RAHUL COLLEGE OF EDUCATION

(N.C.T.E. Recg. No. WRC/5-6/89/2006 Dtd. 27/09/2006 CODE NO.APW03437/123403) AFFILIATED TO UNIVERSITY OF MUMBAI
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College Development Plan 2022 – 2027: A Crucial Blueprint for Our Future. The College Development Plan (CDP) is not just a cornerstone but a vital roadmap for our future, playing a pivotal role in enhancing student learning and achievements at Rahul College of Education.

Background:

The College Development Plan (CDP) and its effective execution are not just pivotal but crucial in enhancing student learning and achievements, aligning seamlessly with Rahul College of Education's vision and mission. The CDP will commence with a process of inquiry (POI) to:

1. **Assess the Institute's Current State:** Analyze diverse data sources, including student results, placement statistics, achievements, faculty contributions, faculty development, and enrollment figures.
2. **Strategic Planning:** Through a meticulous and comprehensive process, we will develop a robust plan to enhance various institute activities and strengthen areas supporting the vision, mission, and goals, aligning with the POs and respective COs. This involves prioritising efforts, planning execution strategies, and evaluating outcomes to ensure progress and success.

Process of Inquiry (POI): A Key Component of Our College Development Plan. The POI is not just a part of our plan; it's a crucial component that guides our actions and decisions by providing a systematic approach to data collection, analysis, and decision-making.

In the POI, we have collected various forms of evidence, including data and activity reports. These have been analysed to assess their impact and categorised according to the curriculum assessment criteria recommended by NAAC. As part of the POI, a detailed brainstorming session with the faculty was conducted to gather faculty insights on the college's development and improvement.

1. **Curriculum Enrichment:**
   Rahul College of Education (RCOE), affiliated with the University of Mumbai, a Hindi Linguistic Minority Institution, is unwavering in its commitment to providing a comprehensive education. Feedback from various stakeholders indicates that the current curriculum does not fully address industry skill requirements. The institute addresses this gap through gap analysis and stakeholder feedback, supplementing the curriculum with additional content. Despite these efforts, the approach is not standardised and falls short in subject hours compared to the actual curriculum. Consequently, students tend to prioritise curriculum requirements over supplementary content. Moreover, the existing syllabus lacks built-in mechanisms for providing additional industry-relevant training.
2. **Teaching Learning and Evaluation:**
   The B.Ed. Program at RCOE and Outcome-Based Education (OBE) principles are well understood and observed among the faculty. However, the current teaching and learning methodologies are heavily exam-oriented rather than focusing on Knowledge, Skills, and Abilities (KSA). Faculty members are trying to integrate Bloom's Taxonomy to

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address KSA, but industry placement criteria, which often emphasise marks, lead students to prioritise exam performance over comprehensive learning.

Responsibility for knowledge acquisition largely rests with the students, exacerbated by the recent pandemic, which has increased reliance on ICT tools and made blended learning the norm. The institute must strengthen its focus to enhance a student-centric, constructivist approach to teaching and curriculum planning (TCP).

Assessment and evaluation processes adhere to University of Mumbai norms, which are recognized for their rigor and quality. However, the institute is encouraged to exceed these standards to ensure greater transparency and demonstrate a zero-tolerance stance towards examination malpractices. The institute also aspires to reform the assessment practices to cater to the 21st-century needs and skills of the students.

3. **Research Innovations and Extension:**

It has been noted that the institution has a relatively low number of quality publications and intellectual property rights (IPR). This may be attributed to several factors, including faculty perception towards research and publications. There is a need to create an exhaustive, thriving exosystem and an absence of a dedicated research centre at RCOE. Research initiatives at RCOE are primarily limited to action research projects and the absence of university/national/international research grants. The faculties have been enshrined to develop capacities and apply for grants. Furthermore, the institution has not participated in notable events like the Smart India Hackathon or the University of Mumbai Avishkar Project Competition. Additionally, there is a lack of research-based consultancy within the institute. While RCOE has well-established student bodies such as DLLE, there is potential to analyse these achievements further from the perspective of an educational–social science institute.

4. **Infrastructure and learning resources:**

The institute meets NCTE infrastructure norms. The library is well-stocked, with sufficient learning resources and journals. However, there have been observations of suboptimal library utilisation. Additionally, the college is operating in silos, working independently of other institutes of the trust. However, per the NEP 2020 and its governance being adopted in the college, inter-collegiate resource sharing amongst the colleges run by the managing trust has been proactively and optimistically taken upon.

5. **Student Support and Progression.**

The placement cell is active and has consistently grown in placement rates and salary packages. However, the number of students pursuing higher education remains minimal. Furthermore, the placements are limited to the managing society, and students are becoming absorbed in the organisation itself. Students need to secure placements at other schools with varied curricula and locations, such as South Bombay. The Training and Placement Cell currently manages both placements and higher education opportunities. Additionally, social media is underutilised to promote students' profiles.

6. **Governance Leadership and Management:**

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RCOE, part of the Rahul Education Trust, is unwavering in its commitment to delivering high-quality education. The institute's culture is participative and decentralised to allow the efficient functioning of bodies. The primary governance objective is to devise a strategic roadmap to achieve the institute's vision and mission. As RCOE enters its 17th year of establishment, it is crucial to evaluate the attainment of its vision and mission and develop a realistic roadmap for future growth. A key concern is the student enrollment ratio, which has been declining over the years. This low enrollment rate significantly impacts the institute's financial stability.

7. Institutional values and Best Practices:

To enhance employability skills, RCOE has identified training programs for the overall personality development of students, equipping them with exquisite technical and soft skills for better placement opportunities, entrepreneurship, or pursuing higher education. Peer-to-peer learning through clubs is also promoted. RCOE works on distinctiveness by promoting industry-relevant certificate courses that map with the curriculum and use of ICT. As NEP2020 is now in the pipeline, it is necessary to realign all the above practices with the NEP2020 philosophy.

8. Conclusion:

Since its inception, the institute has fostered a supportive environment for faculty and students. The initial focus was establishing a robust teaching and learning mechanism, ensuring compliance with various agency norms, and adapting the university curriculum. Significant emphasis has been placed on empowering faculty through training, enabling them to teach and justify the curriculum effectively. Efforts have also been directed towards providing optimal career opportunities for students, particularly regarding placements. These achievements are a testament to the institute's dedication and progress.

The POI indicates that the institute's standard operational processes are well-established and mature. The next step is to advance towards achieving the vision and mission by differentiating itself from competitors. To do this, the Development Plan should be innovative, leveraging the existing mature systems as a foundation and introducing creative enhancements to set the institute apart.

College Development Plan

The College Development Plan (CDP) outlines the institute's broad goals for the next five years. While the CDP typically focuses on setting these goals, it often lacks detail on the rationale behind the chosen path and the strategies for achieving it. To enhance the effectiveness of the CDP, it should not only define the tasks to be accomplished but also articulate the purpose of each goal. Additionally, the CDP should outline the expected impact on the institute as a whole, as well as on students and faculty.

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1. **Specific objective - Achieving the vision and mission of the institute:**

   a. **Task and Action required:**

      i. Brand Building through technical superiority initiative – **Time scale Over five years.**

      ii. Strong Alumni Network – **Time scale 1 year.**

      iii. Strong Industry – Academic Interface - **Time scale 2 years.**

      iv. HEI will work aggressively to strengthen Curriculum and Evaluation. – **Time scale over 5 years.**

      v. Align all activities per NEP 2020 guidelines in anticipation of their adoption by the State Government. - **Time scale 1 year.**

   b. **Responsibility:** CDC and IQAC

   c. **Expected Impact /Outcome for Students /Faculties /Institute**

      i. Faculties will technically be empowered to represent the Institute effectively to the outside world.

      ii. Alumni will be crucial in supporting the institute by facilitating higher education opportunities, student placements, mentoring, and special training.

      iii. The Industry Sponsored and Powered Development Centres and several Centres of Excellence on the institute's premises contribute to the institution's growth and innovation.

      iv. In alignment with NEP2020, the Institute will proactively focus on various areas, such as multidisciplinary /interdisciplinary studies, a Light but Tight Administrative Setup, Holistic Student Development, and a student-centric teaching-learning, Constructivist process.

2. **Specific Objective: Curriculum Enrichment**

   a. **Task and Action required:**

      i. Develop a Mechanism for Industry-Relevant Problems: Create a system where students address real-time industry problems (hence developing problem-solving skills and critical thinking) identified by the faculty (thereby developing academic knowledge and staying up-to-date with the industry standards) to enhance the exponential learning experience. Time scale: **1 year.**

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ii. Align Teaching and Learning Practices with NEP 2020: Adapt teaching and learning practices with reformed assessments to reflect the NEP 2020 philosophy, proactively incorporating its principles even before state government adoption—time **scale 3 years.**

b. **Responsibility: CDC, IQAC,**

c. **Expected Impact /Outcome for Students /Faculties /Institute**

i. Develop a comprehensive dataset of industry-relevant problem statements and solutions in cutting-edge technical domains. Faculty will be equipped to identify and explore technical challenges and future-oriented problems beyond the standard curriculum, which students will then work on and share with their peers.

ii. Additionally, internships will be designed to integrate a skill-based approach with the curriculum, enhancing practical learning and application.

3. **Specific Objective: Teaching Learning Process and Evaluation**

a. **Task and Action required:**

i. OBE needs to be deeply integrated into the institution's culture. By embedding OBE into the fabric of the institutional culture, the institution ensures that its processes, practices, and policies are all geared toward achieving meaningful and measurable student outcomes. This holistic approach enhances educational quality and more effectively prepares students for their future careers. **Time Scale 1 year.**

ii. Working towards Academic Autonomy and getting recognition under UGC Sec. 12 B and Permanent Affiliation with the University of Mumbai. **Time scale 2 years.**

iii. Student enrollment will be improved to 100 %. Also, study, reflect and implement other academic institutions that have started newer Academic Programs in emerging areas such as the ITEP, B.Ed. – M.Ed. Integrated, PhD Research Centre etc., Multiple Entry-Exit Options etc. **Time scale 2 years to 5 years**

iv. Improving student-centric Teaching and Learning Processes (TLP) requires adopting scientific methods to ensure that Knowledge, Skills, and Abilities (KSA) are effectively imparted. The responsibility for achieving these outcomes should rest with the faculty rather than relying solely on lectures and expecting students to acquire the KSA independently. This shift from a lecture-based model to an interactive, evidence-based teaching approach fosters a more effective and engaging learning environment, aligning faculty responsibilities with achieving desired educational outcomes. To integrate multidisciplinary holistic

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learning across departments and studies and create a synergistic learning environment for faculties with a prime focus on developing capacities concerning education – teaching, learning, and assessments. **Time scale 1 year**

v. Assessment and evaluation must be directly aligned with the predefined learning outcomes of the OBE framework. Utilise both formative and summative assessments to evaluate student learning comprehensively. Formative assessments offer ongoing feedback, while summative assessments measure the overall achievement of learning outcomes. Strengthening formative assessment ensures that students receive the support they need throughout their learning journey, leading to better outcomes and a more dynamic educational experience. **Time scale 2 years as part of Autonomy.**

b. **Responsibility: IQAC, CDC**

c. **Expected Impact /Outcome for Students /Faculties /Institute**

   i. **Diverse Pathways:** Provide students with enhanced career opportunities by focusing on comprehensive placement services, advanced preparation for higher studies, and support for entrepreneurial ventures.

   ii. **Research Integration:** Foster a strong research culture at the undergraduate level by integrating research activities into the curriculum, encouraging student participation in research projects, and providing resources and training for research skills. Promote faculty involvement in research mentoring and incentivise research-focused teaching and collaboration.

   iii. **Process Manuals and PDCA Cycle:** Implement process manuals to streamline tasks and avoid duplication of efforts. The PDCA (Plan-Do-Check-Act) cycle ensures continuous improvement and accountability among faculty and leadership, enhancing overall institutional efficiency.

   iv. **Academic Autonomy and Curriculum Enrichment:** Leverage academic autonomy to enrich the curriculum, ensuring it aligns with the institution's vision and contributes to national development goals. This includes incorporating contemporary practices, industry needs, and emerging trends.

   v. **Enrollment Strategy:** Focus on maintaining a good enrollment ratio to ensure the institution's financial stability. This involves effective marketing, outreach, and quality education that attracts and retains students.

   vi. **KSA-Based Studies:** Transition from mark-based evaluations to a KSA (Knowledge, Skills, and Abilities) -based approach, ensuring students

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develop practical competencies and a deeper understanding of their subjects.

    vii. Adoption of NEP2020 philosophy: Implement the National Education Policy (NEP) 2020 philosophy to break down departmental silos and promote interdisciplinary learning. Encourage student mobility across departments and integrate diverse educational experiences.

    viii. Strengthening Formative assessment: Regularly analyse formative assessment data to refine instructional strategies and address any learning gaps promptly.

4. **Specific Objective: Research Innovation and Extension.**

    a. **Task and Action required:**

        i. Strengthening research culture in the institute, at the UG level, through the PhD Research Center at the University of Mumbai to advance research capabilities. Create an ecosystem that allows learning across levels (Vertical: across programs—UG, PG, and PhD) and departments (Horizontal: across departments—B.Ed./M.Ed. etc.) Time Scale: **2 years.**

        ii. Engage in state and national hackathons as an ongoing activity to foster innovation and problem-solving skills. **Time scale: 1 to 5 years(ongoing).**

        iii. Develop a framework for joint research projects in which faculty and students leverage each other's strengths. The time scale is **2 years.**

        iv. Conduct Faculty Development Programs focused on futuristic educational philosophies/technologies to enhance faculty skills and knowledge. **Time scale: 1 to 5 years (ongoing).**

        v. Align student projects with problem statements from hackathons and the Technology Information, Forecasting, and Assessment Council (TIFAC). **Time scale 1 year.**

        vi. Design extension activities that leverage engineering expertise to address real-world issues and contribute to societal well-being. **The time scale is 1 to 5 years.**

        vii. Implement audit courses to facilitate collaboration between institutions of diverse disciplines and enable students to collaborate on interdisciplinary research projects. The time scale is **3 years.**

    b. **Responsibility: Dean R & D, Dean SWC**

    c. **Expected Impact /Outcome for Students /Faculties /Institute**

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i. **Improving publication quality:** Enhance the quality of academic publications produced by students and faculty.

ii. **Focus on Applied Research and Action Research at the UG Level:** Direct undergraduate research towards applied projects that address industry needs.

iii. **Leveraging Faculty Development Programs (FDP) for Industry Expertise:** Utilize FDPs to enhance faculty knowledge and position them as industry resource persons, strengthening training-based consultancy services.

iv. **Fostering Startup Ideas from Societal Needs:** Enable students to recognise societal needs and develop innovative solutions that could lead to startup ventures.

v. **Enhancing Perspectives Through Collaboration:** Facilitate interdisciplinary collaboration to provide students diverse perspectives beyond their field.

5. **Specific Objective: Infrastructure and Learning Resources**

   a. **Task and Action required:**

      i. **Optimum Utilization of Laboratory Resources:** Enhance the utilisation of laboratory resources in alignment with NEP 2020 to facilitate interdisciplinary student mobility across departments. **Time Scale: 1 to 5 years.**

      ii. **Implementation of Smart Classrooms:** Equip classrooms with interactive technologies such as smart boards, digital projectors, and simulation tools to enhance the demonstration and practical application of concepts through hands-on learning. **Time Scale: 2 to 3 years.**

      iii. **Reduction of Digital Waste:** Minimize digital waste to support environmental sustainability and green goals. **Time scale: 1 to 5 years**

      iv. **Library Utilization and Upgradation:** Enhance library facilities to improve utilisation and modernise library infrastructure to meet evolving academic requirements. **Time scale: 3 years.**

   b. **Responsibility: Management, Registrar**

   c. **Expected Impact /Outcome for Students /Faculties /Institute**

      i. **Smart Classrooms for Enhanced Learning:** Utilize intelligent classrooms to provide practical, hands-on learning experiences and stay current with technological advancements.

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ii. **Library Utilization and Research Engagement:** Encourage students to use reference books and journals under faculty mentorship to enhance learning and research capabilities.

iii. **Optimum utilisation of ICT infrastructure:** Leverage ICT tools and systems to streamline administrative processes, reduce manual workload, and lower operational costs.

iv. **Expansion of Academic Programs and Disciplines:** Introduce new academic programs, including emerging areas, to broaden educational offerings and meet evolving industry needs.

6. **Specific Objective: Student Support and Progression**

   a. **Task and Action Required:**

      i. **Placement Focus:** Provide specialised career services and training tailored to students to enhance their employability in their respective fields before considering local (in-house) opportunities—time **Scale 2 years.**

      ii. **Support Mechanisms for Higher Studies:** Facilitate and support students pursuing higher education through a buddy system and alums network. **Time scale 1 year.**

      iii. **Career Opportunities in EdTech and Overseas:** Provide training and guidance to prepare students for career opportunities in EdTech organisations and placement in international companies/nations. Time scale: **4 years.**

      iv. **Student Profile Building through Social Media and Certifications:** Enhance students' profiles on social media and through international certifications to improve their visibility and career prospects. **Time scale 1 to 5 years.**

      v. **Strengthening Alumni Advisor System for Career Services:** Expand the network of alum advisors to offer practical insights and mentorship to current students. **Time Scale 1 to 5 years.**

      vi. **Establishment of Career Development Cell:** This cell will oversee and integrate all aspects of career development, including student placements, support for higher studies, and startup initiatives, under one umbrella. Time Scale: **2 years.**

      vii. **Transforming Placement Driven Failures into Successes:** Use placement-driven challenges as opportunities to enhance knowledge management and improve future outcomes. **Time Scale: 2 years.**

   b. **Responsibility: Training and Placement, IQAC**

   c. **Expected Impact /Outcome for students/ Faculties / Institute**

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i. **Enhanced Placement Outcomes:** Achieve a 100% placement rate by strengthening collaborations with industry partners to create targeted placement opportunities and tailored support to the needs of students to increase their employability.

ii. **Strengthened Alumni Engagement:** Utilize alums to boost student confidence, provide guidance, and motivate them to make informed career choices.

iii. **Comprehensive Question Database:** Compile a comprehensive repository of questions based on past placement drives of questions to aid students in preparing for future placement drives.

7. **Specific Objective: Governance, leadership and Management**

   a. **Task and Action required:**

      i. Strategic Prospective Plan Using the 2WH Model. Develop a comprehensive strategic plan that aligns with the college's Vision and Mission, utilising the 2WH model (What, Why, How).

         1. **What:** Define the goals and initiatives needed to achieve the college's Vision and Mission.

         2. **Why:** Articulate the rationale behind each goal, focusing on its alignment with institutional values and long-term objectives.

         3. **How:** Develop actionable strategies and detailed plans to implement each initiative effectively, ensuring alignment with the Vision and Mission.

         4. **Time Scale: 1 to 5 years.**

      ii. **IQAC as the College's Nervous System:** Position the Internal Quality Assurance Cell (IQAC) as the central mechanism for creating Standard Operating Procedures (SOPs) and ensuring quality control across all college activities. **Time Scale 1 to 5 years.**

      iii. **Effective Implementation of 360-Degree Feedback Mechanism:** Implement a comprehensive 360-degree feedback mechanism to enhance performance evaluation and development. **Time Scale 1 year.**

      iv. **IQAC's Plan for NEP 2020 Implementation:** Develop and execute a plan to effectively implement the National Education Policy (NEP) 2020 within the college—time **scale of three years.**

      v. **Comprehensive Finance Management:** Manage the college's finances effectively, including revenue forecasting, budget planning, and compliance with the Fee Regulatory Authority. **Time scale 1 to 5 years.**

   b. **Responsibility: CDC, IQAC**

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c. **Expected Impact /Outcome for students/ Faculties / Institute**

i. **Linking Micro-Level Development to Strategic Growth:** Ensure that micro-level college development plans align with the overall strategic goals, involving all stakeholders in the growth process.

ii. **IQAC's Formal Process Manual:** Develop a formal process manual by the Internal Quality Assurance Cell (IQAC) to standardise and enhance all college activities.

iii. **Proactive Implementation of NEP 2020:** Proactively implement the National Education Policy (NEP) 2020 ahead of its adoption by the University of Mumbai for affiliated colleges.

iv. **Balanced Finance Management:** Finance management will balance between revenue forecasting and expense rather than relying solely on previous years' financial data.

8. **Specific Objective: Working on Institute Distinctiveness and Best Practices**

a. **Task and Action Required:**

i. Alignment of Best practices and Distinctiveness of the Institute with NEP2020 principles by fostering a culture of multidisciplinary and interdisciplinary studies and regularly updating the curriculum to ensure that it meets current and future industry needs. **Time scale: 2 to 5 years.**

ii. Adopt an exponential learning mechanism to keep pace with rapid changes in technology and industry dynamics. Time scale: **1 year.**

iii. Promote students' holistic development through initiatives beyond the formal curriculum, focusing on overall personal and professional growth. Time scale: **2 years.**

iv. Strengthen interactions with industry by collaborating on real-time problem-solving and bringing industry best practices into the campus. **Time scale: 2 to 5 years.**

b. **Responsibility: IQAC**

c. **Expected Impact /Outcome for students/ Faculties / Institute**

i. Strengthen project-based learning by integrating live projects and case studies from industry into the curriculum, allowing students to work on practical problems.

ii. Implement NEP 2020 guidelines by actively supporting and integrating co-curricular and extra-curricular activities into the academic framework, providing students with opportunities for holistic development.

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iii. Blurring the Lines Between Programs for Multidisciplinary Learning by creating a more integrated learning environment where students can explore and adopt subjects and technologies across different programs.

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