



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAHUL COLLEGE OF EDUCATION

**SURVEY NO. 251(47)/6 SHREE L. R TIWARI EDUCATIONAL CAMPUS MIRA
ROAD (EAST) , DISTRICT THANE 401107**

401107

www.rahul-edr.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

One of Mumbai's Top Colleges, Rahul College of Education has been established by notable Social Worker and Educationist Pt. Lallan R. Tiwari Hon. Founder Chairman of Rahul Education in the year 2006 to advance teacher training in India. It is located in the western suburb of Mumbai.

The visionary who remains committed to his dream EDUCATION FOR ALL.

The goal of teacher education is to develop teachers into “encouraging, supportive, and humane facilitators in teaching-learning situations to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest extent possible, and develop character and desirable social and human values to function as responsible citizens.”

Quality imperative is a dynamic concept that always adapts to an institution which is undergoing profound social and economic transformation through constructive change. Encouragement for future-oriented thinking and foresight is important for a teacher education institute as the destiny of a nation lies in her classroom. Despite different contexts, there are many common elements in the pursuit of a quality teacher education, which should equip all people, both women and men, to be fully participating members of not only their own country but also the world community in a broader perspective. Quality teacher education therefore requires us to redefine the different parameters of education in such a way as to cover certain basic knowledge, values, competencies and behavior that are specifically attuned to globalization but reflect the richness of our diversity of Indian culture in terms of language.

To ensure a sustainable future, the task is to create educational systems that balance local, national, and global objectives. Rahul College of Education, a Top-Notch institution, is founded on a strong philosophy with specific aims and objectives that support the achievement of its vision and mission. In terms of nation-building in the modern era, there are tremendous expectations placed on teachers. Both demanding academic and extracurricular activities are a part of the teacher preparation curriculum. Together, these activities give potential teachers a well-rounded exposure that aids in their overall growth. At Rahul College of Education, every endeavor is made to provide high-quality teacher preparation

Vision

Resilience, Adaptability, Humanity, Uniqueness and Leadership (RAHUL) are the pillars of our educational institution. We envision a learning community, where these values inspire students to navigate challenges, cultivate empathy and emerge as visionary leaders, shaping a brighter and compassionate future for themselves and society.

Mission

Redefining Academia with Humanity, Uniqueness and Leadership (RAHUL).

Through an unwavering commitment to these values, we aim

- To provide a transformative education experience that instills resilience among learners
- To develop research skills in the future teachers
- To cultivate strong life, soft and leadership skills
- To empower individuals to thrive in a rapidly evolving world while making meaningful contributions to the betterment of society and global community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Adoption of NEP 2020:** The college fully implements the National Education Policy 2020, aligning its curriculum with national standards to promote holistic and multidisciplinary learning.
- **Experienced Faculty:** The college has highly experienced faculty members with backgrounds in schools and various industries, enriching learning with practical insights.
- **Extensive Educational Network:** A well-established network across undergraduate and postgraduate institutions facilitates resource sharing and collaboration, enhancing the academic environment.
- **Diverse School Presence:** The college is part of a network spanning Kindergarten to 12th grade, offering a comprehensive educational experience.
- **Exclusive Cambridge Centre:** The college is the only institution in India with a dedicated Cambridge Professional Development Qualification Centre within a Teacher Education College.
- **Pioneering CICCIP:** The college is India's sole pilot centre for the Cambridge International Certificate in Classroom Practice (CICCIP), leading in classroom practice and teacher development.
- **Successful CTET Training:** The college offers specialised training for the Central Teacher Eligibility Test with a high success rate.
- **NCTE-Compliant Infrastructure:** The college's infrastructure is fully compliant with National Council for Teacher Education (NCTE) norms.
- **Excellent Connectivity:** The college is strategically located with excellent public transport connectivity and easy access to Mumbai.
- **Established Legacy:** With 17 years of history, the college is a leader among Teacher Education Colleges affiliated with the University of Mumbai.
- **ISO-Certified and UGC-Recognized:** The college's processes are ISO-certified, with UGC recognition under section 2(f) of the UGC Act, 1956.

- **Inclusive Campus:** The college promotes inclusivity and has a disability-friendly environment.
- **Philanthropic Management:** The college's management is committed to social work and education for all.
- **Strategic MoUs:** The college has MoUs with industries and Centers of Excellence, enhancing employability and skill development.
- **Value-Added Courses:** Additional courses broaden students' skills, preparing them for modern workforce challenges.
- **Incentives for Excellence:** A system of incentives motivates continuous improvement among faculty and students.
- **International Education Focus:** The college integrates global perspectives into the curriculum and professional development.
- **Continuous Professional Development:** The college ensures faculty are equipped with the latest pedagogical tools through ongoing upskilling opportunities.
- **Visionary Leadership:** The college is guided by visionary leadership, driving innovative initiatives and shaping the future of teacher education in India.

Institutional Weakness

1. **Limited Ph.D. Qualified Faculty:** The college faces a significant challenge in establishing a robust research culture due to the limited number of faculty members holding PhD degrees. This lack of doctoral-level expertise can hinder the development of advanced research initiatives and diminish the institution's potential to contribute to scholarly discourse on a broader scale.
2. **Financial Mobilization Challenges:** As a self-financed and unaided linguistic minority institution, the college sometimes encounters difficulties in mobilising sufficient financial resources. This financial constraint can limit the college's ability to invest in infrastructure, research, faculty development, and other essential areas for maintaining and enhancing educational quality.
3. **Curriculum Development Restrictions:** As part of an affiliated system, the college has limited autonomy in developing and implementing its curriculum. This restriction can hinder the institution's ability to innovate, tailor the curriculum to meet the specific needs of its students and adapt quickly to emerging trends in education.
4. **Limited Faculty Publications in Prestigious Journals:** The college has a relatively low number of faculty publications in Scopus or UGC-listed journals and limited faculty publications overall during the academic year. This limitation can impact the institution's academic reputation and ability to attract research funding and collaboration opportunities.
5. **Dependence on Affiliated University Guidelines:** The college's reliance on the guidelines and regulations the affiliated university sets can sometimes restrict its ability to pursue unique educational

strategies or introduce new courses and programs that might better serve its student population.

6. **Challenges in Building Research Infrastructure:** The lack of a strong research culture, compounded by limited financial resources and Ph.D.-qualified faculty, presents challenges in developing the necessary research infrastructure. This includes difficulties in establishing research centres, obtaining grants, and fostering a collaborative research environment that attracts scholars and students alike.

Institutional Opportunity

- **Introduction of Integrated Teacher Education Programs (ITEP):** Launching B.A./B.Ed., B.Com./B.Ed., and B.Sc./B.Ed. programs in collaboration with Trust colleges to offer a seamless blend of subject expertise and teacher training.
- **Initiation of M.Ed. Program:** Starting an M.Ed. program to address the gap in advanced teacher education in the region, providing professional growth opportunities for educators.
- **Pursuit of Autonomy:** Committed to achieving autonomous status to gain flexibility in curriculum development, governance, and innovation in educational practices.
- **Fostering a Research Culture:** Building a robust research culture by collaborating with interdisciplinary colleges within the Trust and seeking mentorship from established faculty.
- **Application for Social Science Grants:** Planning to apply for grants from bodies like the Indian Council of Social Science Research (ICSSR) to support research initiatives and interdisciplinary studies.
- **Encouraging Faculty Professional Development:** Promoting faculty enrolment in PhD programs and clearing National Eligibility Test (NET) or State Eligibility Test (SET) examinations to enhance academic qualifications and research culture.
- **Participation in Faculty Development Programs (FDPs):** Encouraging faculty to engage in FDPs offered by the UGC, PMMMNMTT, and other platforms to stay updated with educational trends and research advancements.
- **Organizing FDPs and MDPs for Schools and Industry:** Planning to organize FDPs and Management Development Programs (MDPs) for schools, industry partners, and educational associations to upskill educators and strengthen industry-academia ties.

Institutional Challenge

1. **Shift in Students' Perception Post-Graduation:** After completing the B.Ed. program, there has been a noticeable change in students' perceptions of the degree's value. Many graduates may realise the importance of the skills and knowledge gained during the course only after entering the workforce, which could affect their initial engagement and motivation during their studies.
2. **Delay in Course Commencement Due to Admission Schedules:** The commencement of the B.Ed.

course often faces delays due to the late admission schedules set by the Department of Higher Education. These delays can disrupt the academic calendar, reduce instructional time, and create challenges in maintaining a consistent and effective learning experience.

3. **Challenges in Shifting Student Mindsets:** The student profile pursuing the B.Ed. Program is primarily focused on simply completing the degree, which presents a challenge in shifting their mindset towards the importance of skill enhancement and employability. This focus on degree completion over skill development can limit students' readiness for the demands of the teaching profession and their ability to excel in the job market.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rahul College of Education emphasizes a well-rounded and dynamic curriculum, aligned with the standards of Mumbai University, designed to prepare competent and reflective teacher educators. The institution offers a B.Ed program that incorporates contemporary pedagogical theories, practices, and a strong focus on skill development. The curriculum is periodically reviewed and updated to incorporate emerging trends, ensuring relevance and responsiveness to educational needs.

The college integrates multidisciplinary and transdisciplinary approaches, with a focus on real-world applications and community engagement. This includes the implementation of Value-Added Courses that supplement the core curriculum, offering students opportunities to develop additional skills and knowledge in areas like ICT, inclusive education, and environmental sustainability. The institution also promotes Art Integrated Learning, fostering creativity and critical thinking.

A distinctive feature of the college's curricular framework is its emphasis on experiential learning. Through practice teaching, internships, and community-based projects, students gain hands-on experience in diverse educational settings. The curriculum also incorporates case studies, seminars, and workshops, providing platforms for collaborative learning and reflective practice.

The institution ensures alignment with the National Curriculum Framework (NCF) and adheres to the guidelines set by regulatory bodies like NCTE. Feedback from stakeholders, including students, alumni, and employers, is regularly sought and integrated into the curriculum development process, ensuring continuous improvement.

Additionally, the curriculum is designed to cater to the diverse needs of learners, incorporating inclusive education principles. It also aligns with Sustainable Development Goals (SDGs), promoting education for sustainable development and fostering global citizenship.

In summary, the curricular aspects at the institution are comprehensive, innovative, and designed to equip future educators with the knowledge, skills, and values necessary for effective teaching and lifelong learning. The institution's commitment to curricular excellence is evident in its consistent efforts to enhance the academic and professional competencies of its students.

Teaching-learning and Evaluation

Rahul College of Education prioritizes a learner-centric approach in its teaching and learning processes, ensuring that students are actively engaged and well-prepared for their future roles as educators. The institution fosters an inclusive and supportive learning environment where diverse teaching methodologies are employed to address the varied learning needs of students.

The college emphasizes the use of innovative teaching practices, integrating technology into the classroom to enhance the learning experience. Interactive methods such as group discussions, case studies, and role plays are regularly employed, encouraging active participation and critical thinking among students. The use of ICT tools and online learning platforms is widespread, supporting blended learning and promoting digital literacy.

Faculty members at the college are highly qualified and regularly participate in professional development programs to stay updated with the latest educational trends and pedagogical practices. They employ formative and summative assessment strategies to monitor student progress, provide constructive feedback, and tailor instruction to individual learning needs.

The institution also emphasizes experiential learning through practice teaching, internships, and field visits. Students are placed in diverse educational settings, including CBSE and SSC schools, allowing them to apply theoretical knowledge in real-world contexts. Peer teaching, shadowing experienced teachers, and participating in school activities further enrich the learning experience.

Continuous student support is provided through mentoring, academic counseling, and remedial classes, ensuring that all students have the opportunity to succeed. Inclusive education is a cornerstone of the teaching and learning processes at our institution. The curriculum is designed to cater to the needs of all learners, including those with special needs, ensuring that future teachers are equipped to create inclusive classroom environments.

The teaching and learning strategies are dynamic, student-focused, and designed to foster academic excellence, critical thinking, and professional competence among aspiring educators.

Infrastructure and Learning Resources

Rahul College of Education is committed to providing state-of-the-art infrastructure and comprehensive learning resources that support an enriching educational environment. The college ensures that its physical and academic infrastructure aligns with its mission to deliver high-quality teacher education.

The campus is equipped with well-maintained classrooms, modern laboratories, and specialized resource centers that cater to various academic needs. Classrooms are spacious, well-ventilated, and equipped with smart boards and ICT tools to facilitate interactive and technology-enabled learning. The college also boasts a well-stocked library with a vast collection of books, journals, and digital resources, ensuring that students and faculty have access to the latest academic materials.

In addition to traditional resources, the college has invested in e-learning platforms and digital libraries, enabling students to access a wealth of information online. These resources support the college's emphasis on blended learning and digital literacy, ensuring that students are well-prepared for the demands of modern education.

The college's laboratories are well-equipped for practical learning and research. These include subject-specific labs, such as science and language labs, which provide hands-on experience that enhances theoretical knowledge. Additionally, the college has dedicated spaces for co-curricular and extracurricular activities, including an auditorium, sports facilities, and common rooms, promoting holistic development.

Regular maintenance and upgrades of infrastructure are a priority to ensure that facilities remain conducive to learning and teaching. The institution follows a systematic approach to the upkeep of its physical infrastructure, ensuring a safe and comfortable environment for students, faculty, and staff.

The IT infrastructure is robust, with high-speed internet connectivity, computer labs, and Wi-Fi access throughout the campus. This technological support enhances the academic experience and supports administrative efficiency.

In conclusion, the infrastructure and learning resources are designed to create a supportive and dynamic learning environment. The institution's commitment to providing modern, well-maintained facilities and comprehensive learning resources ensures that students receive a high-quality education, aligned with the college's mission of fostering excellence in teacher education.

Student Support and Progression

Rahul College of Education is dedicated to fostering student progression through a comprehensive support system that addresses both academic and personal development. The institution provides targeted academic support, including counseling, mentoring, and remedial classes to assist students in overcoming challenges and achieving their academic goals. Faculty members conduct regular assessments and offer constructive feedback to guide students' improvement and ensure a strong academic foundation.

Career development is a key focus, supported by the Career Guidance and Placement Cell. This cell plays a pivotal role in facilitating internships and job placements for students. It also conducts career counseling sessions and organizes mock interviews to prepare students for the job market. A unique feature of the college's approach is the involvement of alumni, who visit the campus to provide valuable placement advice and industry insights to senior students. Additionally, resume writing sessions are conducted within the college, further equipping students with essential tools and skills for a successful career transition.

Co-curricular and extracurricular activities are integral to the college's support framework. Students are encouraged to engage in sports, cultural events, and community service, which aid in developing leadership, teamwork, and communication skills. These activities also foster a sense of community and social responsibility.

Financial support is accessible through scholarships, fee concessions, and financial aid programs, ensuring that economic constraints do not impede educational access. The college also has a Grievance Redressal Cell, Anti-Ragging Committee, and Sexual Harassment Prevention Cell in place to maintain a safe and supportive environment for all students.

Additionally, the college values alumni engagement, with the Alumni Association actively involved in mentoring current students, offering industry insights, and facilitating networking opportunities. This connection with alumni enriches the educational experience and enhances career prospects.

Rahul College of Education's commitment to student progression and support is reflected in its comprehensive academic assistance, career guidance, co-curricular engagement, financial aid, and strong alumni network. These efforts collectively ensure that students are well-equipped for their future careers and personal growth.

Governance, Leadership and Management

Rahul College of Education follows a governance framework that aligns closely with its vision and mission, emphasizing transparency, accountability, and a commitment to continuous improvement. The institution's governance is grounded in decentralization and participative management, ensuring that decision-making processes are inclusive and reflect the collective aspirations of the entire college community.

The leadership team, led by the Principal and supported by various committees, is dedicated to translating the college's vision and mission into actionable goals. Strategic planning is a continuous process, with policies regularly reviewed and updated to remain responsive to the changing needs of the education sector and the institution's objectives. This decentralized approach empowers faculty members, student teachers, and non-teaching staff to actively participate in governance, fostering a shared sense of responsibility and ownership.

Participative management is central to the college's operations. Student teachers and non-teaching staff are actively involved in various committees, such as the Internal Quality Assurance Cell (IQAC) and student welfare committees, contributing diverse perspectives that enhance decision-making. This inclusive approach ensures that governance processes are well-rounded and aligned with the institution's mission to foster a supportive and dynamic educational environment.

Financial management is executed with transparency and prudence, aligning with the college's mission of responsible resource utilization. A well-structured budgeting process ensures that resources are allocated effectively, while regular audits and financial reviews reinforce accountability and statutory compliance.

The college also prioritizes the continuous professional development of its faculty and staff, offering a range of workshops, seminars, and training programs. This commitment to professional growth ensures that faculty members remain at the forefront of educational innovation, furthering the college's vision of excellence in teacher education.

In summary, the governance, leadership, and management practices are deeply aligned with its vision and mission. Through decentralization, participative management, and a commitment to transparency, the institution ensures effective governance that drives its educational mission forward.

Institutional Values and Best Practices

Rahul College of Education is deeply committed to upholding institutional values and implementing best practices that reflect its mission to nurture responsible, ethical, and socially conscious educators. The college fosters an environment that emphasizes inclusivity, sustainability, and community engagement.

The college has implemented various initiatives, such as gender sensitization workshops and awareness programs, to create a safe and supportive environment for all students and staff. Additionally, the Anti-Ragging Committee and the Sexual Harassment Prevention Cell ensure that the campus remains a secure space where diversity is respected and celebrated.

Sustainability is another key focus, with the college actively working towards creating an eco-friendly campus. Initiatives such as rainwater harvesting, waste management programs, and the use of renewable energy sources demonstrate the college's commitment to environmental stewardship. These practices not only reduce the institution's carbon footprint but also instill a sense of environmental responsibility in students.

Community engagement is a significant aspect of the college's best practices. Rahul College of Education regularly organizes outreach programs, such as literacy drives, health camps, and environmental awareness campaigns, in collaboration with local communities. These activities provide students with opportunities to apply their learning in real-world contexts while contributing positively to society.

In the realm of academic best practices, the college emphasizes continuous improvement through regular feedback mechanisms, both from students and faculty. This feedback is systematically analyzed and used to inform decisions related to curriculum development, teaching methodologies, and overall institutional growth. The college also encourages innovation in teaching practices, with faculty members adopting modern pedagogical techniques and ICT tools to enhance the learning experience.

Furthermore, the institution values transparency and ethical practices in its operations. Governance processes are marked by participatory decision-making, ensuring that all stakeholders have a voice in the institution's development.

Through a focus on inclusivity, sustainability, community engagement, and continuous improvement, the college strives to create a positive impact both within and beyond its campus.

Research and Outreach Activities

The College is dedicated to fostering a vibrant research culture and engaging in meaningful outreach activities that contribute to the academic and social landscape. The institution emphasizes the importance of research in advancing knowledge and enhancing the quality of teacher education.

The college encourages faculty members and students to actively engage in research projects that address contemporary issues in education. Faculty members are supported in their research endeavors through various initiatives, including research grants, sabbaticals, and access to well-equipped research facilities. The college also promotes interdisciplinary research, encouraging collaboration across different academic domains to produce innovative and impactful findings.

To nurture a research-oriented mindset among students, the institution integrates research components into the curriculum. Students are guided in conducting action research, which allows them to explore practical solutions to challenges encountered during their teaching practice. This approach not only enhances their analytical skills but also prepares them for future academic pursuits or careers in education.

The college regularly organizes seminars, conferences, and workshops on emerging educational topics, providing a platform for faculty and students to present their research findings and engage in academic discourse. These events also facilitate networking and collaboration with scholars from other institutions, further enriching the research environment.

In terms of outreach activities, the college is deeply committed to community engagement and social responsibility. The institution conducts a wide range of outreach programs aimed at addressing local community needs. These include literacy drives, health and hygiene awareness campaigns, and environmental sustainability initiatives. Through these activities, the college not only contributes to the welfare of the community but also instills a sense of social responsibility in its students.

Collaborations with local schools and educational organizations are also a key aspect of the college's outreach efforts. These partnerships allow students to gain practical experience while making a positive impact on the education system in the region.

. By promoting a research culture and engaging in impactful outreach, the institution enhances its academic offerings and reinforces its commitment to social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAHUL COLLEGE OF EDUCATION
Address	Survey No. 251(47)/6 Shree L. R Tiwari Educational Campus Mira Road (East) , District Thane 401107
City	MIRA ROAD
State	Maharashtra
Pin	401107
Website	www.rahul-edr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Frances Ketan Vaidya	022-28120147	9821670469	-	rahul_bed@rahuleducation.com
IQAC / CIQA coordinator	Yigal S. Banker	022-28120146	9619922858	-	yigal.banker@rahul education.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority-Letter_Final.pdf
If Yes, Specify minority status	
Religious	
Linguistic	HINDI
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	09-10-2023	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	19-09-2015	100	PERPETUAL

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Survey No. 251(47)/6 Shree L. R Tiwari Educational Campus Mira Road (East) , District Thane 401107	Urban	0.64	5494.25

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education,	24	Graduation Post Graduation	English,Hindi,Marathi	50	33

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				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				7			
Recruited	0	1	0	1	0	0	0	0	2	5	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
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				4
Recruited	2	2	0	4
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	1	0	0	0	0	0	0	0	1
Ph.D.	0	1	0	0	0	0	0	0	0	1
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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	3		2	
	0		5	

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	3	0	0	0	3
	Female	40	4	0	0	44
	Others	0	0	0	0	0
Certificate / Awareness	Male	3	0	0	0	3
	Female	40	4	0	0	44
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	2	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	1	0	0	0
	Female	1	2	0	1
	Others	0	0	0	0
General	Male	5	5	6	4
	Female	40	32	41	45
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
Total		49	39	48	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Rahul College of Education (RCOE) is actively aligning with the National Education Policy (NEP) 2020 by adopting a multidisciplinary and interdisciplinary approach. The institution is integrating diverse fields into its academic programs, fostering collaboration across various institutions and through self-practices to prepare students for the complexities of the modern world. A significant part of RCOE's initiative is the revision of its curricular frameworks, aimed at seamlessly incorporating multidisciplinary courses that transcend traditional subject boundaries. These revisions are designed to provide students with flexible learning paths, ensuring they graduate with a holistic skill set.</p>
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Faculty development programs have been implemented to empower educators with the skills required to teach in this integrated manner, promoting collaboration and innovation in teaching practices. Flagship programs such Rupantran4ME, and the 3 S Synergy framework designed and incubated at RCOE reflects the institution's commitment towards adopting the NEP 2020. Such programs focus on holistic well-being and development of the students. Additionally, RCOE has established an ecosystem with K-12 schools of various setups and systems, that facilitates experiential learning as students get to explore schools of various frameworks. Collaboration with institutions across multiple disciplines is another key strategy at RCOE. For instance, the college partnered with a College of Architecture to develop students immersive projects focused on heritage conservation and heritage walks. Similarly, RCOE collaborated with a College of law to raise awareness of the POCSO and PoSH Acts, as well as laws related to women, and give boost to understanding the Indian constitution, and legal literature ensuring students gain a thorough understanding of critical legal issues. In educational management, RCOE partnered with management discipline faculties and college to enhance the administrative and operational aspects of educational institutions. Partnerships with the college of engineering helped explore STEM-focused pedagogy and design thinking, fostering innovation in teaching methods and preparing students for careers in science, technology, engineering, and mathematics. RCOE also designing and offered value-added courses in collaboration with other institutions. These include a course on "Green and Sustainable Educational Institutes" in partnership with an architecture college, focusing on the principles of sustainable development in educational settings. Another course on "NLP" developed in collaboration with an engineering college, aimed at equipping educators with advanced skills in natural language processing. Additionally, RCOE collaborated with the same engineering college to offer a course on "Data Analytics for Educators," providing educators with the tools to analyze and interpret educational data effectively. These collaborations are further enriched through jointly organized lectures, seminars, and continuous feedback mechanisms, ensuring that

	<p>RCOE's multidisciplinary and interdisciplinary approach remains dynamic and responsive to the evolving educational landscape. By integrating diverse disciplines, fostering collaboration, and emphasizing experiential learning, RCOE is committed to preparing students to navigate the challenges and opportunities of the 21st Century Skills and equip students for the Education 4.0 world.</p>
2. Academic bank of credits (ABC):	<p>In alignment with the University of Mumbai's directives, Rahul College of Education (RCOE) organized a comprehensive physical seminar on the Academic Bank of Credits (ABC) to ensure that all stakeholders were well-informed about this important initiative. The seminar was a critical step in preparing both educators and students for the changes brought about by the ABC system, which is central to the flexible learning paths envisioned under the National Education Policy (NEP) 2020. To ensure maximum participation, RCOE implemented an effective registration campaign, successfully achieving 100% registration from its students in attendance and for creating their respective ABC id's. The seminar was designed to provide an in-depth understanding of the ABC system, focusing on how it facilitates the accumulation and transfer of academic credits across institutions, thereby promoting greater academic flexibility and mobility. Dr Moshumi Datta, Principal, Nagindas Khandwala College of Arts, Commerce and Science, was invited to lead the session on the practicalities of the ABC system, including how credits are tracked and transferred and the benefits of this system for students. During the seminar, RCOE ensured that all students were registered with the Academic Bank of Credits, and ABC IDs were generated for them. This step was crucial in enabling students to take full advantage of the credit transfer system, which is designed to enhance their learning opportunities and provide more personalized educational pathways.</p>
3. Skill development:	<p>In response to the imperatives set forth by the National Education Policy (NEP) 2020, Rahul College of Education (RCOE) is actively enhancing its readiness to cultivate holistic skill development among students, embodying the core principles of Research, Adaptation, Humane values, User-friendly methodologies, and Leadership. A fundamental aspect of this preparedness involves a paradigm shift</p>

	<p>towards experiential learning methodologies. RCOE is integrating practical, hands-on experiences into its curricula, ensuring that students directly engage with real-world challenges, applying theoretical knowledge in practical settings. This approach places a strong emphasis on critical thinking, aiming to cultivate analytical and problem-solving skills as students navigate authentic scenarios. Creativity is paramount in this educational approach, with RCOE creating environments that foster innovation and original thought. The institution recognizes that a humane and user-friendly educational atmosphere is conducive to nurturing creative thinking, allowing students to explore and express their ideas freely. Through various value added courses, workshops and seminars RCOE has focused on creating employability and entrepreneurial values amongst students. Events of the Institution Innovation Council (IIC) focuses on instilling a sense of creativity, entrepreneurship and lifelong learning. In alignment with NEP 2020, RCOE strategically emphasizes planning for vocational courses. The institution acknowledges the importance of aligning education with workforce demands, and developing and implementing vocational courses that impart practical skills and competencies relevant to specific industries. Collaborations with industry partners, internships, and apprenticeships further expose students to real-world experiences, instilling in them not only theoretical knowledge but also the practical skills and critical thinking abilities essential for success in a competitive job market. Through prioritizing research, adaptation, humane values, user-friendly methodologies, and leadership, RCOE is actively embracing the transformative vision of NEP 2020. By preparing students for a future marked by innovation, adaptability, and the real-world application of knowledge, the institution is contributing to the development of well-rounded individuals equipped to lead in various professional and societal contexts.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At Rahul College of Education (RCOE), the Indian Knowledge System (IKS) is thoroughly integrated into both academic and cultural activities, offering a rich, multidimensional educational experience. The college celebrates various traditional festivals and cultural events such as Hindi and Marathi Diwas,</p>

Patang Utsav, Rakhi, Onam, and Diwali, where students engage in activities like diya-making and traditional dances. These events not only honor cultural traditions but also provide experiential learning opportunities that deepen students' connection to their heritage. Academically, RCOE incorporates IKS through a variety of value-added courses and multidisciplinary approaches. These include studies on the Indian Constitution and governance, Vedic Maths, Indian Philosophy, and Ayurvedic wellness, which connect traditional knowledge with modern applications. Additionally, students explore classical Indian literature in Hindi, Sanskrit, and English, and participate in traditional performing arts, fostering an appreciation of India's literary and artistic heritage. The college also emphasizes practical applications of IKS through initiatives such as heritage walks and temple conservation projects. One key activity is the Heritage Walk of Mumbai City, where students explore historical and architectural landmarks like the Gateway of India, Chhatrapati Shivaji Terminus, and the Elephanta Caves. This walk provides insights into the city's rich cultural and historical tapestry, helping students appreciate Mumbai's evolution and the significance of preserving historical sites. As part of their learning, students also visit the Shankarcharya Temple, participating in conservation efforts that highlight the importance of preserving ancient structures and integrating traditional knowledge with contemporary practices. These activities not only enhance students' understanding of historical preservation but also connect them with the practical aspects of maintaining cultural heritage. RCOE's approach to IKS is inherently multidisciplinary, ensuring that traditional knowledge is woven into various areas of study. This is exemplified through courses that explore the philosophical aspects of STEM and apply Chanakya's learnings in educational management, encouraging students to connect ancient wisdom with modern practices. By incorporating cultural celebrations, academic courses, practical conservation projects, and heritage walks, RCOE prepares students to engage meaningfully with both traditional and contemporary knowledge, fostering a holistic understanding of India's rich cultural legacy.

5. Focus on Outcome based education (OBE):

Rahul College of Education has seamlessly integrated Outcome-Based Education (OBE) in strict adherence to the National Education Policy (NEP) 2020, ensuring that its educational practices align with contemporary educational standards. The process begins with a comprehensive feedback system involving stakeholders such as students, faculty, and industry experts. This feedback is instrumental in identifying and analyzing the alignment between Course Outcomes (COs) and Program Outcomes (POs). The Internal Quality Assurance Cell (IQAC) plays a pivotal role in this process by conducting an exhaustive gap analysis of COs in relation to POs. This analysis helps in pinpointing discrepancies and areas requiring improvement. To address these gaps effectively, the college organizes targeted interventions such as workshops, value-added courses (VACs), and field trips. These activities are meticulously designed to bridge the identified gaps, ensuring that students not only grasp theoretical concepts but also apply them practically. Attainment of COs and POs is evaluated through a holistic approach, incorporating both internal and external assessments. This dual assessment mechanism ensures a comprehensive evaluation of student progress and the effectiveness of teaching strategies. The attainment values, calculated and provided by the IQAC, offer valuable insights into the success of the educational strategies in meeting the institution's goals and objectives. Moreover, Rahul College of Education ensures that all co-curricular activities are outcome-based. This means that every activity, from academic workshops to extracurricular events, is designed to contribute meaningfully to students' learning and development. By aligning co-curricular activities with the outcomes defined in the curriculum, the college enhances students' overall educational experience and supports their holistic development. The commitment to OBE at Rahul College of Education reflects a dedication to providing a well-rounded education that prepares students for professional success. By integrating feedback, conducting thorough gap analyses, and implementing targeted interventions, the college ensures that its educational practices are both effective and aligned with its vision. This approach not only improves academic outcomes but also fosters a learning environment that supports students'

	growth and development in all aspects of their education.
6. Distance education/online education:	<p>Rahul College of Education exemplifies a forward-thinking approach by embracing innovative and inclusive educational models, particularly in the evolving realm of distance and online learning. Recognizing the need for both responsibility and accessibility, the institution has pioneered a unique Hybrid mode that effectively integrates traditional and online educational approaches to provide a comprehensive learning experience. In response to the growing prominence of online education, the college has launched several responsible online initiatives tailored to meet the needs of modern learners. A key initiative is the CTET (Central Teacher Eligibility Test) online sessions, which are designed to prepare aspiring educators for this essential examination. These sessions leverage technology to offer high-quality teaching content, interactive discussions, and real-time feedback, ensuring that candidates are well-prepared for their teaching careers. To cater to the diverse learning needs of students, Rahul College of Education has implemented remedial teaching sessions. These sessions are targeted interventions that provide additional support and guidance through online platforms. By personalizing learning experiences and addressing individual challenges, these remedial sessions create a more inclusive educational environment that enhances overall comprehension. The college also emphasizes mentor-mentee interactions as part of its commitment to effective online learning. These one-on-one sessions between experienced mentors and students offer personalized guidance, academic support, and career advice. This mentorship fosters both academic success and holistic development, providing students with valuable insights and a supportive network. Embracing the Hybrid mode, Rahul College of Education integrates various online learning methodologies such as e-learning, Learning Management Systems (LMS), and the flipped classroom approach. Digital resources, including training on digital aids and value-added courses (VACs) on tools like Google Workspace, further enhance the learning experience. This approach not only aligns with contemporary educational trends but</p>

also reflects a commitment to adapting education to the digital age. Rahul College of Education's adoption of a Hybrid mode and responsible online initiatives demonstrates its dedication to providing accessible, high-quality education. By incorporating online resources, remedial support, and personalized mentorship, the institution ensures that students receive a well-rounded education that meets their diverse needs and prepares them for success in a dynamic learning environment.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Rahul College of Education has a Student Council in place who took charge of Electoral Literacy Club ever since the initiative was taken by the Election Commission of India which aims at promoting electoral literacy and increasing awareness of democratic rights and electoral processes among citizens, especially youth and first-time voters. This club provides a platform wherein the student-teachers engage themselves in various activities. This club provides hands-on experience to the student through mock elections to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC is functional at Rahul College of Education. The student coordinator and coordinating faculty leave no stone unturned to disseminate democratic rights whenever opportunity permits. At national festivals, the ELC's play a pivotal role in reviving the young generation about the leaders who fought for our freedom and also takes pride in talking about our constitution and democratic values. They organize quizzes, street play which depicts the importance of promoting electoral literacy as the young generation are our future citizens. The appointed members are appointed based on their leadership qualities and their commitment to national values enshrined in the constitution. They are unbiased in nature and have imbibed in themselves the feeling of patriotism which they in turn disseminate through various activities organized in the institution.
3. What innovative programmes and initiatives	Rahul College of Education being a teacher trainee

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>college has added responsibilities to disseminate electoral literacy to the society at large. In their practice teaching school they educate the younger and higher secondary school students and the junior college students on the importance of voting, electoral process and voter rights. Through paper reading they are explained the role of elections and encourage informed participation. Mock election are conducted to give practical exposure to the entire election process. Through workshops, seminars electoral issues are discussed. Awareness drives in practice teaching school helps to emphasize the significance of free and fair elections. The junior college students were made aware of the technical aspects of elections such as the use of EVM (Electronic Voting Machines) Through the street plays students were engaged with communities to spread awareness about the need to vote and were informed to see that every member of family went out to cast their votes. The youth were encouraged to go out into their society and help in taking their neighbors to the polling booth. The ELC also helped in spreading an awareness about the need for ethical voting, and to avoid from becoming victims of any malpractices as the youth are very vulnerable. The digital media helped to disseminate, educate, and motivate first-time voters with proper procedure, practice, and electoral process.</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>Students of Rahul College of Education in their practice teaching lessons, used learning resources and prepared infographics, made student make pamphlets, wrote quotes the importance of a free and just elections. Debates, drama and discussion were organized in the schools while teaching Civics in their classrooms. Videos on the need for election were sent out on social media to the first-time voters. Rahul College of Education helped Rahul Education group to see that all the first time voters were registered so that they could participate as first time voters.</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>5. Since the notice from the Election commission of India was sent, Rahul College of Education instantly helped in sitting at the register counter and went helping around all the sister concerned institution in getting the first time voters to be registered. The students voluntarily helped in their vicinity by taking the first time voters to the election office and helped</p>

the first time voters to get themselves registered, helped in making corrections in the names and also in the change of address.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	87	88	97
File Description		Document		
Institutional data in prescribed format		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	47	39	49	48
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	39	48	48
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	50	48	39	49
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	8	10	8
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.71	25.19	13.00	14.29	24.03
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 66

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Rahul College of Education (RCOE) is affiliated with the University of Mumbai, and the process of reviewing and adapting the curriculum to the local context is a well-structured and dynamic procedure. This process aligns with the college's vision and mission and ensures the B.Ed. program remains relevant and effective for our students, is overseen by the University of Mumbai's Board of Studies in Education.

The foundation of the curriculum lies in the guidelines, framework and syllabus provided by the University of Mumbai. The syllabus frames the curriculum for the B.Ed. Program, setting the core courses, course duration, and broad learning objectives. This forms the initial blueprint.

At Rahul College of Education, we are committed to ensuring that our curriculum is in harmony with our vision, mission, and local context. To achieve this, we entrust the responsibility of curriculum review to our Internal Quality Assurance Cell (IQAC). The IQAC plays a pivotal role in reviewing and coordinating all quality-related activities within the college, conducting four meetings during each academic year where curriculum reviewing and adapting are key agenda and discussion items.

One critical aspect of our curriculum review is feedback from our stakeholders. The IQAC actively collects input from various stakeholders, including students, faculty, employers, and alumni, through feedback and informal discussions on the curriculum. Additionally, the examination committee provides valuable insights and analysis reports on student performance in the formative and summative assessments considered during the curriculum review process. These discussions and data are pivotal while reviewing and adopting the Rahul College of Education curriculum.

Armed with comprehensive feedback from various stakeholders, the IQAC at Rahul College of Education maps the Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs). This mapping process helps us identify the gaps in the curriculum and take further actions to propose and organize Seminars, Workshops, Field visits, Value Added Courses, and other certificate programs.

Furthermore, to ensure ongoing curriculum relevance and effectiveness, RCOE conducts formative and summative assessments. Classroom observations, student participation, and engagement play a significant role in assessing the curriculum's efficacy and impact. The IQAC conducts mid-course reviews based on this data, allowing for timely corrections and enhancements.

The curriculum review process at RCOE is cyclic and continuous. It begins with the university's framework but is shaped and customised by our college's unique mission and students' specific needs. The active involvement of the IQAC and the careful consideration of feedback from various stakeholders

ensure that our curriculum remains dynamic, responsive, and aligned with the local context.

The IQAC also takes charge of designing and fine-tuning the academic calendar, allocating teacher workload, and selecting effective teaching-learning methods. It crafts an academic calendar in sync with the University of Mumbai's Academic Calendar that optimises the allocation of instructional time for each course, ensuring a balanced and comprehensive approach to education. Furthermore, the IQAC actively explores innovative teaching methodologies that align with the dynamic needs of our students, facilitating a more engaging and enriched learning experience.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**

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

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

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

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

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

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: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 37.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	39	89	47

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 27.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	10	58	10	10

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

At Rahul College of Education, our curriculum is a uniquely designed system that ensures students grasp a comprehensive understanding of teacher education and develop the procedural knowledge crucial for teaching across various school levels. This distinctive approach is what sets us apart from other institutions.

Fundamental Understanding of Teacher Education

The curriculum is grounded in core educational theories and practices, emphasising key areas such as educational psychology, pedagogical strategies, and curriculum development. This foundation allows students to understand the principles that guide effective teaching and learning processes. The inclusion of contemporary educational challenges, such as digital literacy, inclusive education, and multiculturalism, ensures that students are well-versed in current and relevant issues in the field of education.

Procedural Knowledge for Different School Levels

Rahul College of Education offers a meticulously segmented curriculum to prepare students for teaching at different levels of school education, from primary to higher secondary. For instance, students are exposed to age-appropriate teaching methodologies and classroom management techniques tailored for each level. This is achieved through targeted courses and practical training sessions, such as internships and practicum experiences, where students teach under supervision in natural classroom settings. The curriculum is designed to ensure that future educators can effectively transition from theory to practice, applying their knowledge in diverse educational environments.

Capability to Extrapolate and Apply Learning

At Rahul College, our curriculum is not just about learning. It's about applying that learning in diverse educational contexts. We emphasize the development of critical thinking and problem-solving skills, enabling students to apply their academic learning to new and diverse situations. This practical application of knowledge is a key feature of our curriculum.

Skills and Competencies

At Rahul College, we strongly emphasize the development of hard and soft skills essential for effective teaching. Our curriculum includes training in instructional design, assessment and evaluation, and the use of digital tools in education. Additionally, we foster the development of essential soft skills such as communication, leadership, empathy, and adaptability, which are critical for classroom management and student engagement. This comprehensive approach ensures our students feel competent and capable in their teaching roles.

The curriculum at Rahul College of Education is strategically designed to produce well-rounded educators who possess a deep understanding of educational theory, the procedural knowledge to teach at various school levels, the capability to apply their learning in diverse contexts, and the essential skills

and competencies required to excel in the field of education.

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

1.3.2

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

Response:

Rahul College of Education's curriculum is meticulously designed to familiarise students with the diversity of the Indian school system and ensure a comprehensive understanding of its development, functioning, and variations, both nationally and internationally.

Development of School System

The curriculum covers the evolution of the Indian education system, providing students with historical and contemporary perspectives. Through in-depth studies of significant educational reforms and policies, such as the National Education Policy, students gain a contextual understanding of how the system has developed over time.

Functioning of Various Boards of School Education

Students are exposed to the operational frameworks of major educational boards, including CBSE, ICSE, and State Boards. The curriculum emphasises understanding these boards' governance structures, curriculum designs, and educational philosophies. This ensures that future educators can navigate the diverse administrative and pedagogical environments.

Functional Differences Among Boards

A vital curriculum component is the comparative analysis of different educational boards. Students explore the unique features of each board, such as their specific curricular focuses, pedagogical strategies, and administrative protocols. This comparative approach equips students with the flexibility to

adapt their teaching methodologies to align with the diverse requirements of different boards.

Assessment Systems

The curriculum thoroughly examines the various assessment systems employed by different educational boards. Students learn about applying formative and summative assessments and understanding how these evaluation methods influence teaching strategies and student outcomes. This knowledge is critical for educators to design effective assessment practices that meet board-specific standards, ensuring they are competent and ready to implement their learning.

Norms and Standards

The curriculum instils a strong understanding of the norms and standards of regulatory bodies such as NCERT and NCTE. Students are educated on the guidelines that govern curriculum development, teacher qualifications, and school accreditation, ensuring they are well-prepared to uphold the professional standards required in the education sector.

State-wise Variations

Acknowledging India's regional diversity, the curriculum focuses on state-wise variations in the education system. Students analyse how different states implement national policies and adapt them to local contexts, allowing them to understand and address the unique challenges educators across India face.

International and Comparative Perspective

Our curriculum extends its scope by incorporating an international perspective. Students study and compare the Indian school system with global education models. This includes national, state and international curricula analyses, focusing on their curriculum frameworks, assessment methods, and teacher training programs. This global outlook equips students to integrate best practices from around the world into their teaching in India, making our curriculum modern and forward-thinking.

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

1.3.3

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

Response:

At Rahul College of Education, our curriculum is designed to ensure students understand teacher education comprehensively and develop the procedural knowledge crucial for teaching across various school levels. This distinctive approach is what sets us apart from other institutions.

Fundamental Understanding of Teacher Education

The curriculum is grounded in core educational theories and practices, emphasising key areas such as educational psychology, pedagogical strategies, and curriculum development. This foundation allows

students to understand the principles that guide effective teaching and learning processes. Including contemporary educational challenges, such as digital literacy, inclusive education, and multiculturalism, ensures that students are well-versed in current and relevant issues in the field of education.

Procedural Knowledge for Different School Levels

Rahul College of Education offers a meticulously segmented curriculum to prepare students for teaching at different levels of school education, from primary to higher secondary. For instance, students are exposed to age-appropriate teaching methodologies and classroom management techniques tailored for each level. This is achieved through targeted courses and practical training sessions, such as internships and practicum experiences, where students teach under supervision in natural classroom settings. The curriculum ensures that future educators can effectively transition from theory to practice, applying their knowledge in diverse educational environments.

Capability to Extrapolate and Apply Learning

At Rahul College, our curriculum is not just about learning. It's about applying that learning in diverse educational contexts. We emphasise the development of critical thinking and problem-solving skills, enabling students to apply their academic learning to new and varied situations. This practical application of knowledge is a crucial feature of our curriculum.

Skills and Competencies

At Rahul College, we strongly emphasise developing hard and soft skills essential for effective teaching. Our curriculum includes training in instructional design, assessment and evaluation, and using digital tools in education. Additionally, we foster the development of essential soft skills such as communication, leadership, empathy, and adaptability, which are critical for classroom management and student engagement. This comprehensive approach ensures our students feel competent in their teaching roles. The curriculum at Rahul College of Education is strategically designed to produce well-rounded educators who possess a deep understanding of educational theory, the procedural knowledge to teach at

various school levels, the capability to apply their learning in diverse contexts, and the essential skills and competencies required to excel in the field of education.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 92.4

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

2.1.2

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

Response: 100

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

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

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 1.3**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity**2.2.1**

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

Response:

Rahul College of Education begins its assessment process as soon as the student teacher comes in for admission. There is a pre and well structured plan to identify the learner's readiness to undergo a professional education program.

Face-to-Face Interaction: Face-to-Face interactions with students are crucial in understanding their individual backgrounds, motivations, and expectations. These interactions provide the faculty insights into the students' communication skills, interpersonal abilities, and their commitment to pursuing a career in education. It also offers an opportunity to address any concerns or queries they may have regarding the program.

Content Test: This test evaluates the foundational knowledge and subject-specific skills of students. It helps in identifying areas where students may have knowledge gaps or require additional support. The results of these tests serve as a baseline to tailor the academic support provided to each student.

Induction Program: It serves as an orientation for students, introducing them to the institution, its culture, and its academic expectations. During the induction program, students are made aware of the various academic support services available to them, such as libraries, mentoring services etc This program helps students acclimatize to the academic environment, fostering a sense of belonging and reducing anxiety.

Mentor-Mentee: Faculty actively engages with student teachers' needs and challenges, adopting an accommodating approach to understanding individual learning. Regular mentor-mentee meetings as a center for fostering understanding, where discussions encompass academic progress, personal goals, and challenges faced by each resilient mentee.

Remedial Teaching: Remedial teaching is then throughout given to students with different learning styles. Academic flexibility is given to students who face challenging situations during the course.

Personality development orientation: Orientation is given at the entry level since they used to be shaped as future teachers. RCOE commences such training and orientation from day one so that there is holistic development of teachers.

Value-added course: RCOE caters to the holistic development of the learners enhancing their knowledge through developing skills through value-added courses, like Expert Talks, and Orientation Program developing their soft and life skills. The Principal and staff try to enhance their attitude to become effective students and leaders both locally and globally.

Formative and Summative: To guarantee thorough learning, RCOE's assessment procedure consists of both formative and summative assessments. Regular formative assessments are carried out to track students' development and give continuous feedback. These could consist of homework, tests, and class activities. Summative evaluations, including final projects and tests at the conclusion of the term, assess students' overall knowledge and comprehension of the material covered in the course.

Classroom Discussion and Participation: To foster critical thinking and communication skills, students are encouraged to actively participate in class discussions. Students participate in more in-depth discussions, debates, and group projects with the course material. .

Student Committee Participation : Getting students involved in a variety of committees is essential to

their growth at RCOE. Participating in committees such as the Academic Council, Cultural Committee, and Sports Committee gives students the chance to lead, participate in decision-making, and plan activities.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: E. Any 1 or none of the above

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

2.2.3

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

exposures are provided to students

Response: Whenever need arises due to student diversity

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.57

2.2.4.1 Number of mentors in the Institution

Response: 7

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

At Rahul College of Education, diverse teaching-learning approaches have been meticulously integrated into the curriculum, which is rooted in constructivist principles and incorporates various methodologies that are designed to engage students actively in their learning processes and prepare them for real-world challenges.

The institution emphasises active learning, encouraging students to construct knowledge through experiences and interactions. In courses like "Childhood and Growing Up," scenario-based learning and dramatisation methods are utilised. These techniques allow students to engage deeply with the content by

simulating real-life scenarios and roles, fostering a deeper understanding of complex concepts and enhancing their problem-solving skills. Similarly, active learning methodologies like group discussions and think-pair-share exercises are frequently employed to promote critical thinking and collaborative learning among students. These approaches ensure that students are not passive recipients of information but active participants in their educational journey.

Experiential learning is one of our teaching strategies at Rahul College of Education; students participate in simulated lessons, mock interviews, and field trips, where they apply what they have learned in real-world contexts. This hands-on approach bridges the gap between theory and practice, making learning more relevant and impactful.

Blended learning, which combines traditional face-to-face instruction with online education, provides flexibility and caters to students' diverse learning needs. In the "Critical Understanding of ICT" course, for instance, students engage with digital tools and resources both in and outside the classroom. This hybrid model allows students to learn independently, revisit challenging concepts, and apply their knowledge through practical activities. Integrating technology into the learning process also prepares students for the digital demands of modern education and professional environments. Furthermore, using ERP and LMS systems encourages the faculties to adopt a flipped classroom approach.

Participative learning techniques such as storytelling, dramatisation, and group work are regularly used across various courses. Dramatisation involves students in interactive exercises that help enhance intrapersonal skills and develop vocabulary and confidence. Group work, on the other hand, encourages students to engage in collaborative projects, developing critical thinking, communication, and decision-making skills. Focused group discussions, including strategies like think-pair-share, encourage students to explore different perspectives, debate, and solve problems collaboratively. The think-pair-share technique, in particular, promotes individual thinking followed by collaborative learning, making it an effective tool for fostering a more profound understanding and critical analysis of the subject matter.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 151.22

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	8	14	14

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 0

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

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Mentoring Efforts at Rahul College of Education

At Rahul College of Education, mentoring is integral to our educational philosophy. We aim to foster holistic development and support for our students.

Mentor-Mentee Program: Our Mentor-Mentee Program is designed to provide personalised guidance and support to each student. Mentors and experienced faculty members work closely with their mentees to understand their needs, aspirations, and challenges. This program is about academic growth and personal development, fostering a supportive and nurturing environment. Regular meetings and interactions help track progress, set goals, and address any issues students may face.

Rupantaran4ME Program: Rupantaran, meaning transformation, is a unique initiative for our student's social and cultural development. This program encourages students to participate in activities that enhance their social skills, cultural awareness, and community engagement. By working in teams, students develop a sense of camaraderie and learn the importance of collaboration, empathy, and leadership, which are crucial skills for their personal and professional growth.

Dealing with Student Diversity

At Rahul College of Education, we celebrate and embrace diversity. Our institution organises various linguistic and cultural events that reflect our students' diverse backgrounds. These events are not just about inclusivity but also about respect and appreciation for our students' unique talents and traditions.

To support differentially abled students, we have implemented a range of assistive devices, such as Screen readers, magnifiers, high-contrast screens, and adaptive structures like ramps and elevators, disabled toilets, wheelchairs, etc., catering to their needs. This ensures that every student has equal educational opportunities and can thrive in an inclusive environment.

Conduct of Self with Colleagues and Authorities

We strongly emphasise professional conduct and interpersonal relationships within the institution. Certificate courses such as "Understanding the Self" and "The Application of Dance and Art in Education" are conducted to help students and faculty alike in self-awareness and creative expression. These courses promote a deeper understanding of oneself and inspire and motivate individuals to interact effectively with colleagues and authorities.

Additionally, our internship programs provide enriching experiences that prepare students for their future careers.

Balancing Home and Work Stress Recognising the importance of a balanced life, Rahul College of Education organises events like the UTSAV FEST. UTSAV 2020 was a celebration of student talents and a means to relieve stress by providing a platform for artistic and creative expression. The Central Theme for the Fest was 'Mind Your Head', which focused on preaching, advocating, and raising awareness regarding Mental Health and Wellbeing. Such events play a crucial role in helping students manage stress and maintain a healthy balance between their academic responsibilities and personal lives.

Keeping Abreast with Recent Developments Staying updated with the latest developments in education and life is vital for both students and faculty. Our institution has initiated Saarthi, an educational clinic dedicated to addressing and solving the educational challenges faced by students. This clinic offers personalised counselling and support, helping students overcome academic hurdles. Moreover, we offer value-added courses that enhance students' knowledge and skills beyond the standard curriculum. Alum talks and interactions are regularly organised

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Case 1: Addressing Gender Stereotypes Among Early Education Students

At Rahul College of Education, B.Ed. Students undertook a project focused on addressing gender stereotypes among early education students. This initiative was rooted in the belief that early childhood is a critical period for shaping perceptions

Approach and Implementation: The project involved B.Ed. Students create and deliver lesson plans specifically designed to challenge traditional gender roles and stereotypes. These lesson plans included storytelling, role-playing, and group discussions. For instance, stories were carefully selected or created to depict characters engaging in non-traditional gender roles—girls playing sports and boys engaging in caregiving activities. Role-playing exercises allowed children to step into different roles, encouraging them to explore a range of behaviours and skills regardless of gender—the B.Ed. Students also facilitated group discussions where young learners could express their thoughts and feelings about gender, guided by carefully crafted questions that prompted them to think critically about stereotypes.

Impact on Students: The impact of this initiative was significant. The early education students began to show greater openness to engaging in activities that were traditionally considered appropriate only for the opposite gender. This positive change in the children's behaviour is a testament to the potential for a more inclusive and equitable education system. The children also began to express themselves more freely without feeling constrained by societal expectations related to gender. This project not only enhanced the children's understanding of gender equality but also nurtured empathy and respect for individual differences.

Case 2: Student Leadership Program in Collaboration with Indian Development Foundation

Rahul College of Education collaborated with the Indian Development Foundation to create a Student Leadership Program, an internship designed to equip B.Ed. Students with leadership skills while contributing to community development through teaching.

Approach and Implementation: The program involved intensive leadership training, where students were introduced to key concepts of leadership, project management, and community engagement. This was followed by a hands-on internship where the B.Ed. Students were assigned to work in underserved communities. Their primary task was conducting educational sessions for children with limited access to formal education. To engage the children, the students used participative learning methods such as group activities, storytelling, and interactive discussions. They also organised community events to raise awareness about the importance of education and personal development.

Throughout the internship, the students were mentored by experienced educators and leaders from the Indian Development Foundation, who guided navigating the challenges of community teaching and leadership. The program emphasised empathy, encouraging the B.Ed. students to understand and address the children's and the community's unique needs.

Impact on Students: The Student Leadership Program profoundly affected both the B.Ed. Students and the community they served. The students developed strong leadership and organizational skills, learning how to manage educational projects and motivate others. More importantly, they cultivated a deep sense of empathy and social responsibility. Many of the B.Ed. Students reported that the experience changed their perspective on education, making them more committed to serving underprivileged communities in their future careers. The children in the community benefitted from the program through improved learning outcomes and increased motivation to pursue education. The program also helped build a more vital community spirit as parents and local leaders became more involved in supporting educational initiatives.

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

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**

- 7. Community Engagement**
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

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: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: D. Any 1 of the above

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

2.4.5

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

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.7**A variety of assignments given and assessed for theory courses through****1. Library work****2. Field exploration****3. Hands-on activity****4. Preparation of term paper****5. Identifying and using the different sources for study****Response:** C. Any 2 of the above

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

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:**

The internship program is meticulously planned and executed at Rahul College of Education to ensure students gain comprehensive, real-world experience in diverse educational settings. The institution's preparatory efforts for organising the internship program are structured around several key areas to maximise the learning and professional development of student-teachers.

1. Selection/Identification of Schools for Internship: Participative/On Request

Selecting schools for internships is participative and often initiated on request. The college collaborates with various schools to identify suitable internship placements. The selection criteria include the school's willingness to provide a supportive learning environment, the diversity of student populations, and the availability of experienced mentor teachers. Schools are chosen based on their ability to offer various teaching experiences, ranging from urban to rural settings, thereby exposing student-teachers to different educational contexts.

2. Orientation to School Principals/Teachers

Before the internship begins, Rahul College of Education conducts detailed orientation sessions for the principals and teachers of the host schools. These sessions focus on the objectives of the internship, the expected roles and responsibilities of the school staff, and the college's expectations regarding the mentorship and support of student-teachers.

3. Orientation to Students Going for Internship

Equally important is the orientation provided to the students about to embark on their internships. These sessions are designed to prepare student-teachers for the realities of the classroom and the responsibilities they will assume during their internships. The orientation includes briefings on professional conduct, the importance of punctuality, lesson planning, classroom management, and strategies for effective teaching.

4. Defining the Role of Teachers in the Institution

The role of the Rahul College of Education faculty during the internship is clearly defined. Faculty members liaise between the college and the host schools, ensuring the internship objectives are met. They provide ongoing student-teacher support through regular check-ins, feedback sessions, and problem-solving discussions.

5. Streamlining Mode/s of Assessment of Student Performance

The college has developed a streamlined system for assessing student-teachers' performance during their internships. This includes formative and summative assessments designed to evaluate a range of competencies, including lesson planning, instructional skills, classroom management, and professional behaviour. The assessment process involves multiple stakeholders, including the mentor teachers at the host schools, the faculty members from the college, and the student-teachers themselves.

6. Exposure to a Variety of School Setups

One of the unique strengths of the Rahul College of Education internship program is the deliberate exposure to various school setups. Student-teachers are placed in diverse educational settings, including urban, suburban, and rural schools, as well as schools with different educational philosophies and curricula.

In summary, the Rahul College of Education internship program is a well-organized and thoroughly prepared initiative that equips student-teachers with the skills, knowledge, and experience they need to succeed in education. The institution's comprehensive preparatory efforts, including careful school selection, detailed orientations, clearly defined roles, streamlined assessment, and exposure to diverse school environments, all contribute to the success of the program and the professional growth of its participants.

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

2.4.9

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

Response: 10

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

Response: 5

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The adoption of effective monitoring mechanisms during internship programmes is crucial to ensure optimal impact on the interns' learning and professional development. These mechanisms involve active involvement and collaboration of various stakeholders, including teacher educators, school principals, school teachers, and peers. This essay discusses the monitoring mechanisms employed in schools during internships and the roles played by each stakeholder.

Teacher educators play a pivotal role in guiding and supporting interns throughout their internship programme. They ensure that interns are provided with a structured and comprehensive orientation, which includes clear objectives, expectations, and evaluation criteria. Regular meetings and feedback sessions with teacher educators allow interns to reflect on their progress and areas of improvement.

Teacher educators also conduct classroom observations to assess interns' teaching practices, classroom management skills, and overall professional growth. These observations are followed by constructive feedback and recommendations for improvement, helping interns to refine their teaching techniques and classroom strategies.

The school principal acts as a key facilitator in the monitoring process. They collaborate with teacher educators to ensure that internship objectives align with the school's vision and goals. Regular meetings with teacher educators and interns help the principal gauge the effectiveness of the programme and identify any challenges faced by the interns.

The principal's support and involvement are instrumental in fostering a positive and conducive learning environment for the interns. They encourage school staff to actively engage with interns and offer guidance, ensuring that interns feel welcomed and valued within the school community.

Experienced school teachers serve as mentors for interns during their internship period. They provide ongoing support, share teaching best practices, and assist interns in adapting to the school's teaching methodologies and curriculum. Collaborative lesson planning and co-teaching opportunities with experienced teachers enable interns to gain valuable insights into effective teaching strategies.

School teachers also conduct peer observations, wherein interns observe and learn from their mentor teachers' classroom practices. This allows interns to witness practical implementation of various teaching techniques and helps them develop their teaching style.

Peers, or fellow interns, contribute significantly to the monitoring process. Group discussions and peer feedback sessions enable interns to share experiences, exchange ideas, and learn from each other's perspectives. This collaborative approach enhances their professional growth and creates a supportive network during the internship period.

Peer evaluations, under the guidance of teacher educators, provide interns with a well-rounded view of their teaching abilities and areas for improvement. Constructive feedback from peers fosters a culture of continuous improvement and reflection.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 117.14

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 12.2

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

Response: 1

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 7.86

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

Response: 55

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

At Rahul College of Education, the professional growth and development of teachers is a top priority, demonstrated through a strong commitment to Continuous Professional Development (CPD). This dedication is reflected in various innovative initiatives aimed at keeping educators abreast of the latest advancements in education. Among these initiatives, Quality Circle meetings are particularly effective, offering a structured yet collaborative environment for continuous learning and dialogue.

Quality Circle meetings bring together teachers from Rahul College of Education and other colleges within the trust, fostering a culture of shared knowledge and collaboration. These sessions are held regularly and provide a platform for educators to discuss the latest developments, challenges, and trends in the field of education. By sharing experiences, insights, and best practices, teachers collectively enhance their teaching strategies, ensuring they remain effective and relevant in an ever-evolving educational landscape.

. Teachers discuss the latest policy changes and regulatory requirements, ensuring their practices align

with national and international standards. Additionally, the collaborative knowledge-sharing extends beyond the college, with teachers actively using LinkedIn to share information with colleagues and institutions worldwide. This professional networking fosters a global educational community, promoting collaboration and collective growth.

In addition to Quality Circle meetings, Rahul College of Education supports its teachers through regular training and Faculty Development Programs (FDPs), integral components of their CPD. These programs cover a wide range of topics, from advanced pedagogical techniques to the integration of technology in the classroom. Often led by experts, these sessions provide teachers with opportunities to learn from and interact with leading educators and researchers, further enhancing their professional growth.

Recognizing that professional development is not a one-size-fits-all endeavour, the college offers a variety of CPD activities tailored to the diverse needs and interests of its teachers. Some may choose to attend workshops and seminars on specific subjects or teaching methodologies, while others may opt for online courses or webinars that offer flexibility and convenience. This personalized approach ensures that teachers can engage in CPD activities that are most relevant and beneficial to their careers.

Workshops focusing on innovative teaching methodologies and educational trends are a key aspect of this approach. These hands-on activities and interactive sessions provide teachers with practical insights and opportunities to collaborate with colleagues from diverse backgrounds. Additionally, teachers stay updated on cutting-edge research by participating in educational conferences, where they are exposed to new teaching methods and emerging trends that they can bring back to their classrooms. Finally, the college encourages teachers to stay informed by regularly reading journals, books, and research papers.

In conclusion, Rahul College of Education's commitment to CPD is comprehensive and multifaceted. Through initiatives like Quality Circle meetings, regular training, FDPs, and support for external certifications, the college ensures its teachers are well-equipped to meet the challenges of modern education, thereby enhancing the quality of its teaching staff and contributing to the broader educational community.

File Description	Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) of student learning is a fundamental aspect of the educational process at Rahul College of Education . The institution recognizes the significance of ongoing assessment to monitor and enhance students' academic progress, skill development, and overall learning outcomes. The CIE system ensures a comprehensive evaluation process that enables continuous feedback

and improvement for both students. Below are the major components of the Continuous Internal Evaluation system at our institution:

Assessment Tools and Techniques: The CIE framework encompasses a diverse range of assessment tools and techniques to gauge students' understanding and performance. These may include quizzes, assignments, projects, presentations, practical examinations, case studies, group discussions, and classroom interactions. The variety of assessment methods allows for a comprehensive evaluation of students' knowledge and skills across different learning domains.

Weightage and Grading System: Each assessment component is assigned specific weightage, reflecting its importance in the overall evaluation process. The institution adopts a fair and transparent grading system to assess students' performance. Grading criteria are communicated to students at the beginning of each academic term, promoting clarity and setting clear expectations.

Regularity of Assessments: Continuous Internal Evaluation is carried out at regular intervals throughout the academic year. This approach helps in tracking students' progress consistently and identifies any areas where they may need additional support or improvement. Regular assessments also encourage students to stay engaged with their studies and maintain a sense of responsibility towards their academic performance.

Feedback Mechanism: Providing timely and constructive feedback is a crucial element of the CIE system. Faculty members offer personalized feedback to students after each assessment, highlighting their strengths and areas that require improvement. This feedback loop enables students to understand their learning gaps, make necessary adjustments, and work towards enhancing their academic performance.

Formative Assessment Emphasis: The Continuous Internal Evaluation places significant emphasis on formative assessment. The formative assessment approach fosters a learning-oriented environment, where the primary focus is on identifying students' learning needs and providing necessary support. It empowers students to learn from their mistakes and grow academically.

Learning Support and Remediation: For students who face challenges in meeting the expected learning outcomes, the institution provides additional learning support and remedial measures. Faculty members collaborate to design personalized intervention plans that cater to individual needs. These measures are crucial in ensuring that no student is left behind, promoting inclusivity and academic excellence.

Student Participation and Engagement: The CIE system encourages active student participation in the assessment process. Students are encouraged to take ownership of their learning journey, set goals, and self-assess their progress. This participatory approach enhances students' engagement with their studies and motivates them to take their academic responsibilities seriously.

Quality Assurance and Review: The institution regularly reviews and enhances the Continuous Internal Evaluation system to maintain its effectiveness and relevance. The evaluation process includes inputs from students, faculty, and external stakeholders. The aim is to ensure that the CIE system aligns with the best practices in education and supports the institution's mission of providing high-quality teacher education.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Rahul College of Education has implemented a robust grievance redressal mechanism to address examination-related concerns effectively and fairly. The process begins with an orientation, where faculty members clearly communicate evaluation criteria to students, setting expectations and reducing potential grievances. The Principal plays a crucial role by maintaining open lines of communication, enabling students to voice concerns and seek clarifications. Regular feedback mechanisms, both formal and informal, are in place to gather insights for ongoing improvement.

The Examination Committee serves as the central body for handling examination concerns. Students can submit grievances through designated channels, such as a specific email address or a physical submission form available in the administrative office. This accessibility is vital for ensuring transparency and making the process user-friendly for students.

Once a complaint is submitted, the Examination Committee promptly acknowledges its receipt, providing students with an initial response timeline. This immediate acknowledgment reassures students that their concerns are being taken seriously and are in the process of being addressed. The committee then reviews the grievance to determine its nature and the appropriate action required. If the issue is within the committee's capacity to resolve, immediate steps are taken to address it.

For more complex issues that require higher-level intervention, the Examination Committee forwards the grievances to the Principal and the Office Superintendent (OS). Together, they carefully review the grievances to ensure a thorough understanding of each case. If necessary, the matter is escalated to the affiliating university, particularly for issues that fall outside the college's jurisdiction.

The university plays a crucial role in providing an impartial review of these grievances. University officials, often part of a specialized grievance redressal cell, evaluate the complaints to ensure they comply with regulatory standards and uphold fairness. The university then communicates its decisions and any required actions back to the college and informs the students involved.

Transparency is key to maintaining trust in this grievance redressal system. Students receive regular updates on the status of their complaints, keeping them informed about the progress and expected resolution timelines. The Examination Committee maintains detailed records of all grievances and their resolutions, which helps in analyzing recurring issues that may indicate broader systemic problems.

Additionally, the college emphasizes training and sensitization programs for committee members and staff involved in the grievance process. These programs equip personnel with the necessary skills and knowledge to handle complaints effectively and empathetically.

In summary, the grievance redressal mechanism at Rahul College of Education is designed to be both operationally effective and fair. It ensures a structured process for submission, acknowledgment, review, and resolution of grievances, with an emphasis on transparency, accountability, and continuous improvement.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

At Rahul College of Education, the institution places significant emphasis on strict adherence to the academic calendar, particularly regarding the conduct of Internal Evaluation. This structured approach ensures that all academic activities, including assessments and evaluations, are conducted systematically, maintaining consistency, transparency, and fairness in the academic process.

Planning and Dissemination of the Academic Calendar

The academic calendar is meticulously planned at the beginning of each academic year, following guidelines provided by the affiliating university and internal academic policies. The calendar includes detailed schedules for all significant academic activities, including teaching timelines, internal assessments, practical sessions, and co-curricular activities. The Examination Committee and the Academic Council collaboratively develop the calendar, ensuring alignment with the broader institutional goals and regulatory requirements.

Once finalized, the academic calendar is disseminated to all stakeholders, including students, faculty members, and administrative staff. It is shared through multiple platforms, such as the institution's website, notice boards, and student portals. This transparency ensures that everyone is well-informed and prepared for the scheduled internal evaluations.

Implementation of Internal Evaluations

Internal evaluations at Rahul College of Education are conducted in strict accordance with the academic calendar. These evaluations include periodic tests, assignments, projects, practical exams, and presentations, all of which are integral to the continuous assessment process.

Faculty members are responsible for planning and scheduling internal assessments within the framework provided by the academic calendar. They ensure that assessments are evenly distributed across the semester to avoid overburdening students and to provide ample opportunities for learning and improvement.

Monitoring and Coordination

The institution has a robust monitoring mechanism to ensure adherence to the academic calendar. The Examination Committee, along with department heads, closely monitors the progress of internal evaluations. Regular meetings are held to review the adherence to the calendar, discuss any potential deviations, and implement corrective measures if necessary. In case of unforeseen circumstances, such as public holidays or emergencies, that could disrupt the schedule, the institution promptly adjusts the calendar and communicates the changes to all concerned parties. This flexibility ensures that the integrity of the internal evaluation process is maintained without compromising academic rigor.

Feedback and Continuous Improvement

After the completion of each internal evaluation, feedback is collected from students regarding the conduct of assessments and their alignment with the academic calendar. This feedback is reviewed by the Examination Committee and the Academic Council to identify areas for improvement. The institution believes in a continuous improvement process, where lessons learned from previous assessments are incorporated into future planning. Rahul College of Education's adherence to the academic calendar for internal evaluations reflects the institution's commitment to maintaining academic integrity and ensuring a structured and fair evaluation process. The well-coordinated efforts of the Examination Committee, faculty, and administration ensure that all evaluations are conducted as per the schedule, providing students with a consistent and transparent assessment environment. The mechanism's success is evident in the timely completion of evaluations and the positive feedback from students, making it a cornerstone of the institution's academic framework.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

At Rahul College of Education, the alignment of the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process is a key priority. This alignment ensures that the educational objectives of the institution are consistently met and that students are equipped with the necessary knowledge, skills, and competencies to succeed in their professional careers.

Design and Integration of PLOs and CLOs

The development of PLOs and CLOs is a collaborative process involving faculty members, the Academic Council, and industry experts. These outcomes are designed to reflect the broader educational

goals of the institution while addressing specific competencies that students are expected to achieve by the end of their program or course. The PLOs provide a macro-level view of the skills and knowledge students will acquire, while the CLOs break these down into course-specific objectives.

Once developed, these outcomes are integrated into the curriculum through a systematic approach. Each course is carefully mapped to the relevant PLOs, ensuring that all aspects of the program contribute to the overarching goals. This mapping process ensures that every course has a clear purpose and direction aligned with the institutional mission.

Implementation in the Teaching-Learning Process

The teaching-learning process at Rahul College of Education is designed to be outcome-based, with a strong focus on achieving the stated PLOs and CLOs. Faculty members develop detailed course plans that include specific teaching strategies, learning activities, and assessment methods tailored to meet the CLOs.

Active learning methods, such as case studies, group discussions, and problem-solving sessions, are employed to engage students in the learning process and help them achieve the desired outcomes. Additionally, the use of technology and digital resources enhances the learning experience, making it more interactive and aligned with modern educational practices.

Assessment and Evaluation

Assessments at Rahul College of Education are closely aligned with the CLOs and PLOs. Faculty members design assignments, quizzes, projects, and exams that directly measure the achievement of the stated outcomes. This alignment ensures that students are not only assessed on their knowledge but also on their ability to apply what they have learned in practical scenarios.

Continuous evaluation and feedback mechanisms are in place to monitor student progress toward achieving the PLOs and CLOs. Faculty members regularly review assessment results to identify gaps in learning and make necessary adjustments to teaching methods or curriculum content.

Continuous Improvement

The institution believes in the continuous improvement of its teaching-learning processes. Regular reviews of the PLOs and CLOs are conducted to ensure they remain relevant to the evolving needs of the education sector. Feedback from students, faculty, and industry stakeholders is considered to refine and update the outcomes and teaching strategies.

Conclusion

By systematically aligning the PLOs and CLOs with the teaching-learning process, Rahul College of Education ensures that its students are well-prepared for their future careers. This alignment fosters a cohesive and purposeful educational experience, resulting in graduates who are competent, knowledgeable, and ready to contribute effectively to the education field.

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

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**

2022-23	2021-22	2020-21	2019-20	2018-19
50	47	39	49	48

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

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

At Rahul College of Education, the institution places significant emphasis on monitoring and recording student performance in both cognitive and professional attributes, ensuring alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This comprehensive approach not only tracks academic progress but also assesses the development of essential professional skills, contributing to the holistic growth of students.

Comprehensive Assessment Framework

The institution employs a comprehensive assessment framework that integrates cognitive and professional attributes into the evaluation process. Cognitive attributes focus on students' knowledge, analytical skills, and problem-solving abilities, while professional attributes encompass skills such as communication, teamwork, ethical practices, and leadership.

Throughout the academic year, students are assessed through a variety of methods, including written exams, assignments, projects, presentations, and practical exercises. These assessments are designed to measure the achievement of CLOs, which are directly mapped to the broader PLOs. Faculty members ensure that each assessment is aligned with specific outcomes, providing a clear picture of the students' cognitive and professional progress.

Recording and Monitoring Progress

The progressive performance of students is meticulously recorded in individual transcripts, which serve as a detailed record of their academic journey. These transcripts include grades and scores from all assessments, offering a comprehensive view of cognitive achievements. Additionally, the institution records performance in areas related to professional attributes, such as participation in group projects, internships, classroom presentations, and community engagement activities.

For each course, the transcript highlights how well students have met the CLOs, with specific indicators that reflect their proficiency in both academic and professional domains. For instance, a student's ability to analyze and solve problems might be assessed through case studies, while their teamwork and leadership skills might be evaluated through group assignments or project work.

Feedback and Continuous Improvement

To ensure continuous improvement, the institution provides detailed feedback to students based on their recorded performance. This feedback addresses both cognitive and professional attributes, helping students understand their strengths and areas for improvement. Faculty members discuss this feedback with students in one-on-one meetings, guiding them on how to enhance their performance in future assessments.

Moreover, the institution conducts regular reviews of the assessment data to identify trends and patterns in student performance. This data-driven approach allows the Academic Council to make informed decisions about curriculum adjustments, teaching methodologies, and support services, ensuring that the educational experience remains aligned with the PLOs and CLOs.

Conclusion

Rahul College of Education's methodical approach to recording and monitoring student performance ensures that both cognitive and professional attributes are developed and documented. By maintaining detailed transcripts and providing continuous feedback, the institution fosters an environment of growth and improvement, aligning student achievements with the PLOs and CLOs. This process ultimately prepares students for successful careers in education, equipped with both knowledge and the professional

skills necessary to excel.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 50

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

At Rahul College of Education, the assessment process is strategically designed to reflect and address the initially identified learning needs of students. The institution emphasizes personalized learning, where assessments are not merely a measure of academic achievement but a tool to cater to and support each student's unique educational journey.

Initial Identification of Learning Needs

The identification of learning needs begins at the outset of the academic program. Students undergo a comprehensive diagnostic assessment that includes interviews, self-assessments, and prior academic performance reviews. This process helps faculty identify each student's strengths, weaknesses, learning preferences, and areas that require additional support. The identified needs are documented and used to tailor the teaching-learning process accordingly.

Designing Assessment Tasks

Assessment tasks at Rahul College of Education are carefully designed to align with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), while also catering to the individual learning needs identified at the beginning of the course. These tasks include a variety of formats, such as written exams, practical assignments, projects, group discussions, and presentations, ensuring that all aspects of learning are assessed comprehensively.

For example, if a student initially identified as needing improvement in critical thinking skills, assessment tasks will include case studies and problem-solving exercises that require in-depth analysis and logical reasoning. Similarly, for students needing enhancement in communication skills, assessments might involve more oral presentations and group work, allowing them to practice and improve in these areas.

Reflection of Learning Needs in Student Performance

The performance of students on these assessment tasks directly reflects how well their initially identified learning needs have been catered to. For instance, a student who struggled with analytical writing at the beginning of the course might show significant improvement in written assignments, demonstrating that the targeted interventions were effective.

The institution regularly monitors and evaluates the performance of students on these tasks, comparing their progress to the initially identified needs. This ongoing assessment helps to ensure that the learning interventions are effective and that students are on the right path to achieving their learning goals.

Continuous Feedback and Adaptation

Feedback plays a crucial role in this process. After each assessment, students receive detailed feedback that not only highlights their performance but also addresses how well they have met their initially identified learning needs. This feedback is constructive, guiding students on how to further improve in areas where they might still be struggling.

In cases where students are not meeting their learning goals, the institution adapts its approach, offering additional resources, personalized tutoring, or modified assessment tasks to better meet the student's needs. This adaptive approach ensures that the learning needs identified at the beginning of the program are continuously addressed throughout the course.

The assessment tasks at Rahul College of Education are designed to reflect and cater to the initially identified learning needs of students. Through a combination of tailored assessments, continuous monitoring, and adaptive feedback, the institution ensures that each student's educational journey is personalized and effective.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

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: 0.2

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.5	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Link for additional information	View Document

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

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

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

Response: E. None of the above

File Description	Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.12**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities**3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 1.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	1	2

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

3.3.2

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

Response: 66.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	45	70	81	40

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	87	88	97

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

3.3.4

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

Response:

At Rahul College of Education, outreach activities play a pivotal role in sensitizing students to social issues and fostering a commitment to community development. These initiatives are deeply embedded in the institution's ethos, aiming to create socially responsible educators who are not only academically proficient but also aware of and engaged with the broader societal challenges.

Holistic Approach to Outreach Activities

The college adopts a holistic approach to outreach, integrating community service and social awareness into the curriculum. Students are encouraged to participate in various outreach programs that address pressing social issues such as poverty, gender inequality, environmental sustainability, and education for underprivileged children. These activities are designed to bridge the gap between theoretical knowledge and real-world application, allowing students to gain firsthand experience in community engagement.

Key Outreach Programs

One of the flagship outreach programs at the college is the **Community Teaching Initiative**. Under this program, students volunteer to teach in local schools, particularly those in underprivileged areas. This initiative not only enhances students' teaching skills but also exposes them to the challenges faced by marginalized communities. By engaging directly with these communities, students develop a deeper understanding of social inequalities and the importance of education in alleviating these disparities.

Another significant program is the **Health and Hygiene Awareness Campaign**, where students collaborate with local health organizations to conduct workshops on basic health practices, sanitation, and hygiene. These workshops are primarily aimed at women and children in rural areas, where access to healthcare is limited. Through this initiative, students learn about public health challenges and the critical role of education in promoting healthy living.

The **Environmental Sustainability Project** is another cornerstone of the college's outreach activities.

Students participate in tree-planting drives, waste management campaigns, and awareness sessions on climate change and conservation. These activities not only contribute to environmental preservation but also instill a sense of responsibility in students towards protecting natural resources for future generations.

Impact on Students

The impact of these outreach activities on students is profound. Through their participation, students are sensitized to the social issues that affect various communities. They learn to empathize with those who are less fortunate and understand the importance of contributing to the betterment of society. These experiences also help students develop essential soft skills such as communication, teamwork, problem-solving, and leadership, which are crucial for their future careers as educators.

Moreover, these activities encourage students to reflect on their roles as citizens and future educators. They become more aware of the power of education as a tool for social change and are motivated to incorporate these values into their teaching practices. The sense of fulfillment derived from making a positive impact on the community also reinforces their commitment to social responsibility.

Rahul College of Education's outreach activities effectively sensitize students to social issues and foster a deep-seated commitment to community development. By engaging in these initiatives, students not only enhance their academic and professional skills but also develop into socially conscious educators who are equipped to contribute meaningfully to society.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Any other relevant information	View Document

3.3.5

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

Response: 3

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 7.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	19	5	3	4

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

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

Response: 13

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: 13

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution features nine spacious classrooms, each with projectors or smart TVs to facilitate enhanced learning through audio-visual aids. The college has specialised laboratories catering to various disciplines, including **Physics, Chemistry, Biology, Mathematics, Psychology, Curriculum, and Language Laboratories**. These laboratories are furnished with state-of-the-art instruments that meet the curriculum's practical requirements and assist students in preparing for their internship by providing an environment for them to work.

The institution prides itself on having a fully facilitated **Seminar Hall** with a seating capacity of 300 guests. This hall regularly hosts events, seminars, workshops, and conferences. It is a hub of academic activity, encouraging student participation in paper presentations, group discussions, and debates. The **Conference Room** is another crucial facility, offering a spacious and well-lit environment ideal for academic meetings, workshops, and other scholarly activities.

The college's **Library** is a cornerstone of its academic infrastructure. It boasts a comprehensive collection, including **3127 books** across **1187 titles** and **3112 volumes**. The library subscribes to **six journals/magazines** and provides access to **N-LIST e-journals/e-resources** and the **British Council Digital Library**. Additionally, it houses **226 student theses/dissertations**, which are automated through Soul 3.0.6, ensuring efficient management and accessibility. The library also features **51 downloaded e-books**. It also has a reprographic facility available for students. The **Digital Library** section offers internet access, enabling students to conduct research and participate in remote workshops, enhancing their learning experience. The institution is equipped with a **Computer Center** containing **60 computers** and an additional **six computers in the library**, all interconnected via LAN. Security across the campus is robust, with comprehensive CCTV surveillance covering all critical areas, including lecture halls, ensuring a safe and secure environment for all.

The institution has established an Examination Room and an On-Screen Marking (OSM) facility to manage examinations efficiently. This facility is integrated with computer systems and includes essential equipment such as computers with webcams, CCTV cameras, a photocopier, a paper shredder, and a printing room. Dedicated **Tutorials and Reading Rooms** are provided for special remedial classes, self-study, doubt clarification, and mentor-mentee sessions.

A dedicated **Sports Room** is available for indoor games such as Swimming, Multipurpose turf, badminton, cricket, football, kho-kho, Table Tennis, Carom, and Chess etc.. These activities play a vital role in students' mental and physical development. The institution provides a **Common Room** for female faculty and students, offering a private and comfortable space for relaxation. Additionally, a well-maintained and hygienic **Canteen** caters to the needs of students and staff.

LMS and ERP systems, including Acadmin, MCB, and Google Classroom, are being used at the college. **Notice Manager** for effective communication, **Employment software** for HR functions, **Timetable software** for class scheduling, and **Attendance tracking** for compliance. Other tools include **Announcement software** for disseminating important information, **Inventory software** for managing stock details, and a **Student Information System** that handles admissions, fees, student records, and library management tasks. This comprehensive IT infrastructure enhances administrative efficiency and supports the institution's commitment to providing a high-quality educational experience.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 9

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

Response: 9

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

4.1.3

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

Response: 3.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.85	0.61	0.04	0.00	1.60

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource**4.2.1****Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

The institute was automated in 2020 using the My Class Board Library module on MCB, an ERP system. Libraries are essential for any educational institute, and a computerised library is needed. It is an open-source integrated Library Management software with the following features –

1. A cataloguing module.
2. MCB has a complete catalogue module that enables the Library staff to capture details of all library items
3. The module greatly simplifies data entry and exchange.

Furthermore, the library's Online Public Access Catalogue (OPAC) is designed with a user-friendly interface. This feature empowers patrons to efficiently perform tasks such as searching for items, determining availability, reserving them, and tracking their circulation history. This feature aims to make the library experience more comfortable and convenient for our users.

The software also helps the library staff generate different reports, track which items are more circulated or which patrons are reading less, and perform many other activities to maintain library statistics.

The Library has been upgraded with the latest Integrated Library Management Software (ILMS), SOUL 3.0 software. The software is a cloud-based multi-user system used for library administration. The library has provided access to the library catalogue (OPAC).

The college library subscribes to the N-LIST National Library and Information Service Infrastructure for

Scholarly Content (N-LIST), an initiative of the Ministry of Human Resources Development – INFLIBNET. Through this, all patrons (students, teaching and non-teaching staff) have been registered, and individual login IDs and passwords are provided to users. With the help of this, users can have access to more than 600 e-journals and 100000 e-books through the N-LIST program. To access e-resources, the library possesses 15 PCs and audio-visual facilities such as a webcam, speakers, and headphones with high-speed internet connection. The library is ICT-enabled for library users and has quality books, journals, and e-resources.

The library is well-equipped with a comprehensive collection of resources, providing access to 3127 books, including 60 encyclopedias, 48 dictionaries, 1000 reference books, 08 journals, ten audiovisual CDs and other teaching aids, and 03 Newspapers. This extensive collection ensures that our users can access various materials to support their academic and research needs.

A library advisory committee, comprising the Principal, Librarian, 04 faculty members, student representatives, and an accountant, discusses various library issues, such as acquiring reading material (books, journals). The committee meets frequently to review the library's performance, discuss user feedback, and recommend improvements. This transparent process ensures all stakeholders have a voice in the library's development.

The library also plays a crucial role in supporting students in preparing for competitive exams like UGC NET, SET, CTET, and M.Ed. CET, etc. It provides relevant resources, including previous years' question papers, to help students prepare effectively. This commitment to student success is vital to the library's mission.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

The institution offers robust remote access to its library resources, making it easier for students and teachers to engage with educational materials from anywhere. This remote access is facilitated through the My Class Board (MCB) ERP system, which is the gateway to the library's digital resources. The MCB system allows users to log in to the library's Online Public Access Catalogue (OPAC). It enables them to search for and access digital resources, including e-journals, e-books, and other academic materials.

Through OPAC, students and faculty can efficiently manage their library activities remotely, such as searching for materials, checking the availability of resources, reserving items, and tracking their borrowing history. This remote access is especially beneficial for students and teachers who may not be able to visit the library physically but still need to access critical learning resources. The user-friendly interface ensures that even those with minimal technical skills can effectively navigate and utilise the resources.

A vital component of the library's remote access capability is its subscription to the N-LIST program (National Library and Information Services Infrastructure for Scholarly Content). This initiative, supported by the Ministry of Human Resource Development (MHRD) and INFLIBNET, provides users access to many e-journals and e-books. Registered users, including students, faculty, and non-teaching staff, are given individual login IDs and passwords to access these resources. With over 600 e-journals and 100,000 e-books available through N-LIST, the library's remote access service significantly enhances its users' academic and research capabilities.

Additionally, the institution has upgraded its remote access services to SOUL 3.0, a cloud-based integrated library management system (ILMS). This upgrade will offer enhanced features and a more robust platform for remote users, ensuring that they have seamless access to all library resources. SOUL 3.0's multi-user system is designed to cater to the growing demands of a modern educational institution, providing an intuitive interface that supports the diverse needs of its users.

To support remote access, the library is equipped with PCs with high-speed internet connections specifically dedicated to facilitating the access and use of digital resources. This infrastructure ensures that even when accessing the library remotely, users experience minimal disruptions and can focus on their academic and research work.

In conclusion, the institution's gateway for remote access to library resources is critical to its commitment to providing quality education. By leveraging advanced technology through the MCB ERP system and, soon, SOUL 3.0, the institution ensures that its library remains an accessible and valuable resource for all users, regardless of their physical location. This system supports academic excellence and promotes a culture of continuous learning and research, aligning with the institution's educational goals.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

1.e-journals

2.e-Shodh Sindhu

3.Shodhganga**4.e-books****5.Databases****Response:** A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)****Response:** 0.26**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.20	0.66	0.45	0.00	0.00

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 12.39

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: 154

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: 270

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: 263

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: 258

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: 319

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

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Due to the rapid changes and challenges the world presents in the 21st century, possessing strong skills across various sectors, including education, business, and jobs, is vital. To thrive and lead a better lifestyle, individuals must be highly skilled, and Information and Communication Technology (ICT) plays a critical role in developing these skills. ICT fosters creativity, critical thinking, communication, and management skills. Today, students must master the latest technologies to face future challenges effectively.

Recognising this, educators increasingly integrate technology with traditional teaching methods to engage students in long-term learning. At the college level, ICT is used extensively to support, enhance, and optimize the delivery of education, ensuring that students are well-prepared to navigate the digital transformations of the coming years.

The college boasts advanced IT facilities that cater to teaching, learning, research, and administrative needs. It has spacious, fully equipped lecture halls that offer hands-on experience managing and using various technological tools. SMART Classrooms, a significant component of the college's infrastructure, are essential for effective and efficient teaching. The goal is to standardise multimedia equipment across all lecture halls, providing faculty with consistent technical control and capabilities regardless of where they teach on campus.

Furthermore, the college offers Wi-Fi connectivity across the campus, with an internet speed of 50 Mbps provided by Jeebr, ensuring that faculty members and students can access the internet whenever needed. The college continually upgrades its hardware, software, and IT facilities, recognising the importance of staying up-to-date with technological advancements.

For instance, in the 2018-19 academic year, the college was equipped with ICT resources like 66 desktops, one laptop, six DLP projectors, and three LED TVs, among other devices. The same year, the

institution enhanced its ICT capabilities by adding more equipment, such as 15 headphones, four webcams, and HP LaserJet printers. The college recently upgraded its ICT facilities, incorporating new webcams, tripods, and Smart Boards into its teaching arsenal.

These ongoing upgrades reflect the college's commitment to providing a modern, technology-driven learning environment that prepares students to meet the challenges of a rapidly evolving digital world. By investing in advanced ICT resources, the institution not only enhances the quality of education but also ensures that its students are equipped with the necessary skills and tools to succeed in the 21st century.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.44

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 5.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.34	1.16	0.30	2.16	0.11

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

4.4.2

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

Response:

The college has implemented a comprehensive system for maintaining and utilising its physical, academic, and support facilities, including laboratories, libraries, computers, and classrooms. The facilities are managed through well-defined procedures that ensure optimal use and maintenance, contributing to an effective teaching-learning environment.

Classrooms are equipped with modern technology, such as smart boards and microphone systems. These are maintained regularly through Annual Maintenance Contracts (AMC) to ensure they remain in top condition. Security is prioritised with CCTV cameras installed on the entire campus, ensuring the safety of students, teachers, and equipment. A stock list of assets is maintained meticulously, and any repairs or replacements are promptly addressed. Academic support facilities are managed with a focus on understanding the workload and ensuring the optimal utilisation of available spaces.

The library is systematically organised into main sections: Acquisition/Processing, Circulation, Serial, Reference, and Digital. It follows a well-defined procedure for acquiring new materials based on course requirements and regularly withdraws outdated resources to keep the collection current and relevant. Utilisation statistics guide the library's collection development policy, ensuring it effectively meets the needs of students and staff. The library also maintains a rigorous system of tracking and managing resources, with dedicated personnel overseeing the process.

Given the college's strong focus on science education, laboratory safety and maintenance are paramount. Each laboratory is equipped with essential safety equipment, such as safety showers, eyewash stations, and fire extinguishers, all strategically located to ensure quick access in case of emergencies. Safety instructions are prominently displayed in each lab to guide students in secure usage. Laboratory instruments are maintained through AMCs, ensuring they are always ready for use in practical experiments. The management of laboratory facilities is handled by lab assistants who maintain detailed usage and stock registers.

The college's sports facilities are managed by designated incharges who oversee the maintenance of sports grounds and equipment. These facilities organise indoor and outdoor sports competitions at intra- and inter-collegiate levels, fostering a culture of holistic development among students.

The college's IT infrastructure, including hardware and software, is regularly updated and maintained through AMCs. The institution carefully manages the computer-to-student ratio to ensure equitable access to computing resources for academic purposes. Additionally, the campus is secured by a 24/7 contractual security team, including a dedicated liftman for vertical transportation, ensuring all facilities' safety and smooth operation.

Housekeeping services are systematically organised to maintain cleanliness and functionality across common and central areas, with proper supervision in place. Materials are procured and utilised through an approved budget, ensuring financial accountability and the optimal use of resources. Centralised areas such as the library and recreational spaces are strategically located to serve the entire academic community.

The institution follows stringent safety and security protocols, particularly focusing on the safety of female students. An organised structure is in place for supervision, with security provided around the clock. This comprehensive approach ensures that all facilities are maintained to the highest standards, contributing to the institution's mission of providing a safe, secure, and conducive learning environment.

File Description	Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 82.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	45	39	48	15

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 34.04**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 16**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 8.3**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	3	0	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

The Rahul College of Education's Student Council, known as 'The StuCo,' has several key objectives. Firstly, it aims to ensure student representation in the college's operations, giving students a voice in institutional matters. Additionally, it is responsible for maintaining discipline within the classes and ensuring a conducive learning environment, demonstrating its commitment to student welfare. Another significant objective is to provide a mechanism for addressing student grievances, facilitating a channel through which students can express their concerns and seek resolutions.

The StuCo also plays a crucial role in the smooth conduct of activities related to the B.Ed. program. This includes organising various events and ensuring all activities proceed smoothly. Another vital objective is identifying and nurturing the talents of student teachers. The council seeks to discover and develop the students' diverse skills and capabilities.

Promoting cultural appreciation is a core goal, aiming to instill an understanding and appreciation for cultural activities among student teachers. This involves organising and encouraging participation in cultural events, which helps develop the student's aesthetic sense. Furthermore, the StuCo strives to foster team spirit and cooperative learning, promoting a sense of camaraderie and collaboration among student teachers.

The activities conducted by the Student Council are varied and extensive. Regular meetings are held to discuss and plan upcoming events and address issues. Instructions are given in classes to ensure all students are informed about ongoing and upcoming activities. The council is also responsible for smoothly conducting academic, sports, and cultural activities, ensuring that all events are well-organized and executed effectively.

Addressing student grievances is a critical activity of the StuCo. Students can bring their concerns to the tutorial group teacher, the Principal, and higher authorities through the council, ensuring their issues are heard and addressed. The commission organises cultural events with various tutorial groups, celebrating essential days such as Gandhi Jayanti, Independence Day, Teacher's Day, and Hindi Divas. These celebrations help in promoting cultural values and national pride among the students.

The StuCo also organises competitions and events at the college level and intercollegiate events like 'Valuer,' providing platforms for students to showcase their talents and engage in healthy competition. Additionally, the council organises various programs and celebrations, such as Diwali Celebrations, Alumni Meets, and Christmas Celebrations, fostering community and festivity within the college.

The Student Council, known as 'The StuCo,' at Rahul College of Education is not just a body with objectives, but a proactive force that significantly contributes to the institution's functioning. Through its various activities, the StuCo ensures that students are actively involved in the college's operations, promoting a well-rounded educational experience that goes beyond academics. By addressing grievances,

maintaining discipline, organizing events, and fostering cultural appreciation and teamwork, StuCo plays a crucial role in the holistic development of student teachers.

Moreover, the StuCo ensures student representation through their General Secretary (GS) in various statutory committees such as the College Development Committee, the Internal Quality Assurance Cell (IQAC), the Anti-Ragging Committee, and the Grievance Redressal Cell. This representation ensures that the students' perspectives and concerns are considered in key decision-making processes, enhancing the overall governance and quality of the institution.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	05	07	09

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Rahul College of Education (RCOE) plays a vital role in the institution's growth and development. A strong alumni network not only enhances the college's reputation but also fosters continuous support and improvement. At RCOE, the Alumni Association is a dynamic and resourceful body comprising education graduates who have excelled in various fields, including teaching, administration, research, and policy-making. The diverse roles of our alums optimize their participation and contribution, significantly aiding the institution's progress.

The RCOE Alumni Association is actively engaged in several initiatives that benefit both the institution and its students. One of the cornerstone programs is the **Alumni Mentoring Programme**, which connects current students with RCOE graduates. This program offers invaluable mentorship and professional guidance, benefiting students in multiple ways:

1. **Orientation:** Alumni play a key role in orienting new students by sharing their personal experiences and insights. This helps freshers understand potential challenges and prepares them for their academic journey. The orientation fosters a sense of belonging and confidence, ensuring a smoother transition into college life.
2. **Communication Platform:** The Alumni Association provides a robust platform for ongoing communication between alums and current students. This platform facilitates easy interaction, allowing students to seek advice, share experiences, and build professional and social relationships. This network becomes a valuable resource, offering support and guidance throughout students' academic and professional journeys.
3. **Helpful Feedback:** Alumni provide insightful feedback that is instrumental in improving RCOE's offerings, services, and programs. The association acts as a conduit for this feedback, ensuring that the institution remains responsive to the needs of its stakeholders. For instance, alumni feedback on the curriculum helps keep academic programs relevant and aligned with industry standards. This feedback is collected through regular surveys, alumni meetups, and dedicated feedback sessions, demonstrating RCOE's commitment to continuous improvement.
4. **Placements:** The Alumni Association significantly contributes to placements. Many alums collaborate with the college's career services to assist graduates in finding suitable employment. This collaboration enhances the career prospects of current students and strengthens the institution's reputation for producing well-prepared and employable graduates.

In addition to these functions, the RCOE Alumni Association contributes notably to specific areas:

- **Curriculum Development and Enhancement:** Alumni bring diverse experiences and professional insights to curriculum development, ensuring that it remains up-to-date and aligned with industry trends. Their input helps maintain high educational standards and prepares students to meet real-world challenges effectively.
- **Networking and Industry Connections:** The Alumni Association acts as a bridge between the institution and industry. Alums in key positions can open doors to collaborations, internships, and job opportunities for current students. These connections enhance the institution's visibility and credibility, making it a preferred choice for prospective students and employers.

In conclusion, the RCOE Alumni Association plays a crucial role in the institution's development by providing mentorship, facilitating communication, offering valuable feedback, and assisting in placements. Their contributions to curriculum enhancement and industry networking ensure the college's continuous growth and success, benefiting both current students and the institution as a whole.

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

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any additional link	View Document

5.4.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

development of students by actively participating in various initiatives that go beyond the traditional classroom environment. Through its dedicated efforts, the association provides comprehensive support in motivating, guiding, and nurturing the talents of students, ensuring they are well-prepared for their professional journeys.

Mechanism of Support

1. Motivating the Freshly Enrolled Students: The Alumni Association organizes orientation programs and motivational sessions specifically designed for freshly enrolled students. These sessions feature alumni who share their personal journeys, challenges, and successes, inspiring new students to set ambitious goals. By presenting real-life examples of career progression and achievements, alumni help new students feel motivated and confident as they embark on their educational journey. This early interaction creates a positive and supportive environment, encouraging students to actively engage in their studies and explore their unique talents.

2. Involvement in In-House Curriculum Development: The Alumni Association actively participates in the curriculum development process at Rahul College of Education. Alumni who have excelled in various educational fields provide valuable insights into current trends, industry demands, and innovative teaching methodologies. Their feedback helps shape the curriculum to be more relevant and aligned with contemporary educational needs. This collaboration ensures that the curriculum is dynamic, incorporating practical elements that enhance students' learning experiences and better prepare them for real-world challenges.

3. Organization of Various Activities Beyond Classroom Learning: To foster holistic development, the Alumni Association organizes a range of activities beyond the classroom that cater to diverse interests and talents. These include workshops on creative teaching strategies, leadership development programs, cultural events, and community service initiatives. Alumni often lead these activities, providing students with the opportunity to learn from their experiences and apply theoretical knowledge in practical settings. Such involvement helps students discover and hone their special talents in areas like leadership, creativity, and social responsibility.

4. Support to Curriculum Delivery: The Alumni Association supports curriculum delivery by contributing as guest lecturers, resource persons, and facilitators for special modules. Alumni with expertise in specific subject areas or innovative educational practices are invited to co-teach certain courses, ensuring students receive insights from professionals actively working in the field. Additionally, alumni contribute by developing case studies, real-world project assignments, and other learning materials that enhance the quality and relevance of the curriculum.

5. Placement Advice and Support: The Alumni Association provides extensive placement advice and support to graduating students. Through career counseling sessions, alumni offer guidance on resume building, interview preparation, and job search strategies. Alumni also leverage their professional networks to connect students with potential employers, arrange internships, and provide references. The association often organizes placement drives and career fairs where students can interact directly with recruiters. This ongoing support significantly enhances students' employability and ensures they are well-prepared to enter the job market.

Through these focused initiatives, the Alumni Association at Rahul College of Education serves as an effective support system that not only motivates students but also plays a vital role in nurturing and advancing their talents.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Governance at Rahul College of Education epitomises effective leadership and a participatory mechanism that aligns seamlessly with the institution's vision and mission. The college's governance structure fosters a culture of inclusivity, collaboration, and transparency, ensuring that all stakeholders, including faculty, students, and administrative staff, have a voice in decision-making. The leadership at Rahul College is committed to upholding the institution's vision of producing competent and socially responsible educators who can contribute meaningfully to society. This commitment is reflected in the strategic planning and implementation of policies prioritising academic excellence, professional development, and community engagement.

The participatory governance model at Rahul College empowers faculty and staff to actively participate in various committees and councils, ensuring diverse perspectives are considered in institutional planning and policy formulation. This collaborative approach not only enhances the quality of decisions but also fosters a sense of ownership and accountability among the stakeholders. The college's leadership is committed to continuous improvement, ensuring regular communication and feedback mechanisms are in place to facilitate responsiveness to the evolving educational landscape.

Rahul College's governance also emphasises adherence to ethical standards and regulatory requirements, ensuring compliance with educational laws and policies. The leadership's focus on transparency and integrity in all operations builds trust and credibility within the institution and the broader academic community. The college's robust governance framework supports the effective management of resources, promoting financial stability and sustainability, which are crucial for long-term institutional success.

Furthermore, Rahul College's governance reflects its mission to nurture innovative teaching practices and foster an environment conducive to research and professional growth. The leadership's emphasis on continuous professional development and capacity building for faculty and staff ensures that the institution remains at the forefront of educational excellence. The college's commitment to integrating contemporary pedagogical approaches and leveraging technology in education underscores its proactive stance in adapting to the demands of the modern academic environment.

In conclusion, Rahul College of Education's governance is a testament to effective leadership and a participatory mechanism that aligns with the institution's vision and mission. By fostering a culture of inclusivity, collaboration, and transparency, the college ensures that all stakeholders are engaged in the pursuit of academic excellence and professional growth. This governance model not only enhances the quality of education but also inspires and motivates the stakeholders, ensuring the institution's

sustainability and relevance in the ever-evolving educational landscape.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralisation and participative management are integral to Rahul College of Education's governance. They foster a dynamic environment where leadership, faculty, students, and administrative staff collaboratively contribute to the institution's success. This approach aligns seamlessly with the college's vision and mission, ensuring that decision-making processes are inclusive, transparent, and reflective of diverse perspectives.

Rahul College's governance structure epitomises distributed leadership, wherein decision-making responsibilities are delegated to various committees. This distribution ensures that leadership is not confined to a few individuals but spreads across different institution levels. Each department and functional unit has the autonomy to make decisions pertinent to their area, promoting agility and responsiveness to changing needs and challenges. While decentralisation promotes autonomy, it is balanced with robust accountability mechanisms. Regular checking and feedback systems ensure that the committees operate within the broader institutional framework and contribute effectively to the college's mission. These mechanisms maintain high standards and ensure alignment with the college's strategic objectives.

Participative management at Rahul College involves the active involvement of faculty, staff, and students in decision-making processes. Various committees and councils, such as the College Development Committee, the Internal Quality Assurance Cell, and the Student Council, provide platforms for stakeholders to voice their opinions, contribute ideas, and formulate policies. This inclusivity ensures that decisions are well-informed and consider diverse perspectives. The college operates numerous committees focused on different aspects of governance, including IQAC, research, Student welfare and equal opportunity cell. Each committee comprises representatives from the faculty, administration, and

student body, ensuring a holistic approach to governance. These committees meet regularly to discuss issues, propose solutions, and implement policies, fostering a collaborative culture.

Effective participative management relies on continuous communication and feedback mechanisms. The college leadership ensures that information flows freely across all institution levels. Regular meetings and feedback sessions allow stakeholders to share their experiences, provide input, and receive updates on institutional developments. This open communication builds trust and ensures that all voices are heard.

Strategic planning at Rahul College is a collaborative effort. Policies related to academic programs are formulated with input from all relevant stakeholders. This collaborative approach ensures policies are practical, well-received, and effectively implemented. The college prioritises continuous professional development for faculty and staff, recognising that their growth is essential for institutional success. Regular workshops, training sessions, and seminars are organised, allowing faculty to enhance their skills, stay updated with the latest educational trends, and contribute more effectively to the college's mission.

Rahul College's governance model emphasises community engagement, encouraging faculty, students, and staff to participate in outreach programs and partnerships with external organisations. This engagement enriches the educational experience and reinforces the college's commitment to social responsibility and community development.

Transparency in operations is a cornerstone of college governance. Financial management, resource allocation, and decision-making processes are conducted openly, fostering trust and credibility within the institution and the broader educational community. This also accounts for Good Governance.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

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

Response:

Rahul College of Education prioritises transparency and good governance across its financial, academic, and administrative functions. To ensure comprehensive oversight, the institution conducts regular Academic and Administrative audits. Financial audits are meticulously carried out by internal auditors and Chartered Accountants (CAs), ensuring fiscal responsibility and integrity. Administrative audits are

integrated with academic audits to provide a holistic review of the institution's operations.

At Rahul College of Education, we strictly adhere to the norms and guidelines set by the National Council for Teacher Education (NCTE), the University of Mumbai, and the State Government of Maharashtra. This alignment is not just a formality but a commitment that ensures all our activities and processes harmonise with the overarching regulatory framework and standards. Moreover, we align our activities with our Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), consistently meeting our educational objectives in line with our vision.

Admissions at the college are conducted with a strong emphasis on meritocracy. Prospective students are admitted based on merit per the rounds received from the CET Cell. To maintain the integrity and fairness of the admission process, all admissions are verified by the Academic Regulatory Authority (ARA). Furthermore, the college ensures compliance with data reporting requirements by uploading relevant information to the All India Survey on Higher Education (AISHE) Portal. This practice enhances transparency and facilitates data-driven decision-making.

In addition to financial and administrative audits, Rahul College of Education extends its commitment to sustainability and inclusivity by conducting Gender, Environment/Green, and Energy audits. These audits are essential for promoting gender equality, environmental sustainability, and energy efficiency within the campus. The gender audit helps identify and address issues related to gender equity, ensuring a supportive and inclusive environment for all students and staff. The Environment/Green audit assesses the college's ecological footprint and implements measures to enhance sustainability practices, such as waste segregation, vermicomposting, rainwater harvesting, and maintaining a plastic-free campus. The Energy audit focuses on evaluating energy consumption patterns and implementing strategies to reduce energy usage and promote renewable energy sources.

Our dedication to maintaining a green and sustainable campus at Rahul College of Education is a goal and a reality. This is evident in our various initiatives, including conducting green, environmental, and energy audits. We maintain greenery, harvest rainwater, engage in vermicomposting, practice waste segregation, and ensure a plastic-free campus. Additionally, we restrict the entry of vehicles to reduce carbon emissions and utilise ERP systems and Google Workspace for paper-saving purposes. Online assessments of papers further contribute to the reduction of paper usage.

To ensure the smooth functioning of academic activities, Rahul College of Education meticulously prepares academic calendars and timetables. These documents are essential for organising and managing the academic schedule, ensuring that all educational activities are planned and executed efficiently. The college's adherence to the norms of NCTE, the University of Mumbai, and the State Government of Maharashtra ensures that the academic and administrative functions are conducted transparently and accountable.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

At Rahul College of Education, implementing Outcome-Based Education (OBE) is a central pillar of our strategic plan. This approach ensures that all educational activities, from curriculum design to teaching methodologies and assessment practices, are aligned with clearly defined learning outcomes. These outcomes encompass academic knowledge and skills and the development of personal and professional attributes essential for future educators. By implementing OBE, we aim to evaluate student learning and development comprehensively. The active participation of our faculty, staff, students, and educational stakeholders is crucial for the successful implementation of OBE.

OBE at Rahul College of Education employs a comprehensive combination of quantitative and qualitative assessments. These assessments, which include standardised tests, assignments, external evaluations, peer reviews, self-assessments, and reflective practices, ensure that all aspects of student learning are thoroughly evaluated. This comprehensive approach to assessment guarantees that students meet the required learning outcomes and provide a well-rounded education that prepares them for their future careers.

At Rahul College of Education, we recognise the importance of a holistic approach to student evaluation. We incorporate qualitative methods such as peer reviews, self-assessments, and reflective practices. These methods offer a nuanced understanding of student learning and development, providing insights into students' critical thinking, problem-solving abilities, and interpersonal skills. By incorporating these qualitative assessments, we ensure a more holistic evaluation of student performance, capturing both the breadth and depth of their learning experiences.

Our strategic plan for OBE at Rahul College of Education is not just about implementation, but also about continuous improvement. We are committed to regularly evaluating the impact of the new curriculum and teaching methods to refine and enhance the educational experience. This commitment to constant improvement instils confidence in our quality of education. We analyze assessment data to identify areas where students may need additional support or where the curriculum can be improved to better meet learning outcomes. This ongoing cycle of assessment, feedback, and improvement ensures that we can adapt and respond to the changing educational environment, maintaining a high standard of education and instilling confidence in our stakeholders.

Aligning the curriculum with clearly defined learning outcomes ensures that educational programs are purposeful and targeted. Each course and program has specific objectives, ensuring students acquire the knowledge and skills necessary for their future careers. Integrating OBE across all aspects of the educational process ensures that every student has the opportunity to achieve their full potential.

Rahul College of Education's adoption of outcome-based education is a strategic initiative that aligns educational activities with defined learning outcomes. The college ensures a comprehensive and holistic approach to student development, making our audience feel that their students are well taken care of. By integrating quantitative and qualitative assessments and emphasising continuous improvement, we guarantee that our graduates are academically proficient and equipped with the necessary personal and professional attributes to thrive in the dynamic educational landscape.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Rahul College of Education operates with an effective and efficient institutional structure with well-defined policies, administrative frameworks, and service rules. The college strongly emphasises creating a student-centric environment, aligning all activities with its vision and mission. The administrative setup is robust yet flexible, ensuring smooth operations while focusing on student welfare.

Rahul College of Education has established comprehensive service rules and conditions for teaching and non-teaching staff. These rules foster a conducive working environment and drive optimum performance. The administrative structure, defined by clear policies and procedures, supports the college's goals effectively. The institution's policies, including anti-ragging measures, examination protocols, and a higher education policy that sponsors a percentage of expenses for students pursuing further education after completing their B.Ed. program, are explicitly student-oriented, ensuring that the primary focus remains on student development and welfare.

The service rules at Rahul College of Education are relaxed yet focused on achieving high productivity levels among staff. These rules are tailored to support the faculty and non-teaching staff, enabling them to perform their duties efficiently while maintaining a healthy work-life balance. The institution promotes a culture of continuous improvement and professional development, encouraging staff to

engage in skill-enhancement programs and higher education pursuits.

The college boasts a streamlined administrative setup that ensures all stakeholders, including management, faculty, and non-teaching staff, are aligned with the institution's vision and mission. The administration is tight yet light, ensuring all processes are executed smoothly without unnecessary bureaucracy. This approach fosters a supportive and efficient working environment that focuses on delivering quality education and student support. The overarching goal of Rahul College of Education is to provide a nurturing and supportive environment for students. All policies and administrative actions are designed with the student's best interests in mind. The college's unwavering commitment to sponsoring a portion of the expenses for students pursuing higher education exemplifies its dedication to student success and lifelong learning. This focus on student welfare is embedded in the institution's ethos, ensuring every stakeholder is committed to helping students achieve their full potential.

File Description	Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

The effectiveness of the various bodies, cells, and committees at Rahul College of Education is demonstrated through the diligent recording of minutes during their meetings and the successful action taken. During an IQAC meeting, the need to further enhance the skill sets of student teachers was highlighted, particularly in the context of evolving educational methodologies. The committee recognised the importance of offering cutting-edge training programs to prepare future educators to meet the challenges of modern teaching environments. As a result, a decision was made to partner with OrangeSlates, a community of progressive educators known for their innovative approach to teaching and learning.

Following this decision, Rahul College of Education successfully established the 'Shree L.R. Tiwari Centre of Excellence' powered by OrangeSlates. This partnership aimed to provide student teachers access to high-quality, research-based, and purpose-driven training programs. OrangeSlates, with its robust 4C Methodology, has empowered over 25,000 educators and 1,100 institutions, ensuring an immediate impact in classrooms through its well-structured programs.

The implementation of this decision saw OrangeSlates offering a variety of certificate courses at the Centre of Excellence, focusing on modern pedagogical strategies. The courses available include:

- **Interactive Teaching Methodologies for Blended Learning (4 hours):** This online and offline course equips educators with the skills to apply active learning in classrooms and create content suitable for blended learning environments.
- **Bloom's Taxonomy – Digital & Physical (2 hours):** This course helps educators create learning objectives based on Bloom's Taxonomy and utilise appropriate tools and assessments for different taxonomy levels.
- **Learner-Centred Pedagogy (3 hours):** Educators are trained to apply learner-centred strategies, use an inquiry-based approach, and create 7E lesson plans, ensuring a more engaging and effective teaching process.
- **Experiential Learning in Classrooms (4 hours):** This course focuses on critically analysing and adopting experiential learning as a pedagogy, including planning experiential lesson plans that bring real-world experiences into the classroom.
- **Visible Thinking Routine Basic (3 hours):** This course promotes a deeper understanding of content by showing students how they think and learn, fostering critical thinking skills through visible thinking routines.

These courses, designed to be flexible with both online and offline modes of study, align perfectly with the college's vision of enhancing the quality of education through innovative teaching methodologies. The successful execution of this decision has not only elevated the standard of teacher training at Rahul College of Education but also ensured that future educators are well-prepared to excel in today's rapidly evolving educational landscape.

Moreover, the partnership with OrangeSlates was extended to include their participation in the 'Konnekt 2K22' symposium, further solidifying the collaboration's impact and reach. This initiative underscores the effectiveness of the IQAC's role in fostering strategic partnerships and implementing decisions that have a lasting positive effect on the institution's academic and professional development standards.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Effective implementation of welfare measures for teaching and non-teaching staff at Rahul College of Education is pivotal in ensuring job satisfaction, professional development, and a harmonious work-life balance. The college's comprehensive approach to staff welfare aims to create a productive and motivating work environment, fostering excellence and dedication among employees. Performance appraisals are a cornerstone of the welfare measures for teaching staff. These appraisals, conducted regularly, encompass classroom observations, student feedback, and academic results. Constructive evaluations serve as a basis for career progression, potentially leading to promotions, tenure, or salary increases, motivating teachers to improve their performance continually.

Professional development is another critical aspect. Rahul College of Education provides financial support and leave allowances for teachers to attend workshops, seminars, and training programs and even register for PhD Programs. This initiative ensures that teachers stay updated on the latest educational methodologies and curriculum changes, enhancing their teaching capabilities and contributing to their professional growth. Health benefits include medical insurance, paid sick leave, and mental wellness programs.

At Rahul College of Education, flexible work hours and maternity/paternity leave options are provided. These measures reflect our commitment to supporting our teachers in managing their professional responsibilities alongside personal obligations, making them feel supported and cared for. Retirement plans, such as the Provident Fund, are implemented to provide long-term security for teachers. This financial stability allows them to focus on their professional duties without worrying about their future.

The college takes pride in acknowledging and appreciating academic achievements, such as completing PhDs or clearing NET/SET examinations, through awards and tokens of appreciation. The college organises training sessions to enhance their technical and interpersonal skills, including non-teaching staff. These sessions ensure that administrative and support staff are well-equipped to handle their responsibilities efficiently, contributing to the smooth functioning of the institution.

Additional welfare measures at Rahul College of Education include gratuity pay, a well-maintained canteen, and a first aid room to address immediate health concerns. Mental counselling and well-being programs are available to support staff in managing stress and maintaining their mental health. The college also ensures sanitary napkin vending and disposable machines for female staff, promoting hygiene and convenience.

Staff group insurance offers financial security in case of unforeseen events, while uniforms for non-teaching staff ensure a sense of belonging and professionalism. Safe drinking water facilities are provided to maintain health standards. Special reservations for women during appointments and regular gender audits reflect the college's commitment to gender equality and inclusivity.

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

6.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	8	8	7

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document

6.3.3

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

Response: 0**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response: 85.37****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	6	9	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

The performance appraisal process for teaching and non-teaching staff at Rahul College of Education is a meticulously structured system designed to ensure continuous professional growth and maintain high academic and administrative excellence standards. This process is transparent and involves multiple steps, including self-assessment, peer review, and administration evaluation.

For teaching staff, the appraisal process involves an evaluation sheet encompassing various critical performance areas. Firstly, Teaching Effectiveness accounts for 40% of the total evaluation and includes criteria such as preparation and planning, syllabus coverage, use of teaching aids, and innovation in teaching methods. This ensures that teachers are well-prepared, cover the required syllabus comprehensively, use effective teaching aids, and continuously innovate their teaching methods to enhance student learning.

Secondly, the Academic Results of Students, constituting 20% of the appraisal, evaluate student results and overall performance improvement. This criterion ensures that teachers impart knowledge and effectively contribute to their student's academic progress.

Student Feedback is another crucial component, making up 10% of the evaluation. This includes teaching clarity, approachability, support, fairness in assessment and grading, and overall student satisfaction. This feedback mechanism ensures teachers are approachable, supportive, and fair, fostering a positive learning environment.

Teachers' Contribution to Extra-Curricular Activities is also assessed, constituting 10% of the evaluation. This involves their involvement in student clubs, event organisation, and student mentoring and guidance, encouraging teachers to engage beyond academic responsibilities and contribute to students' holistic development.

Teachers' Responsibilities, accounting for 10% of the appraisal, are evaluated based on their participation in committees, handling of administrative responsibilities, timely submission of reports, and adherence to administrative guidelines. This ensures that teachers are actively involved in the administrative and organisational aspects of the institution.

The appraisal also includes Upgradation of Qualifications (10%), which assesses teachers' pursuit of higher education, participation in skill development programs, workshops, and certifications. This criterion emphasises the importance of continuous learning and professional development.

Research and Publications, constituting another 10%, evaluate teachers based on their involvement in research projects, journal publications, and conference presentations. This promotes a culture of research and academic contribution among the faculty.

Lastly, any other significant contributions by the teachers, such as community service, collaborative projects, and partnerships with other institutions, are recognised under Any Other Contributions (5%).

For non-teaching staff, the performance appraisal process is equally comprehensive. It focuses on Professional Competence, Performance, Personal Characteristics, Attitude toward co-workers, and Attitude toward the Public. Each area is evaluated based on criteria such as knowledge of rules and regulations, organisational skills, creativity, punctuality, cooperation, and public interaction.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Rahul College of Education places significant emphasis on financial audits to ensure the accuracy and legality of its financial records. The institution's budget encompasses both recurring and non-recurring expenses. Recurring costs include salaries, electricity, internet charges, stationery, and other consumable expenses. Non-recurring expenses involve lab purchases, furniture, and other development costs. Various committees within the college diligently track these expenditures to maintain financial integrity.

The college employs a Chartered Accountant (CA) to conduct internal financial audits annually. This practice ensures that all financial activities are thoroughly examined and discrepancies promptly addressed. The institution's financial management system is fully computerised, with Tally and other accounting software used to manage all accounts efficiently. This digital approach streamlines financial processes and enhances transparency and accuracy.

During the audit process, the Chartered Accountant scrutinizes every financial detail. The institution is committed to transparency, promptly addressing any queries or clarifications posed by the CA. This proactive approach ensures that the financial records are accurate and compliant with all relevant regulations.

The financial management at Rahul College of Education involves several key steps. Individual faculty

members document their purchase requirements and submit them to the Head of the Institution. These requests are then forwarded to the financial committee for review and approval. This systematic approach ensures that all expenditures are justified and necessary.

The college auditors oversee all accounting activities, ensuring meticulous record-keeping and financial management. These activities include tracking receipts from fees, grants, contributions, interest earned, and investment returns. Additionally, all payments to staff, vendors, contractors, students, and other service providers are meticulously recorded and managed online.

The auditors document all observations during the audit process, noting any irregularities and recommending corrective measures when necessary. This rigorous oversight ensures that the college's financial practices are transparent and aligned with best practices and regulatory requirements.

The commitment to financial transparency and accountability at Rahul College of Education is evident in its comprehensive financial management and audit processes. By employing a Chartered Accountant for annual audits, utilizing advanced financial software, and maintaining meticulous records, the college ensures that all financial activities are conducted with integrity and accuracy.

The involvement of various committees in tracking expenditures further strengthens the institution's financial oversight. By requiring individual faculty members to document their purchase needs and subjecting these requests to committee review, the college ensures that all spending is necessary and justified.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.02	0.26	0.33	0.095	0.6

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The proposed budget results from a collaborative effort presented in the initial College Development Committee meeting before the academic year begins. Feedback is actively sought from the attendees, emphasising the inclusive nature of the process. The budget calculation follows the revenue guidelines and the State Fee Regulatory Authority's recommendations, specifically those from the Shikshan Shulk Samithi. This draft budget includes input from all departments, such as the library, administration, and student welfare, categorising their needs into desirable and essential components.

The principal plays a crucial role in justifying the budget requirements and instilling a sense of trust and confidence in the process. This justification is presented before the College Development Committee, ensuring the budget is thoroughly vetted. After deliberations and necessary modifications during the meeting, the revised draft is sent to the manager of Rahul Education and the internal auditor for further scrutiny. Once it receives final approval from the Society, the sanctioned budget is disseminated to the college for implementation.

For every expenditure, the principal must seek approval from the management by submitting a requisition form. This form is reviewed and processed for payment. An ERP system is crucial in this process as it facilitates the generation of purchase orders, ensuring a streamlined and efficient procurement process by automating tasks, providing real-time data, and reducing manual errors.

Rahul College of Education employs strategic planning to mobilise funds and ensure the optimal utilisation of resources. This involves a meticulous budget preparation process that considers the needs of all departments, providing reassurance about the thoroughness of the process. The institution prioritises the most critical needs by categorising requirements as essential or desirable. The principal's justification of these needs ensures that each request is thoroughly vetted before inclusion in the draft budget.

Once the budget draft is prepared, the College Development Committee meeting provides a platform for further refinement. Committee member feedback helps identify potential issues or areas for

improvement. The revised draft is then sent to higher authorities within Rahul Education for additional review. This multi-tiered review process ensures the final budget is comprehensive and aligned with the institution's strategic goals.

The involvement of the manager and internal auditor from Rahul Education adds another layer of oversight, ensuring that the budget adheres to financial regulations and guidelines. Their approval signifies that the budget is ready for implementation and then communicated to the college.

The principal's role in seeking approval for expenditures underscores the importance of accountability in the financial management process. The institution requires authorisation for each spending and maintains strict control over its economic resources. Using requisition forms and the ERP system further enhances this control, providing a transparent and traceable process for managing payments and procurements.

Rahul College of Education's approach to resource utilisation is marked by meticulous planning and monitoring. This ensures that every square foot of space is used optimally, reassuring the audience about the institution's efficiency. Careful planning and monitoring of space usage help avoid wastage and maximise the institution's infrastructure. By strategically mobilising funds and optimising resource use, the college can maintain high education standards and support for its students and staff.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The quality assurance mechanisms at Rahul College of Education contribute to a broader spectrum of achievements. These efforts have resulted in significant gradual improvements across various institutions' processes, resulting in an overall increase in the institution's holistic well-being.

How do These Factors Contribute to Quality Assurance?

1. Academic and Administrative Audit:

- Regular audits ensure that academic and administrative functions are compliant with regulations and are continuously optimised for efficiency. This systematic review helps identify areas where the institution can innovate and improve, leading to better resource management and enhanced educational delivery.

2. Feedback on Curriculum from Stakeholders:

- By incorporating feedback from a diverse group of stakeholders, the college ensures that the curriculum remains dynamic and responsive to contemporary educational needs. This adaptability has led to higher student engagement, better learning outcomes, and alignment with industry standards, contributing to the institution's high pass percentages and overall academic success.

3. Gap Analysis Between CLO and PLO:

- The gap analysis process ensures that students achieve the intended learning outcomes of their courses and programs. By regularly assessing and addressing any gaps, the college has maintained excellent attainment values, ensuring that students are well-prepared for their future careers.

4. Examination Analysis:

- Detailed examination analysis allows the college to continually monitor and improve student performance. This data-driven approach has led to targeted interventions, consistently high pass percentages and better overall student outcomes.

5. Calculating Attainment Values - Outcome-Based Education:

- The systematic calculation of attainment values ensures that the college meets its educational objectives. This process has helped maintain a focus on outcomes, ensuring faculty and students are aligned with the institution's goals. The result is high student achievement and a gradual shift in faculty perceptions towards more student-centred teaching practices.

6. Preparation of the Academic Calendar:

- Creating a holistic yet inclusive academic calendar that reflects the college's academic and curricular/co-curricular integrity.

Broader Achievements:

• High Pass Percentages and Excellent Attainment Values:

- The rigorous quality assurance processes have directly contributed to the college's high pass rates and strong attainment values, reflecting the effectiveness of its academic programs.

• Gradual Change in Faculty Perceptions:

- Through continuous professional development and the introduction of new teaching strategies, faculty perceptions have noticed a noticeable shift towards embracing more innovative and student-focused approaches. This change has further enhanced the quality of education offered.

• Advancements in Infrastructure:

- The college has made significant advancements in its infrastructure, including the automation and digitalisation of various processes. These improvements have streamlined operations and enhanced the learning environment, making it more conducive to modern educational practices.

These combined efforts have created a robust framework for quality assurance, ensuring that Rahul College of Education continues to excel in providing high-quality education while adapting to the

evolving needs of students and society.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document

6.5.2

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

Response:

At Rahul College of Education, the institution undertakes a comprehensive and periodic review of its teaching-learning processes through its Internal Quality Assurance Cell (IQAC) and other established mechanisms. The review process includes multiple dimensions to ensure that the quality of education and institutional operations are continually enhanced. Below are the critical aspects of the review process elaborated in detail:

1. Stakeholder Feedback and Analysis: The college places significant emphasis on collecting feedback from all its stakeholders, which includes students, faculty, alumni, employers, and parents. This feedback, ranging from course evaluations to suggestions for improvement, is meticulously collected and analysed systematically. This systematic approach ensures that all voices are heard and considered, reassuring our stakeholders about the thoroughness of the process and making them feel valued and integral to the institution's operations.

2. Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO) Mapping, Attainment, and Gap Analysis: A systematic approach is employed to map the CLOs to the PLOs, ensuring that the educational objectives are aligned with the overall program goals. The attainment of these outcomes is measured using a combination of direct and indirect assessment methods. This process involves collecting data and analysing gaps between the expected and actual performance levels. By conducting this gap analysis, the college can pinpoint specific areas that require attention and develop targeted strategies to address these gaps, thereby ensuring continuous improvement in the teaching-learning process.

3. Examination Analysis: The college conducts a thorough examination analysis to evaluate the effectiveness of its assessment methods and students' performance. This analysis includes reviewing the examination results, understanding trends, and identifying patterns that may indicate underlying issues. The examination analysis helps refine the assessment processes and accurately measure student learning and achievement. Additionally, it provides insights into the areas where students may need additional support or resources to enhance their learning outcomes.

4. Administrative and Academic Audit: The college conducts regular administrative and academic audits to maintain high operational standards. These audits involve a detailed review of the administrative processes, educational programs, faculty performance, and resource utilisation. The objective is to ensure that all operations are efficient, transparent, and aligned with the institution's goals. The audit process helps identify discrepancies or inefficiencies. It provides recommendations for improvements and ensures that the college complies with regulatory requirements and best practices in higher education, making our stakeholders feel secure and informed.

5. Feedback Received in IQAC: The IQAC is a pivotal mechanism for collecting and analysing feedback from various sources within the institution. It includes inputs from periodic reviews, audits, and stakeholder surveys. The IQAC synthesises this feedback to develop actionable insights and recommendations. Once approved, these recommendations are assigned to relevant departments or individuals for implementation. The IQAC then monitors the implementation of these recommendations and evaluates their impact, ensuring that the institution is continuously improving.

Through these multifaceted review processes, Rahul College of Education continually evaluates and enhances its teaching-learning practices.

6.5.3

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

Response: 10

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

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

File Description	Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF****Response:** C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:**Case Study 1: Implementation of the Rupantran4ME Program**

Rahul College of Education introduced the Rupantran4ME program to enhance students' socio-cultural and holistic development. The program is designed to immerse students in Mumbai's rich cultural heritage through experiential learning. Students travel to various cultural and historical sites within Mumbai and are tasked with scouting the cultural significance of these locations. This hands-on approach enables students to draw inferences and synthesise their learnings into comprehensive presentations.

The program's structure fosters many skills critical to students' personal and professional growth. First and foremost, it encourages group work, requiring students to collaborate effectively, delegate tasks, and support each other in their explorations. This collaborative aspect not only enhances teamwork but also builds interpersonal communication skills. Additionally, the program hones students' research, critical thinking, and presentation skills, all essential for academic and professional development.

Furthermore, the program is about cultural immersion and embracing technology in the learning process. Students use digital tools to research, document, and present their findings. This not only hones their technological proficiency but also their ability to use these tools creatively and critically. By encouraging students to create presentations, the program also develops their creative thinking and public speaking skills, essential competencies in today's academic and professional environments.

Critical thinking is another significant outcome of the Rupantran4ME program. As students analyse and

interpret the cultural and historical data they gather, they learn to question assumptions, consider multiple perspectives, and develop well-rounded arguments. This process is not just for academic purposes, but it's crucial for fostering a curious and analytical mindset, which is invaluable in real-world scenarios.

Case Study 2: Implementation of ERP System (MyClassboard App)

In the administrative domain, Rahul College of Education has achieved significant improvements by implementing the ERP system, MyClassboard app. This digital transformation initiative has streamlined various administrative processes, making the college 50% paperless.

One of the most notable changes is the online fee payment system. Students can now pay their fees through the app, and receipts are generated instantly, reducing the need for physical paperwork and manual processing. This not only saves time but also minimises errors and enhances the overall efficiency of the fee collection process.

The MyClassboard app also revolutionises the leave application process. Both students and staff can apply for leaves online, which are then processed digitally. This reduces the administrative burden and ensures a more organised and transparent leave management system.

Additionally, the app facilitates timetable management, allowing students and faculty to access and manage their schedules easily. Including a Learning Management System (LMS) within the app enables efficient distribution and management of academic resources, further enhancing the learning experience.

Attendance tracking has also been digitised, providing real-time data and reducing the chances of discrepancies. Staff requests, including those for pay slips, are handled online, ensuring swift and accurate processing. The digital pay slip feature speeds up the distribution process and maintains a secure and easily accessible record of financial transactions.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Rahul College of Education is deeply committed to environmental stewardship and energy conservation as part of its broader Green Campus Policy. The institution has implemented a comprehensive energy policy that streamlines energy conservation methods and promotes the use of alternative energy sources to meet its power requirements. This policy is an operational directive and a commitment to fostering sustainable practices among students, faculty, and staff.

One of the primary focuses of energy policy is energy conservation, achieved by adopting efficient technologies and practices. Key strategies include:

1. **LED Lighting:** The college has undertaken a significant initiative to replace all conventional lighting with energy-efficient LED lights. This transition reduces energy consumption and lowers the overall operational costs associated with lighting.
2. **Drip Irrigation:** The institution has implemented a drip irrigation system for its extensive campus greenery to enhance energy efficiency further. This system is powered by recycled water, reducing the demand for groundwater and minimising energy use in water management.
3. **Wastewater Recycling:** The college has installed a sewage treatment plant that recycles wastewater for gardening purposes. This recycling effort is part of the broader initiative to manage resources efficiently while conserving energy.
4. **Paperless Operations:** The institution has moved towards paperless operations in line with its energy conservation goals. Adopting online documentation and communication reduces the energy footprint of paper production and waste management.

Use of Alternative Energy Sources

Rahul College of Education has also taken steps to integrate alternative energy sources into its power management system:

1. **Rainwater Harvesting:** The institution has established a robust rainwater harvesting system. This system contributes to water conservation and reduces the energy required to pump groundwater, aligning with the institution's goal of minimising energy use.
2. **Solar Energy:** While the current documents do not explicitly mention solar energy installations, the focus on sustainability suggests that the institution is exploring or planning to incorporate solar power as part of its alternative energy strategy.

The institution's energy policy has led to several positive outcomes, including reduced energy bills, a lower carbon footprint, and enhanced ecological benefits. The college conserves energy by focusing on green campus initiatives such as restricted vehicle entry, the use of digital libraries, and paperless

operations. It fosters a culture of environmental responsibility among its community members.

The policy also emphasises continuous improvement through energy audits, which assess current energy consumption, study carbon footprints, and explore further opportunities for using alternative energy sources.

Rahul College of Education's energy policy exemplifies its commitment to creating a sustainable and energy-efficient campus. By implementing innovative energy conservation measures and exploring alternative energy sources, the institution is actively contributing to a greener future. The collaborative efforts of the Facilities Management Team and the entire college community are vital in achieving these goals, ensuring that the institution remains a leader in environmental stewardship within the education sector.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

At Rahul College of Education, we have developed a comprehensive and sustainable waste management system that aligns with our commitment to environmental stewardship. This system is designed to maintain a clean and green campus, provide educational opportunities, and foster a culture of environmental responsibility among our students, faculty, and staff.

We have implemented a dual-bin system across the campus to ensure adequate waste segregation. Each bin is clearly labelled for either dry or wet waste. Dry waste includes materials like paper, plastic, and metals, while damp waste comprises organic matter such as food scraps and garden waste. This initial segregation is crucial for subsequent processing and recycling efforts, ensuring that waste is handled efficiently and sustainably. Regular awareness programs are designed to educate the college community—including students, faculty, administrative staff, and support personnel—about the importance of proper waste segregation and the broader environmental impact of waste. These initiatives foster a sense of responsibility and encourage active participation in maintaining campus cleanliness.

Our college canteen has adopted specific waste management practices to minimise food waste. Staff members are trained to manage food portions efficiently, and any generated waste is carefully segregated and processed. Additionally, the canteen promotes mindful eating practices, encouraging students and staff to avoid unnecessary food waste, thereby reducing the college's overall environmental footprint.

A compost bin is maintained on campus to manage organic waste. The organic waste collected from the wet waste bins is processed in this compost bin to produce nutrient-rich compost. This compost is then utilised to nourish the college gardens and green spaces, creating a sustainable cycle of waste reuse and contributing to the campus's overall greenery. E-waste, which includes discarded electronic devices and components, is managed through a specialised collection and disposal system. The college organises dedicated drives where students and staff are encouraged to collect e-waste. This waste is then sent to certified e-waste recycling facilities, ensuring that hazardous materials are disposed of safely and valuable components are recycled, thus minimising the environmental impact of electronic waste.

We conduct an annual Green Audit to assess the effectiveness of our waste management practices. This audit includes a thorough evaluation of waste segregation practices, recycling efforts, and the overall impact of our initiatives on reducing the campus's carbon footprint. The findings from these audits guide our continuous improvement efforts, ensuring that our waste management system remains effective and sustainable.

Rahul College of Education students are actively involved in our waste management initiatives. Students organise events, workshops, and clean-up drives that raise awareness and promote sustainable practices. These student-led initiatives are vital in fostering a culture of environmental responsibility and peer-to-peer learning within the college community.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Rahul College of Education is deeply committed to maintaining cleanliness, sanitation, and a pollution-free, healthy environment. To achieve this, the college has established a comprehensive cleaning

schedule, which is carried out diligently by the janitorial staff. These janitors ensure the cleanliness of all areas regularly, and the entire campus undergoes deep cleaning every fortnight. The institution strongly emphasises waste segregation, ensuring that waste is properly divided into dry and wet categories for effective disposal and recycling.

Pest control measures are systematically implemented across all campus areas, utilising products free from toxic chemicals to ensure the safety and well-being of everyone in the college community. In line with its commitment to sustainability, the college encourages tree plantation activities, actively involving students in maintaining and enhancing the greenery on campus. This initiative beautifies the campus and promotes environmental awareness among the students.

The college also runs robust recycling programs, mainly focusing on e-waste, ensuring that electronic waste is disposed of responsibly. Furthermore, a value-added course on the United Nations Sustainable Development Goals (UN SDGs) is integrated into the curriculum, providing students with critical knowledge and skills related to sustainability and global environmental issues.

To reduce vehicular pollution and promote a healthier environment, Rahul College of Education has designated the campus as a no-vehicle entry zone. Students must walk within the campus, reducing carbon emissions and promoting physical activity. Energy efficiency is another key focus, with LED lighting installed throughout the campus to minimise energy consumption.

Rainwater harvesting systems have been implemented to conserve water and promote sustainable water management practices. Additionally, the campus houses a vermicomposting facility, which converts organic waste into valuable compost, further supporting the college's green initiatives. Regular clean-up drives are organised, with enthusiastic student participation, fostering a sense of community responsibility and environmental stewardship.

Overall, Rahul College of Education's dedication to maintaining a clean, green, and sustainable campus environment is evident through its comprehensive cleaning schedules, waste segregation practices, pest control measures, and various green initiatives. Students' involvement in these activities not only ensures a healthier campus but also instills lifelong values of environmental consciousness and sustainability.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.00	0.00	0.00	0.00	0.00

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

Rahul College of Education demonstrates a deep commitment to reflect a holistic approach integrating environmental stewardship, cultural engagement, and community collaboration.

Rahul College of Education collaborates with local authorities to address critical social issues. For example, the institution organised an awareness program about the Bharosa Cell. the Bharosa Cell is an initiative of the Mira Bhayander-Vasai Virar (MBVV) police to mediate through counselling in domestic disputes that affect women and the elderly. Furthermore, the college also partnered with Majlis, a well-known women-centric NGO, to raise awareness about eliminating violence against women. This event provided crucial information and support to women, empowering them to stand against violence. These collaborations enhance the college's role in social advocacy and create strong ties with local governance structures.

The college addresses pressing community challenges through various outreach programs. A notable example is the **Blood Donation Camp** organized by the institution. This event supports local healthcare needs and instills a sense of civic responsibility among students. By organizing such initiatives, the college plays an active role in improving the health and well-being of the surrounding community.

Rahul College of Education is deeply involved in local cultural and health awareness initiatives. The college has organised several events to raise **AIDS Awareness**, including a World AIDS Day campaign in a rural village, a poster competition on AIDS awareness, and ongoing educational sessions. Additionally, the institution celebrates cultural events like **Hindi Diwas** and **Marathi Diwas**, fostering a sense of cultural pride and community engagement among students. The college also contributes to community development by working at **Rishi Valmiki Eco Village**, where students participate in sustainable practices and environmental conservation efforts.

The college leverages its local environment by participating in and promoting environmental initiatives. Students and faculty members regularly engage in **Beach Cleanup Initiatives**, demonstrating a commitment to maintaining the region's natural beauty and ecological health. The college also

participated in the **Indian Swachhta League Rally** and promoted the **Swachh Bharat Abhiyan** at Adarsh Vidya Mandir, emphasising the importance of cleanliness and hygiene. Furthermore, the institution organises **Tree Plantation** drives, contributing to the greening of the local area and educating students on the importance of environmental conservation.

Rahul College of Education integrates local knowledge and cultural heritage into its educational programs. The college organised a **Food Fest** featuring Indian cuisines, highlighting the diversity and richness of regional culinary traditions. Educational visits to significant local sites such as **Banganga**, the **Film Museum Mumbai**, **Kanheri Caves**, **Shankaracharya Mandir**, **Bandra Fort**, **David Sassoon Library**, **Khotachiwadi**, and **Mani Bhavan** provide students with a deep understanding of the region's historical, cultural, and architectural heritage. These experiences enrich students' education by meaningfully connecting them with the local context.

By actively collaborating with local authorities, addressing community challenges, engaging with cultural practices, leveraging the local environment, and utilising local knowledge, the institution sets a strong example of how RCOE plays a pivotal role in fostering community development and sustainability.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title: ????????4 ME: Experiential Learning

Introduction: “????????4 ME” is an experiential learning initiative crafted for the students of Rahul College of Education. It focuses on integrating metaphysics and epistemology with India's rich cultural heritage. The ultimate objective is for these future educators to transmit these values and deeper understandings into their classrooms, thereby contributing to the enrichment of Indian society.

Objectives:

- **Cultural Awareness, Respect and Skill Development:** The program fosters a deep understanding and respect of India's cultural heritage and develops interpersonal skills by instilling humility, respect and a profound knowledge of life through an epistemological perspective.
- **Exploration and Learning of Global and Local Issues:** The program promotes travel and exploration through the lens of Indian epistemology, supporting students in gaining metaphysical insights and practical knowledge of understanding the local and global challenges.
- **Observation Skills, including Nature Appreciation:** It enhances observation skills, particularly enabling them to perceive the metaphysical aspects of their surroundings as students are encouraged to appreciate nature, linking its beauty to philosophical insights

Procedure

1. **Group Formation and research:** Students are divided into small groups and they select a the places to visit to conduct an experiential journey.
2. **Field Exploration and Hands-on Learning:** Students visit the sites, engage with local communities and traditions, participate in cultural activities whilst interacting with local artisans, and immerse themselves in local customs and philosophies.
3. **Documentation and Presentation:** Students document their experiences. Then, each group presents their findings using visual aids and storytelling to share empirical observations and metaphysical insights through various media, capturing the essence of their journey.
4. **Feedback and Reflection:** Reflective discussions, with feedback shared among peers, foster communal learning.

Impact and Significance: This transcends traditional classroom learning by exploring the metaphysical and practical aspects of Indian culture and philosophy. It equips students with cultural competence, social responsibility, and a deep understanding of India's diversity.

Best Practice: Saarthi – Educational Clinic

Title: Saarthi – A Professional Developmental Educational Clinic

Objective

The Saarthi Educational Clinic at Rahul College of Education is an innovative initiative to enhance the professional development of the students. Modelled after a medical clinic, Saarthi provides future educators with specialised guidance and skill enhancement, ensuring they are well-prepared for their careers through preparatory classes, skill programs, and partnerships with prestigious institutions.

Context

As educational demands evolve, the clinic emphasises continuous learning, hands-on experience, and innovative teaching methodologies. Saarthi offers valuable insights, skill enhancement, and professional exam preparation through collaborations.

The Practice

Saarthi is central to Rahul College of Education's teacher education approach, offering activities focused on professional growth, including:

- **CTET Preparatory Classes:** Targeted sessions designed to help students excel in the Central Teacher Eligibility Test (CTET).
- **Memorandums of Understanding (MoUs):** Partnerships with institutions like Nagindas Khandwala College and Skyline University, providing diverse learning opportunities and industry insights.

Impact and Significance:

Saarthi has significantly enhanced students' professional readiness. The partnerships and exposure to diverse educational practices have improved employability, positioning Rahul College of Education as a leader in innovative teacher education.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The 3S Synergy Framework at Rahul College of Education is a transformative educational model strategically integrating three core elements: Student, Society, and Social Well-being. This innovative approach enhances students' academic experiences and societal contributions, ensuring the college's vision is consistently actualised through practical, impactful initiatives.

Core Components

- 1.Student:** At the heart of the 3S Synergy Framework is the student whose active involvement is vital. The framework fosters personal and academic growth through various educational activities and societal engagements. The goal is to equip students with essential skills and knowledge, empowering them to become proactive, responsible members of society. By placing students at the centre, the framework ensures they are not just passive recipients of knowledge but active participants in their learning journey and societal contributions.
- 2.Society:** Society serves as the practical arena where theoretical knowledge is applied. This component emphasises the importance of outreach activities, allowing students to test their academic learning in real-world settings. Whether through community clean-ups, public health initiatives, or other outreach programs, students apply their skills to address community issues, deepening their understanding of civic responsibilities and societal roles.
- 3.Social Well-being:** The framework aims to enhance social well-being for students and the broader community. This is achieved by aligning educational activities with societal needs and challenges, ensuring that all interventions contribute positively to the well-being of individuals and the community. By focusing on social well-being, the framework underscores the importance of education in fostering a healthy, empathetic society.

Interactions and Outcomes

- **Student + Outreach = Society:** The interaction between students and outreach activities creates a dynamic engagement with society. Students participating in these activities, such as organising community events or health campaigns, apply their knowledge practically, benefiting themselves and the community. This involvement nurtures a sense of responsibility and empowers students to contribute meaningfully to societal well-being.
- **Student + Intervention = Social Well-being:** Targeted interventions like blood donation camps or teaching at rural schools serve the community and play a critical role in students' personal development. These activities enhance students' empathy, resilience, and civic responsibility, contributing to their social well-being.
- **Society + Learning = Social Well-being:** Engaging in learning activities that reflect on societal interactions, such as the 'Rupantran4ME' program, where students explore and reflect on various societal settings, significantly boosts their social well-being. These experiences help students better understand their social environment and their role within it, fostering a more profound sense of community and self-awareness.

Cumulative Impact

Integrating these components significantly enhances students' social quotient—their ability to effectively interact, empathise, and lead societal change. This increased social quotient directly indicates how well students engage with and positively impact their community, reflecting the framework's success in developing socially responsible individuals.

Alignment with College Vision

The 3S Synergy Framework aligns seamlessly with Rahul College of Education's vision, emphasising Resilience, Adaptability, Humanity, Uniqueness, and Leadership (RAHUL). Through this framework, the college nurtures students who are academically proficient and empathetic leaders capable of facing challenges and contributing meaningfully to society. It fosters an environment where these core values inspire students to innovate and excel, shaping a brighter, more compassionate future for themselves and their communities.

The 3S Synergy Framework encapsulates Rahul College of Education's dedication to using education as a tool for societal transformation, focusing on holistic student development and active participation in societal change.

File Description	Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

As part of its pursuit of autonomy, the college is committed to integrating more skill-based and entrepreneurship capacity-building subjects and activities into the curriculum. This initiative is designed to provide students with practical skills and entrepreneurial insights that are crucial for their professional development and success. Additionally, the college is focusing on enhancing the average salary packages received by its graduates, particularly aiming to benefit students from schools affiliated with CBSE, ICSE, and IGCSE boards. This effort is expected to significantly improve the employability and career prospects of students.

To further enrich the educational experience, the college plans to offer multidisciplinary courses in collaboration with other institutions within the Trust. These courses will span innovative fields such as EDTECH, NLP, Robotics, and STEM, ensuring that students gain exposure to cutting-edge technologies and practices that are shaping the future.

In addition to these efforts, the college is also working to increase student placement opportunities in the UAE and South East Asia. This strategic focus will expand students' career horizons and enhance their global employability. Emphasizing the importance of Indian Knowledge Systems (IKS), the college aims to incorporate these traditional insights into the curriculum, fostering a deeper understanding of cultural and historical contexts.

Furthermore, the college is committed to providing opportunities for students to gain experience in international schools. This will not only broaden their educational perspectives but also enhance their global competencies, making them more competitive in the international job market. By focusing on these diverse and forward-thinking initiatives, the college strives to offer a comprehensive and globally relevant education, preparing students to excel in an increasingly interconnected world.

Concluding Remarks :

The college is undertaking a series of strategic initiatives to enhance its educational offerings and strengthen its institutional standing. By integrating Integrated Teacher Education Programs (ITEP) such as B.A./B.Ed., B.Com./B.Ed., and B.Sc./B.Ed., the college aims to provide a comprehensive educational pathway that blends subject expertise with pedagogical training. The launch of a Master of Education (M.Ed.) program will address a critical need for advanced teacher education in the region, filling a significant gap and supporting professional growth among educators.

Pursuing autonomous status is a key goal, enabling the college to have greater flexibility in curriculum development, governance, and innovation. This autonomy will support the integration of skill-based and entrepreneurship capacity-building subjects, enhancing the practical skills and entrepreneurial acumen of students. Additionally, the college is committed to improving the average salary packages for graduates, focusing on schools affiliated with CBSE, ICSE, and IGCSE boards, and expanding placement opportunities in the UAE and South East Asia.

The college's dedication to fostering a robust research culture will be bolstered by collaborations with

interdisciplinary colleges and seeking mentorship from experienced researchers. Applying for social science grants will further support these research endeavors. Encouraging faculty professional development through PhD programs, NET/SET examinations, and participation in FDPs will enhance academic qualifications and teaching standards.

Offering multidisciplinary courses in areas such as EDTECH, NLP, Robotics, and STEM, in collaboration with Trust institutions, will prepare students for the evolving demands of the global job market. Emphasizing Indian Knowledge Systems (IKS) and providing opportunities for experience in international schools will enrich students' educational perspectives and global competencies.

In conclusion, these comprehensive initiatives reflect the college's commitment to advancing education, enhancing research, and promoting continuous professional development. By addressing local and regional needs and positioning itself as a leader in teacher education and research, the college aims to provide exceptional educational opportunities and prepare students for success in an interconnected world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>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</p> <p>1. Website of the Institution</p> <p>2. Prospectus</p> <p>3. Student induction programme</p> <p>4. Orientation programme for teachers</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes</p>																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>17</td><td>17</td><td>17</td><td>17</td><td>17</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years.. Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>18</td><td>18</td><td>18</td><td>18</td><td>18</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	17	17	17	17	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	18	18	18	18	18	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																																					
17	17	17	17	17																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
0	0	0	0	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
18	18	18	18	18																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
0	0	0	0	0																																					

Remark : DVV has made necessary changes as per supporting document shared by HEI and input value "0" has been considered as there is no optional/ elective courses including pedagogy courses offered programme - wise during the year

1.2.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	14	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	1	1

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum and have excluded seminars in value added courses

1.2.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	88	87	97	95

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	39	89	47

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum

1.2.5

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85	94	82	93	79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	10	58	10	10

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on completion certificate shared

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	2	4

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

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**

	<p>Answer before DVV Verification : A. Any 5 or more of the above</p> <p>Answer After DVV Verification: E. Any 1 or none of the above</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and none of above option has been selected as there is no proper photographs for the same</p>
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs</p> <p>Answer After DVV Verification: Whenever need arises due to student diversity</p> <p>Remark : DVV has made necessary changes</p>
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution</p> <p>Answer before DVV Verification : 14</p> <p>Answer after DVV Verification: 7</p> <p>Remark : DVV has made changes as per supporting document shared by HEI</p>
2.3.3	<p>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..</p> <p>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</p> <p>Answer before DVV Verification : 95</p> <p>Answer after DVV Verification: 0</p> <p>Remark : DVV has made necessary changes and input value "0" has been provided as there no proper evidence for students using ICT support</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has made necessary changes</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p>

	<ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made changes as per supporting document shared by HEI and none of above option has been selected as we have not received photographs for the same</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made necessary changes and none of above option has been selected as we have not received proper photographs for the same</p>
2.4.4	<p>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</p>

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: A. All of the above Remark : DVV has made necessary changes as per supporting document provided by HEI and all of above option has been selected as we have received supporting of Evolving learning sequences (learning activities) for online as well as face to face situations, Identifying and selecting/ developing online learning resources, Effective use of social media/learning apps/adaptive devices for learning , Developing assessment tools for both online and offline learning and Preparation of lesson plans</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 2 Answer after DVV Verification: 1</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded by 1 point based on phd certificate shared</p>
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made necessary changes as per supporting document shared by HEI and none of above option has been selected as we have not received appropriate supporting

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and has considered input value as "0" as we have followed the calendar year (JAN-DEC)

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have followed the calendar year (JAN-DEC)

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:

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	6	9	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	1	2

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded Days Celebration like Women's Day, pollution Day , Tree plantation programme etc and has excluded community involvement activities

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	87	88	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
73	45	70	81	40

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded Days Celebration like Women's Day, pollution Day , Tree plantation programme etc and has excluded community involvement activities

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	5	4	2

Answer After DVV Verification :

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

1	0	0	1	1
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Remark : DVV has made changes as per supporting document shared by HEI and value have downgraded based on certificate shared

3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <p>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</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 or 6 of the above Remark : DVV has made change as per supporting document shared by HEI and option B has been selected as we have not received supporting for Join hands with schools in identifying areas for innovative practice</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3.94</td><td>4.84</td><td>2.69</td><td>3.84</td><td>9.04</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.85</td><td>0.61</td><td>0.04</td><td>0.00</td><td>1.60</td></tr></table> <p>Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure on construction of building/ purchase of Lab. equipment’s/ academic equipment’s/ furniture & fixtures/vehicle</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3.94	4.84	2.69	3.84	9.04	2022-23	2021-22	2020-21	2019-20	2018-19	0.85	0.61	0.04	0.00	1.60
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.94	4.84	2.69	3.84	9.04																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.85	0.61	0.04	0.00	1.60																	
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.68	1.98	1.82	0.91	1.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.20	0.66	0.45	0.00	0.00

Remark : DVV has made changes as per audit report shared by HEI and has considered expenditure on purchase of books, journals etc

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made necessary changes and none of above option has been selected as we have not received appropriate supportings

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:

2022-23	2021-22	2020-21	2019-20	2018-19
7.19	11.73	5.36	7.48	13.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.34	1.16	0.30	2.16	0.11

Remark : DVV has made changes as per audit report shared by HEI and has considered repair and maintenance of physical facilities and AMC for academic facility.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made changes as per supporting document shared by HEI and option B has been selected as we have not received supporting of Online assessment of learning

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**

Answer before DVV Verification : C. Any 6 of the above

Answer After DVV Verification: A. Any 8 or more of the above

Remark : DVV has made changes as per supporting document shared by HEI and all of above option has been selected as we have received 9 geotagged photographs related to student support facilities in the institution

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)**

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per supporting document shared by HEI and 1 of above option has been selected as we have received supporting of Placement Officer is appointed and takes care of the Placement Cell

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	8	12	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	05	07	09

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as events under closure date has been counted as one

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made changes as per supporting document shared by HEI and 2 of above option has been selected as we have received supporting of Involvement in the in-house curriculum development and Placement advice and support

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**

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

Answer After DVV Verification: A. Any 6 or more of the above

Remark : DVV has made changes as per supporting document shared by HEI and option A has been selected as we have received geotagged photographs of all 7 areas of operation

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	1	2	0

Answer After DVV Verification :

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

Remark : DVV has made necessary changes and input value "0" has been considered as we have not received appropriate supportings

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**

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been

downgraded as we have considered Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements and Academic Administrative Audit (AAA) and initiation of follow up action

7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <p>1. Rain water harvesting</p> <p>2. Waste water recycling</p> <p>3. Reservoirs/tanks/ bore wells</p> <p>4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per supporting document shared by HEI and 3 of above option has been selected as we have not received geotagged photographs of Waste water recycling</p>																				
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.08</td><td>0.38</td><td>0.225</td><td>0.055</td><td>0.14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.00</td><td>0.00</td><td>0.00</td><td>0.00</td><td>0.00</td></tr></table> <p>Remark : DVV has made changes as per audit report shared by HEI and input value has been considered as "0" as there is no expenditure on green initiatives, energy and waste management</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0.08	0.38	0.225	0.055	0.14	2022-23	2021-22	2020-21	2019-20	2018-19	0.00	0.00	0.00	0.00	0.00
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.08	0.38	0.225	0.055	0.14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.00	0.00	0.00	0.00	0.00																	

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations