club from the initiation of the programme, a Maharashtra Government Initiatives of YEWS PROGRAM.' The student teachers are using WHY WASTE APP and taking initiatives towards water sustainability.

## 8. COMMUNITY BASED ACTIVITIES

Community service as a part of curriculum is performed rigorously in different communities in vicinity and far. The community services majorly focused to cater marginalised groups and sustainability of the environment.

## 9. RESEARCH ACTIVITIES

RCERW encourages faculty members and student teachers to take up collaborative research endeavours. Faculty members are supported with seed money to take up paper presentation and publication in national and international conferences and seminars.

## 10. ALUMNI ASSOCIATION

Alumnae are involved in curricular activities of various skill development programmes such as lesson planning and demonstration, kinaesthetic skills, communication skills, professional skills, skills for industry preparation and recruitment.

**11. COLLABORATIVE ACTIVITIES:** Sustainable practices were done as part of other collaborative activities. One such effort was “Teach India Team on E-waste Management”.

| File Description                                      | Document                      |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                            | <a href="#">View Document</a> |
| Link for additional information                       | <a href="#">View Document</a> |

## 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:**

**Royal College of Education and Research for Women (RCERW) has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements by directing themselves on the path of Sustainable Development keeping the goals of sustainability in their practices. The Sustainable Practice Policy (SPP) is the guideline for the optimal and judicious uses of available resources in different scholastic and co-scholastic activities taken up by the institution from the inception till date. . This policy aims at inculcation of ecologically sustainable behaviours by instilling the habit of environmentally responsible praxis and instilling a desire to conserve our environment.**

**Aim:**

- 1. Clean and Green eco-friendly campus**
- 2. Planning activities to raise awareness about sustainable development; on and off the campus.**
- 3. Implement a sound Waste Management Process.**

**Objectives:**

- 1. To plan to reduce the amount of waste generated.**
- 2. To plan to reduce generating waste**
- 3. To plan the segregation process judiciously**
- 4. To make the energy consumption of college more efficient**
- 5. To encourage awareness programs by planning out various activities on sustainability through curriculum transaction process**

**Steps towards Sustainability:**

- 1. Efforts to reduce energy use and, as a result, carbon footprint.**

2. **Efforts to reduce water and other resource usage as well as trash generation.**
3. **Initiatives and measures are taken to divert garbage for recycling and reusing as much as possible**
4. **All purchases, sponsors, and vendors are carefully scrutinised for their environmental and social consequences.**
5. **Waste segregation, with wet and dry waste separated.**
6. **Eco-friendly management of the e-waste**
7. **Water conservation**
8. **Conducting awareness programmes through different creative practices like street Play, Rally, Pamphlet distribution, pantomimes, dramatizations, poster making, plantation through Green club and Vriksha Vatika Sangathan and other co-curricular activities.**

**The initiatives taken by the committee are:**

1. **Energy Audit is done by the Royal college of Arts Commerce and Science**
2. **All the new light installations at the campus of RCERW are LEDs to save energy**
3. **All the student teachers, faculty members and administration ensure that the electric devices are used when required only.**
4. **In daily practice the last person to leave any lecture halls or other rooms should switch off the lights and fans.**
5. **Regular inspections of electric appliances and timely repairs are done to avoid energy wastage.**
6. **Awareness sessions are conducted to raise the concern towards sustainable practices through expert's talks and different CCAs.**

| <b>File Description</b>            | <b>Document</b>               |
|------------------------------------|-------------------------------|
| Institution energy policy document | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |
| Link for additional information    | <a href="#">View Document</a> |

### 7.1.2

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

**Response:**

**‘Reduce The Waste Policy’ is practiced by Royal College of Education and Research for Women (RCERW) throughout their institutional practices. The waste generation is reduced by practicing the ‘3R’s. The college promotes paperless transactions and reuse like files, decorative materials, etc.**

**Policy Statement:**

**RCERW strictly adheres to the policy that all types are disposed of responsibly by using proper waste segregation mechanism at the source which is operated to Royal Higher Education Society. RCERW emphasis on practice of ‘3R’s mandatory for students, teachers and non-teaching staff to adhere to the policy.**

**Policy Objectives:**

- 1. To ensure that waste management is done in a responsible manner.**
- 2. To reduce waste generation at source and focus on reuse and recycling.**
- 3. To dispose of waste in a cost effective manner.**
- 4. To provide responsibility to Sustainable Practice Committee for Waste management.**
- 5. To ensure the safe handling and storage of waste in the college.**
- 6. To provide appropriate training and code of conduct for staff, students and other stakeholders on Waste management issues.**

**Action Plan:**

**Sustainable Practices Committee ensures that all activities at RCERW are eco-friendly. Following activities are under the vigilance of the committee.**

- 1. Segregation of the waste is done in the campus premises, for those two dustbins are kept on ground floor labelled as ‘Wet Waste and Dry Waste. The waste is collected regularly by the housekeeping staff every day in a segregated manner.**
- 2. Composting is done of the wet waste and the outcome is used for manuring of the green cover.**

3. **Dry waste in the campus is given to the waste collection department of MBMC.**
4. **E-waste is collected at a designated place in the campus and it is sent for recycling and reuse.**
5. **Students are sensitized about waste management and water management through sessions by the faculty and experts.**
6. **RCERW conducts different waste management sessions through special assemblies, CCA and talks for the student teachers. The student teachers conduct similar kinds of activities in their practice teaching schools.**

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                   | <a href="#">View Document</a> |
| Link for additional information              | <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:** A. Any 4 or more of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View Document</a> |
| 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> |
| Link for 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:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View Document</a> |
| Geotagged photographs   | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                      | <a href="#">View Document</a> |
| Any other relevant information                                    | <a href="#">View Document</a> |
| Any additional link   | <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:**

Royal College of Education and Research for Women ensures a clean, green and healthy environment through a sound Sustainable Practice Policy.

**Cleanliness and Sanitation are taken care of through:**

- regular cleaning and disinfecting of the high-touch areas and surfaces
- implementation of effective waste management policy and process
- providing adequate facilities for hand-washing and hygiene
- regular and thorough cleaning and disinfecting of the washrooms and toilets
- using sanibins in girls' wash-rooms
- during the post-COVID pandemic reopening period, stringent safety measures were taken on the campus as per COVID norms prescribed by the government.

- **Green Cover:**

- The Royal college campus is a beautiful luxurious green campus of about 2.5 acres as an effort towards reducing pollution and carbon footprint. The green cover census reported that the campus has 268 species of trees, herbs and climbers. The campus has a butterfly garden and a medicinal plant section. Inside the main building a beautiful greeny shade is maintained which is a beautiful and unique feature of the campus. Two full-time gardeners sponsored by the management are caretakers of the campus. The planning and monitoring of the green landscape is done from time to time. Some of the practices for the maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment are:
- Installation of bird nests in the college campus to increase the declining number of sparrows.
- A green and clean campus reflects the institution's commitment to nature and sustainability. Botanical and medicinal gardens are well maintained and nomenclature has been tagged to every plant.
- The green cover and the biodiversity have increased threefold over the years.

- **Pollution-Free Environment:**

- The institution is working towards a pollution-free environment through:
- implementing energy -efficient practices by replacing ordinary tube lights and bulbs with LED tube lights and bulbs
- reducing, reusing and recycling waste
- encouraging eco-friendly material instead of plastics and thermocol
- The institution is taking initiatives to initiate the usage of renewable energy resources like the installation of solar panels.

**Healthy Environment:**

The institution is committed to provide:

- access to clean air and water
- offer healthy food options through well maintained clean and hygienic canteen facilities
- clean and hygiene-maintained spaces for physical activity and mental well-being to all the members of the institution.
- By upholding these commitments, the institution is contributing to a healthier and more sustainable environment for everyone.

In the year of 2021 the campus is awarded with ‘One District One Green Champion Award’ by the Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India, and recognized as the District Green Champion of Thane District, which is a remarkable achievement.

| File Description                                     | Document                      |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View Document</a> |
| Any additional information                           | <a href="#">View Document</a> |
| Link for additional information                      | <a href="#">View Document</a> |

### 7.1.6

**Institution is committed to encourage green practices that include:**

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

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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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> |
| Income Expenditure statement highlighting the specific components                         | <a href="#">View Document</a> |
| Circulars and relevant policy papers for the claims made                                  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <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**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for 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:**

Royal College of Education and Research of Women from the inception of the institution, has taken up initiatives to address the contextual issues and needs of the society. Awareness campaigns through street plays and community services are conducted in each academic year in the vicinity. Street plays are conducted in the vicinity to sensitize the society regarding the issues related to environment, gender inequality, over population, corruption etc.

Collaborating with NGO's and Municipal Schools are taken up time to time. The program like cleanliness drive (Swachhata hi Seva), Plantation, Gyandan' to unprivileged marginalized group of learner of MBMC Schools and Madrasa (Orphanage), were very much effective in the process of sensitizing the trainee teachers towards the issues of these marginalized groups and being empathetic towards them. The learning outcomes of these programmes propel them to take up events like street play, pantomime, tableau, poster making and slogan writing on the contextual societal issues to create awareness and provide the solution of them to the society.

Pandemic period was a real challenge to cater the societal issues in societal situation and get hands on experiences, the trainee teachers took up seminar presentations in online mode to create awareness regarding health and hygiene in MBMC schools and in internship schools.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                   | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

**7.1.9**

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Web-Link to the Code of Conduct displayed on the institution's website   | <a href="#">View Document</a> |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct                                  | <a href="#">View Document</a> |
| 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> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <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:**

#### **1. Title of the Practice - 'Gyaan Daan'- transforming lives through education**

**Objectives of the Practice:**

- **To provide remedial teaching to children from Municipal Schools and Madrasa students in order to enhance their learning outcomes and to empower them through quality education**
- **To inculcate social and civic values in these students to become responsible citizens**
- **To inculcate the spirit of service to the marginalised sections of society in the student teacher**

**The Context:**

**Equity pedagogy is required to cater the needs of students of marginalized sections. The 'Gyan Dan' initiative gives students of RCERW an opportunity to make a difference by empowering less privileged children through education for benefits to the society at large.**

**The Practice:**

**On-campus: Marginalised children of Orphanage (Madrassa) visit the campus every Saturday to learn 3 'R's and civic awareness.**

**Off-campus: community services are conducted in MBMC schools and through NGO's to cater value based learning and three 'R's to the unprivileged section of students**

**Evidence of success:**

**RCERW is able to inculcate the spirit of service to the marginalised sections of society in the students.**

**Problems encountered and resources required:**

**During COVID Pandemic both on and off campus activities were not conducted, instead students catered them through the online Zoom platform.**

**1. Title: Creating Reading & Learning Community through Paper Reading Session in Morning Assembly**

**Objectives:**

- **To inculcate reading habit and communication skills**
- **To nurture critical thinking**
- **To create a reading and learning community through discussion on certain themes and topics**

**Context:**

**The teaching profession is in demand of teachers with a sound knowledge system and skilled enough to cater that knowledge efficiently. School students of the 21st century are exposed to a huge repository of knowledge and information through the internet. It is an obvious need to groom the pre-service teachers so that they can be able to cater these students efficiently and effectively.**

**Practice:**

**Every day one 15 minutes of paper reading session is conducted in morning assembly. The theme is allotted to the students beforehand. Students get guidance from the house mentors for the inquiry based learning and presentation and public speaking. Insightful discussion and sharing of information are held after the presentation of the student where both teachers and students participate.**

**Evidence of success:**

The reading and learning habits of the students got a positive push through every day paper reading session. They are learning to present a certain topic in front of others in assembly. They are learning to put up a good discussion

**Problems encountered and resources required:**

RCERW library has a rich collection of books, newspapers and magazines and one library period is kept every day to instill reading habit. Present generation is getting out of touch with printed material and the inclination towards reading printed material and doing library work are declining day by day. Hence instilling the reading habit in the library is a challenging work.

| File Description  | Document                      |
|---|-------------------------------|
| Photos related to two best practices of the Institution | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |
| Link for additional information                         | <a href="#">View Document</a> |

**7.3 Institutional Distinctiveness****7.3.1**

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

**Response:****Dissemination of Vision & Mission through Curriculum**

**Vision:** The College prides itself as being recognized as a Minority educational institution par excellence having a secular outlook, and moulding students into disciplined, conscientious citizens of society.

**Institutional Initiatives towards fostering:****Secular Outlook:**

- **Daily secular prayers before each session:** The prayer song list has been prepared and each day has been allotted with the songs keeping in mind the secular outlook of the institution
- **Display Boards on the fourth floor** are allotted to different houses which reflects the core values from all faiths, expressing the multi-religious fabric of the institution.
- **No religious insignia of minority communities in public areas.**



- **Cultural programmes are a convergence of all faiths and regions adding a distinct flavor of Unity in Diversity. The special assemblies, celebration of festivals, Food Mela and even in selection of the theme of Annual Meets, reflects the multilingual, multicultural and multi-religious ethos of India.**

**Disciplined, conscientious citizens:**

**Discipline at all levels is a hallmark of the College and the College is known for its discipline in the University.**

**The following mechanisms are in place to promote and monitor discipline:**

- **Staff led by example through the following self/peer monitored mechanisms:**
  1. **Monitored by: Attendance Incharge, Student's Council Members and by the respective Mentor Teacher.**
  2. **Attendance is taken before all the lectures from time to time.**
  3. **Corrective action for defaulters includes display of monthly defaulters, letter of intimation to parent/guardian, and in severe cases personal meeting and counseling of parent and student.**
- **Positive and respectful behavior with faculty and non-faculty members, seniors and classmates is desired and advocated.**
- **No use of mobiles outside designated zones, decent dress code instilled and adhered to the disciplinary value system of the college.**

**Conscientiousness and good citizenry is encouraged through:**

- **Special assemblies and celebrations on national , international and social importance**
- **Reduce-Reuse –Recycle initiatives**
- **Green drives like tree plantation, save electricity/ water / paper**
- **Participation in community services.**

**Some additional distinctive features in consonance with vision–mission of the college are:**

- **Mentor-Mentee Programme: Each house is placed under the care of a mentor teacher who**

**takes care of all round development and well-being of the learners**

- **Special Days Celebration:** Students’ Council assigns days of national, international and social importance to each class. The significance of the day is conveyed through varied activities like poster display, skit, presentation, stalls, exhibition and interaction with community
  
- **Value Education:** Values like honesty, punctuality, hard work; discipline, etc., form an integral and inherent part of the ‘Royal Culture’, are inherent to the functioning and rules of the institute. These values are fostered through Value Added Courses, Social Outreach Programmes (community service, Special Day Celebrations, Motivational Talks /Movies, Posters and Slogans are displayed at strategic points in the campus).
  
- **Student- teacher relationship:** A distinctive feature of the College is the strong bond between teachers and the taught, as evident from feedback and interactions. The strong interpersonal relationship is fostered through personal attention by subject teachers, mentors and incharge teachers.
  
- **Yoga Centre:** Camarudinbhai Poonawala Yogsadhana Kendra is a full-fledged yoga centre with a dedicated instructor that caters to the neighbourhood and senior citizens since 2004.

| File Description  | Document                      |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

Royal College of Education and Research for Women is committed to the upliftment of the community. Keeping in tune with the national and global goals, the institution has opened its vicinity to empower the people as part of its social responsibility.

#### 1. Foot Ball/ Lawn Tennis Court;

The football/ lawn tennis court is open to the public as well. All members of the community do come and get trained through well trained experts in the sports field. Mira Road people consider this as a boon.

#### 2. ECCED Diploma Course:

The institution's vision and mission is to empower the girls of the community especially the Muslim community. The young girls of the community, who dropped out of the formal education system, are given an opportunity to become independent and self-sufficient by offering a Diploma course in Early Childhood Care and Education (ECCEd.).

#### 3. VRIKSHA VATIKA SANGATHAN:

The institution is situated in a lush green campus. In keeping with the sustainable goals, the institution promotes myriad activities in collaboration with NGOs such as Mission Green Mumbai, Royal college of Arts Science and Commerce and all our practice teaching schools at Mira Bhyandar Municipal Corporation. The NGO, Mission Green Mumbai has awarded the institution for its contribution and continual involvement towards sustainable goals.

### Concluding Remarks :

Royal College of Education and Research for Women (**RCERW**) has evolved to be an institution with a curriculum that is well integrated with content and competency. The faculty aims to create engaging and meaningful learning experiences that foster critical thinking, creativity, collaboration, communication, and digital literacy skills. The core of the education system at **RCERW** is to provide competency-based education in terms of knowledge, attitude, and skills that can be measurable and observable performance. The hands-on experience provided helps to transform all learning to real-life situations. The student teachers are exposed to **diverse cultures, learning skills, life skills, and literacy skills**. The learning activities have a vivid element of sensitivity towards community issues, gender disparities and social inequities. They are exposed to values through the activities such as **Paper Reading & Discussion** in the college morning assemblies and community engagements. The activities are often integrated with curricula that enable the student teachers to comprehend, reflect and learn. **Sustainable practices** in the institution in turn generate knowledge and practices useful for the learner and the community. The infrastructure provided for the student teachers helps them to up skill themselves in multiple areas. The **periodic up-gradation and replenishment of learning resources** helps the student teachers to have optimal utilization and lasting learning experiences.

The **collaborative activities with the industries (Internship Schools)** make the learning more impactful. They are made responsible citizens by providing activities to sensitize towards National Goals and Global challenges. The student teachers are exposed to number of **research skills**. Every individual is guided to take **up action research, a survey and a case study**. The faculty is encouraged to do research in their areas of interest. The research outcomes are presented in seminars and published in note-worthy journals and other publications. **Effective leadership of the institution paves a mighty role in building the culture of the organization which is reflected in organogram**. The best practices such as **Gyaan Daan, Paper Reading Session to Create Learning Community, Green Initiatives and Capacity building through Atma Manthan, Well Being and Wholesomeness, Yoga for Physical and Mental Development, Introduction to Indian knowledge System, Digital Literacy, Environmental Ethics and Sustainability, Spirit of Nationalism** evolve to bring institutional quality.

The secular value based quality education stands as distinctiveness of the institution. The graduates of this esteemed institution emerge as professionals who are sincere, competent, and dynamic

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |
|-----------|--|
| 1.1.2     | <p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above<br/>           Answer After DVV Verification: E. Any 1 or none of the above<br/>           Remark : As per documents provided by HEI, and the minutes and the reports are not reflective of curriculum planning and adoption, thus DVV input is recommended.</p> |
| 1.1.3     | <p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>           Answer After DVV Verification: D. Any 1 of the above<br/>           Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>   |
| 1.2.2     | <p><b>Average Number of Value-added courses offered during the last five years</b></p> <p>1.2.2.1. <b>Number of Value – added courses offered during the last five years</b><br/>           Answer before DVV Verification:</p>  |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 07      | 03      | 02      | 00      | 00      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 05      | 02      | 02      | 00      | 00      |

Remark : As per clarification received from HEI, and Workshops are different from value added courses, thus DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : As per documents provided and Feedback of employer is misunderstood by the institution and for the practice teaching school also no document seen, thus DVV input is recommended.

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**

Answer before DVV Verification : A. Any 5 or more of the above

|       |   |
|-------|---|
|       | <p>Answer After DVV Verification: D. Any 2 of the above<br/>                 Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>  |
| 2.2.4 | <p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b><br/>                 Answer before DVV Verification : 07<br/>                 Answer after DVV Verification: 06</p> <p>Remark : As per documents provided by HEI, and Number of mentors may be limited to number of teachers, thus DVV input is recommended.</p>  |
| 2.4.1 | <p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li>1. <b>Organizing Learning (lesson plan)</b></li> <li>2. <b>Developing Teaching Competencies</b></li> <li>3. <b>Assessment of Learning</b></li> <li>4. <b>Technology Use and Integration</b></li> <li>5. <b>Organizing Field Visits</b></li> <li>6. <b>Conducting Outreach/ Out of Classroom Activities</b></li> <li>7. <b>Community Engagement</b></li> <li>8. <b>Facilitating Inclusive Education</b></li> <li>9. <b>Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above<br/>                 Answer After DVV Verification: E. Any 1 or none of the above<br/>                 Remark : As per documents provided, and Simple reports with photograph does not confirm the details of the options as per the intent of the metric, thus DVV input is recommended.</p> |
| 2.4.2 | <p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Formulating learning objectives</b></li> <li>2. <b>Content mapping</b></li> <li>3. <b>Lesson planning/ Individualized Education Plans (IEP)</b></li> <li>4. <b>Identifying varied student abilities</b></li> <li>5. <b>Dealing with student diversity in classrooms</b></li> <li>6. <b>Visualising differential learning activities according to student needs</b></li> <li>7. <b>Addressing inclusiveness</b></li> </ol>   |

|               |   |
|---------------|---|
|               | <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above<br/>         Answer After DVV Verification: B. Any 6 or 7 of the above<br/>         Remark : As per documents provided by HEI, thus DVV input is recommended.</p>   |
| <p>2.4.7</p>  | <p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> <li>4. Preparation of term paper</li> <li>5. Identifying and using the different sources for study</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/>         Answer After DVV Verification: B. Any 3 of the above<br/>         Remark : As per documents provided by HEI, thus DVV input is recommended.</p>   |
| <p>2.4.12</p> | <p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above<br/>         Answer After DVV Verification: B. Any 4 of the above<br/>         Remark : As per documents provided by HEI, thus DVV input is recommended.</p> |
| <p>2.5.3</p>  | <p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 82<br/>         Answer after DVV Verification: 54</p> <p>Remark : As per documents provided by HEI, thus DVV input is recommended.</p>   |



| 3.1.3   | <p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li><b>1. Seed money for doctoral studies / research projects</b></li> <li><b>2. Granting study leave for research field work</b></li> <li><b>3. Undertaking appraisals of institutional functioning and documentation</b></li> <li><b>4. Facilitating research by providing organizational supports</b></li> <li><b>5. Organizing research circle / internal seminar / interactive session on research</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/>         Answer After DVV Verification: C. Any 2 of the above<br/>         Remark : As per documents provided, sufficient proof are not provided, thus DVV input is recommended.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 3.2.1   | <p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p><b>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1108 1046 1240"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1321 1046 1453"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per documents provided by HEI, and The claimed article is not found in UGC care list in the portal based on ISSN search, thus DVV input is recommended.</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 01 | 00 | 00 | 00 | 00 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 00 | 00 | 00 | 00 | 00 |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 01      | 00  | 00      | 00      | 00      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 00      | 00  | 00      | 00      | 00      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.2.2   | <p><b>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</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1854 1046 1986"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>08</td> <td>01</td> <td>04</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>   | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 09 | 08 | 01 | 04 | 00 |         |         |         |         |         |    |    |    |    |    |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 09      | 08  | 01      | 04      | 00      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 03      | 06      | 01      | 04      | 00      |

Remark : As per documents provided by HEI, and books without ISBN number should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 05      | 04      | 02      | 02      | 02      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 04      | 02      | 01      | 01      | 01      |

Remark : As per documents provided by HEI, and Practice teaching is claimed in other metric and is a part of curriculum whereas extension outreach is for societal benefit, thus DVV input is recommended.

### 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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1.4     | 1.6     | 0.8     | 0.02    | 0.4     |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

Remark : As per documents provided by HEI, heads for the Expenditure for infrastructure augmentation are not mentioned, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 48797   | 123009  | 46563   | 9287    | 10672   |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0.4     | 1.2     | 0.4     | 0.09    | 0.1     |

Remark : As per revised documents provided by HEI, and values in lakhs to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4.4     | 6.4     | 1.9     | 1.1     | 4.6     |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0.96    | 0.88    | 0.6     | 0.23    | 1.1     |

Remark : As per clarification received from HEI, thus DVV input is recommended.

|       |   |
|-------|---|
| 5.1.4 | <p><b>Institution provides additional support to needy students in several ways such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Monetary help from external sources such as banks</b></li> <li><b>2. Outside accommodation on reasonable rent on shared or individual basis</b></li> <li><b>3. Dean student welfare is appointed and takes care of student welfare</b></li> <li><b>4. Placement Officer is appointed and takes care of the Placement Cell</b></li> <li><b>5. Concession in tuition fees/hostel fees</b></li> <li><b>6. Group insurance (Health/Accident)</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above<br/> Answer After DVV Verification: B. Any 3 or 4 of the above<br/> Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p> |
| 5.2.2 | <p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <ol style="list-style-type: none"> <li><b>5.2.2.1. Number of outgoing students progressing from Bachelor to PG.</b><br/> Answer before DVV Verification : 07<br/> Answer after DVV Verification: 03</li> <li><b>5.2.2.2. Number of outgoing students progressing from PG to M.Phil.</b><br/> Answer before DVV Verification : 00<br/> Answer after DVV Verification: 00</li> <li><b>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.</b><br/> Answer before DVV Verification : 00<br/> Answer after DVV Verification: 00</li> </ol> <p>Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>  |
| 6.2.3 | <p><b>Implementation of e-governance are in the following areas of operation</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and Development</b></li> <li><b>2. Administration</b></li> <li><b>3. Finance and Accounts</b></li> <li><b>4. Student Admission and Support</b></li> <li><b>5. Examination System</b></li> <li><b>6. Biometric / digital attendance for staff</b></li> <li><b>7. Biometric / digital attendance for students</b></li> </ol> <p>Answer before DVV Verification : A. Any 6 or more of the above<br/> Answer After DVV Verification: C. Any 3 or 4 of the above<br/> Remark : As per documents provided by HEI, thus DVV input is recommended.</p>   |
| 6.3.4 | <p><b>Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term</b></p>  |

**Course and any other similar programmes****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**

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 05      | 05      | 01      | 04      | 05      |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 01      | 03      | 03      |

Remark : As per documents provided by HEI, thus DVV input is recommended.

**2.Extended Profile Deviations**

| ID      | Extended Questions  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2     | <p><b>Number of seats sanctioned year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>       | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 100 | 100 | 100 | 100 | 100 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 50 | 50 | 50 | 50 | 50 |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 100     | 100   | 100     | 100     | 100     |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 50      | 50  | 50      | 50      | 50      |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 1.6     | <p><b>Number of students enrolled(admitted) year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>81</td> <td>92</td> <td>82</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>33</td> <td>48</td> <td>46</td> <td>36</td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 45  | 81  | 92  | 82  | 85  | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 15 | 33 | 48 | 46 | 36 |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 45      | 81  | 92      | 82      | 85      |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 2023-24 | 2022-23   | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 15      | 33  | 48      | 46      | 36      |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |
| 2.2     | <p><b>Number of Computers in the institution for academic purposes..</b></p> <p>Answer before DVV Verification : 22</p> <p>Answer after DVV Verification : 03</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |    |    |    |    |    |

