SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

RIZVI EDUCATION SOCIETY'S RIZVI COLLEGE OF EDUCATION

RIZVI COLLEGE OF EDUCATION RIZVI SCHOOL PREMISES, GOVIND PATIL MARG, KHAR DANDA, KHAR WEST
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RES's Rizvi College of Education was started in 2003 under the aegis of Rizvi Education Society. Rizvi Education Society is a non-profit educational society devoted to education, training, research and consultancy. It was established in 1985 with the College of Arts, Science and Commerce. In thirty-eight years, it has spread its wings and branched into various professional colleges producing stalwarts for the country. The Founder-President of the society Dr.Akhtar Hasan Rizvi, with his grit and perseverance to realise his dream of 'the establishment of a mini university' has set up twenty two institutes in all, in Mumbai, Jaunpur, and Allahabad. The society is still in the path of expansion.

Rizvi College of Education is affiliated to University of Mumbai since 2003 and has been approved by NCTE (Code No. 123005). The college is un-aided Muslim Minority English medium one - located in the prime location of Mumbai suburbs and is easily accessible by road and rail. The college, in a span of twenty successful years, has made a remarkable progress in the educational fraternity. It has emerged as a premier institute offering B.Ed. course and various add-on courses, creating teachers equipped with latest trends and technologies in education. It provides dynamic training programs that empower teachers to meet the challenges in the ever-changing global scenario. The credit for the success of this institute rests with its President, Dr. A. H. Rizvi, whose vision and endeavour to make a difference in the society led to the establishment and growth of the college.

The college functions under the governance of various committees and cells. All curricular and co-curricular activities are conducted under the guidance of these committees. The college stands for imparting quality education to the prospective teachers. While kept updated in digital skills, student teachers are trained to be facilitators and collaborators in the classroom. They are guided towards quality practice through adaptability and astute decision making in different contexts. In fulfilling the mission, the college strives to prepare teachers who meet the needs of the job market and at the same time serves the community to create a humane world.

Vision

Achieve excellence by creating globally competent teachers through world-class education.

Mission

We endeavour to achieve excellence through value oriented, experiential learning which is creative, futuristic and lifelong.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Pioneering College of Education in Mumbai fostering quality education for 20 years.

- Progressive, visionary Management
- Qualified and competent faculty members
- Faculty members well versed in ICT usage
- Located in Mumbai suburb and easily approachable by roadways and railways.
- Programmes on Skill Enhancement and Value Added Courses introduced in accordance to demands & trends
- Community outreach initiatives
- Good rapport and strong relationship with practice teaching schools.
- Student centred teaching learning process
- Strong Alumni interaction and support academically and professionally
- Technologically equipped classrooms with Smart Boards.
- 24/7 CCTV Surveillance on campus
- Scholarships to students
- In- house counsellors – clinical & academic
- Training for competitive exams - TET/ CTET/CET
- Educational visits / internship / action research projects carried out by students
- Student participation in national / state level competitions, seminars and conferences
- Book bank facility
- Active Student Council
- Adequate student support services
- Functional campus placement services
- Students placed in reputed institutions
- Well conceptualised English Language Proficiency Training Course for student teachers.

Institutional Weakness

- Time constraint for organising several programmes.
- Limited facilities for differently abled students
- Student teachers do not get opportunity to work in rural settings.
- Limited scope of doing trials on innovative methods of teaching in practice teaching schools due to their tight academic calendar.
- Library is not digitalised
- Cannot provide exposure to student teachers in International curricula, since such school do not give permission for internship
- Being an unaided college, cannot apply for Government grants for research projects & similar initiatives.
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed. programme
- Limited consultancy and insufficient collaborations

Institutional Opportunity

- Geographically strategic location
- Supportive Management
- Management runs institutions offering courses in different disciples in the near vicinity, so smoother transition to 4 year integrated B.Ed. program possible

- Establish a Counselling cell to cater to the personal counselling needs of students
- Provide training to school teachers in usage of ICT in teaching learning
- Collaboration with Ed. Tech. companies for content development
- Developing a MIS software customised for the institution for improved planning, efficiency and decision making.

Institutional Challenge

- Migrating to the Interdisciplinary 4 year Integrated B.Ed. programme – ITEP
- Carrying out student centred teaching learning activities in Mumbai classrooms where the student strength is very high.

- Delay in declaration of University exam results affecting student teachers' placement

- Providing training in catering to the differential needs of differently abled students in inclusive classroom.
- Salary of Staff as per Government Scale

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rizvi Education Society's Rizvi College of Education is affiliated to University of Mumbai and follows the curriculum prescribed by the university. This curriculum is adapted at the institutional level with proper planning in consultation with the various stake holders through discussions and deliberations under the IQAC. . The college's stated mission and vision provide direction for development of goals and objectives and the strategies to attain them at the institutional level. The planning based on this is implemented through the activities reflected in the academic calendar. The academic calendar is prepared semester wise keeping in view the calendar of events scheduled by the university.

Program learning outcomes and course learning outcomes are clearly defined and communicated to all. This outcome-based education, provided in the institution, focuses on acquiring knowledge, developing skills and attaining competencies enhancing the students' employability as a 21st century teacher. Various forms of experiential learning adopted in curriculum transaction provides hands-on experiences in developing conceptual and procedural knowledge and professional skills among the students. Students are made conversant on the different schools systems in India and abroad- about the curriculum, functioning, assessment etc. through expert talks and visits. Curriculum enrichment is further ensured through an array of value added courses which enables development of inter disciplinary skills and bridge skill gaps in the students. Continuous comprehensive evaluation, incorporating alternate modes of evaluation focuses on maximising academia and competencies as well as attitudes and life skills.

Teaching-learning and Evaluation

Students are admitted through the process governed by the eligibility and admission criteria of the regulatory bodies. The college has a well-designed policy of initial screening and assessment of the admitted students to

identify their levels of learning as well as their readiness for teacher training. This includes Entry Level Assessment & Interview, Preliminary Level Teaching Aptitude Test and Talent Hunt. Academic and other forms of counselling are provided to students based on the assessment. A content test is conduct to assess the content knowledge and accordingly content enrichment sessions are arranged.

Understanding the significance of English as a medium of instruction and as vehicle of communication the college conducts a Value-added course to enhance the language proficiency of student teachers in all areas of English language skills. At the same time, the college adopts a bilingual approach in the teaching learning process to facilitate learning in the multicultural and multilingual context. The college facilitates learning through competence-based teaching learning approaches from a perspective that knowledge, attitudes and skills, are actively acquired by the learners themselves. These approaches include expository teaching of direct instruction to learner-centred differentiated teaching. Training for practice teaching is done through opportunities for simulated or direct experiences followed by self-reflection. ICT integration incorporating a repertoire of technologies are used for the teaching learning process. Moreover, the students are trained in using the various technology forms for online and offline teaching. The college has a comprehensive mentoring system including peer mentoring to support the students to face the challenges in academic and internship programmes. The faculty are well qualified involved in teaching-learning and research. They keep themselves professionally updated through participation in various seminars, workshops and courses. Continuous internal evaluation is done ensuring fairness and transparency. The teaching-learning and assessment are aligned with the PLOs and CLOs in the outcome-based education process.

Infrastructure and Learning Resources

The college has adequate and well-maintained infrastructural facilities as per NCTE norms for 1 unit of students. The college has multipurpose hall, classrooms, principal's office, staff room, administrative office, computer laboratory, science laboratory, library, toilet facilities and pure drinking water facility. The library is well ventilated with internet connectivity. The classrooms are smart classrooms fitted with interactive promethean whiteboard with finger recognition and multi-touch recognition. The smart board is internet enabled through LAN. The computer lab is fully ICT enabled with 20 computers and internet facilities. Principal, all teaching and administrative staff have computers to work with. There are two elevators fitted with sensors to carry the teachers and students between the floors. All floors of the college building are fitted with CCTV cameras and fire safety devices.

The library is spacious, well-ventilated and with adequate comfortable seating arrangements. The collection of materials in the library ranges from reference books and text books related to the domain of teacher education, encyclopaedias, policy documents, dictionaries, e books, journals, and newspapers. The college has entered into a Memorandum of Understanding with Rizvi College of Arts, Science & Commerce and the student teachers are registered to N-List and DELNET through their subscription accounts. The campus is fully ICT enabled, starting from safety cameras for surveillance in the campus, biometrics for attendance, to installation of smart boards in the classrooms. College holds a G-Suite account and the learning platform of Google Classrooms is extensively used in the teaching-learning process. The maintenance of the learning resources and facilities are done timely by the management.

Student Support and Progression

The college has a sturdy student support system in place and offers a wide range of initiatives for capability building and skill enhancement, which includes sessions on Enhancing English Proficiency skill, Career guidance talk, Professional skills development through Mahindra Pride, workshop on resume writing, other sessions include Mental Health and Wellbeing, Stress Management through Yoga, Innovative Practises, Reflective Practises, Course on Stem learning and teaching, and Action research add-on course.

The institution has a grievance committee, instructions are available to students on the college website, and there are mechanisms in place for both offline and online modes of submitting grievances. The institution also has a transparent grievance redressal procedure with prompt handling of concerns. The institution's guidance and counselling cell runs numerous awareness campaigns, has an on-staff counsellor who gives students the help they need.

Students get financial aid from other sources, placement assistance, fee concession and instalment facilities etc. The student council plays a crucial role in ensuring the seamless execution of activities by encouraging students to take part in, plan, and carry out the institution's different extracurricular and curricular events like-Intercollegiate and Inter school Digital Poster Making competition, Online Poetry making Competition, Sports Day, Cultural programmes, Special Assemblies on National and International Days, Organizing Webinars, Preparing Creative for social media , helping in organisation of Conferences, Seminars, Workshop and Guest lectures etc.

The RES's RCOED Alumni Association is a vibrant group that organises activities and events for the institution's and the current students' welfare. Our many graduates hold significant positions such as Principal, administrators, coordinators, teachers, academic leaders, and entrepreneurs. They also support our students' placement in schools by providing career counselling. Through student mentorship, student assistance, financial support, and talent recognition, they play a crucial role in helping students develop the skills necessary to succeed in their careers as teachers. They also provide ways for being effective and efficient educators in order to solve local and global concerns. The institution places a great priority on member involvement and feedback since it helps to fill up any holes in the curriculum.

Governance, Leadership and Management

Keeping the vision, mission and goal of the college in mind the Management, Principal, Teachers and administrative staff work with utmost sincerity and dedications to ensure that the institution can bring out the highest potential in every individual members of the institution. The management during the IQAC and CDC meetings interact with experts to identify the challenges and trends as demanded by the industry. These meetings give a path for identifying the future course of action for the functioning of the college.

The college has a code of conduct which is adhered by the staff and students. The principal prepares the academic calendar in accordance to the 5 year strategic plan. Regular meetings are conducted to ensure smooth functioning of the college. The institution maintains transparency in its administrative, academic and financial areas. All mandatory documents are uploaded on the website. Various committees and cells conduct activities to empower learners in coordination with members of the institution.

The Governance of the college is one which aims to empower not only taught but the teacher as well. The management promotes the professional development of its staff members. Funds and leaves are granted to attend refreshers courses, faculty development programs, conferences, workshops, etc. Thereby creating opportunities to collaborate with experts from other institutions.

The management through its foresighted vision provides freedom to design value added courses to enhance the professional competency of pre-service teachers. The college gives utmost importance to feedback mechanisms and maintains transparency by providing detailed feedback to each faculty member.

The Governance and leadership at RCoEd plays an important role it sets a benchmark and aims to establish unified co-ordination to achieve the institution's stated vision and mission.

Institutional Values and Best Practices

"Be the change you want to see in the world"

Seeking inspiration from these words the college through its various policy documents works towards human resource development. The Management, principal and staff have internalised various quality initiatives to train an efficient human force empowered with knowledge and skill set to bring the reforms not only amongst students but the society as well.

The teachers and students are motivated and encouraged to adopt sustainable and eco-friendly practices. The aim is towards training citizens who work consciously towards the protection of environment. Under the Environment Sustainability and Growth Policy the college environmental cell conducts various activities like no lift day, waste management, earth day competitions, clean up drives, donate a sapling etc. The college has reached out to the larger community in order to spread it message of sustainable practices through prabhat pheris, cleanliness rallies, tree plantation, Juhu beach clean up drives, street plays, etc. Various opportunities are provided to students to organise presentations in their practice teaching schools on topic of environmental concern and to conduct small activities which can bring ripples of change. These activities ensure that the educational endeavours are geared towards larger service to the society.

This college strives to engage the novice teachers in outreach activities. The Guidance and Counselling cell of the institution has tailor-made efforts in order to provide several opportunities to interact with community members. These activities foster essential skills to amongst the larger community to value oneself and take pride in being Indian citizens.

RCoEd is committed towards training 21st century teachers who are abreast with the latest educational trends. One of the key thrust areas amongst the various qualitative initiatives of the institution is the importance it lays on enhancing the professional competencies of student-teachers and thus giving a competitive edge to their abilities. This in one area of distinctiveness where a wide range of value added courses are offered to the students with the aim to ensure that the pre-service teachers achieve excellence through experiential learning. The college focuses on leveraging and grooming novice teacher's personality, communication and articulation abilities.

Research and Outreach Activities

The institution has undertaken one ICSSR sponsored National Conference and two management funded National Conference in last five years. The management provides seed money and other financial and essential support for research purposes. The institution gives faculty members duty leave for professional growth and research. To stimulate academic and student research, the institution hosts workshops, seminars, and conferences. To aid academic and student research efforts, the college makes a book bank accessible. Through

its incubation facility Skill Set, the college strongly promotes innovation, creativity, and entrepreneurship skills among its students.

Through the Research cell active role - RES' RCOED focuses on helping students build their research aptitude and skill. The college supports and encourages its teachers and students to publish research work, and they have been eagerly doing so for years, our college authored one book and teachers have been written various chapters for University of Mumbai IDOL section. In last 5 years our teachers and staff have been published 77 research papers in various journals.

RCOED firmly adheres to the principle of instilling humane values in its pupils and makes every effort to promote transactions based on values. Through orientation sessions, expert talks, and outreach activities on Swachhata Hi Sewa Abhiyaan, Voting Awareness programmes, Mental Health Programmes, Cancer awareness program, Beach Cleanliness drive, and Donation Drives to aid the underprivileged, outreach activities are also promoted through the teaching learning process

In an effort to give students a variety of experiences, interactions with experts, and up-to-date knowledge and skills through workshops, seminars, expert talk sessions, internships, outreach activities, awareness programmes, and cultural events, the institution has increased its collaborations and linkages with various organisations and institutions. RCOED has 04 operational Memorandums of Understanding (MOU) with various organisations and educational institutions to boost its partnerships and cooperation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Rizvi Education Society's Rizvi College of Education
Address	Rizvi College of Education Rizvi school premises, Govind Patil Marg, Khar Danda, Khar West
City	Mumbai
State	Maharashtra
Pin	400052
Website	www.bed.rizvi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Spoty Karthik	022-26000902	9869350395	022-2604199 5	spotykarthik@bed. rizvi.edu.in
IQAC / CIQA coordinator	Nahida Mandviwala	022-6000902	9819969498	022-2604199 5	nahidamandviwala @bed.rizvi.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes MINORITY CERTIFICATE.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
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		
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	31-05-2015	180	

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	Rizvi College of Education Rizvi school premises, Govind Patil Marg, Khar Danda, Khar West	Urban	0.512	4141.55

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Bed	24	GRADUATION	English	50	50

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				0				0				3
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
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	3	1	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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**
	0	2	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1	0	0	0	1
	Female	45	4	0	0	49
	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	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	1	4	2	0
	Female	49	40	39	33
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	44	41	33

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• RES's Rizvi College of Education envisions to develop the 4 year integrated B.Ed. program (ITEP) through a merger or joint agreement with the Rizvi Arts, Science & Commerce college, which is a sister concern institution under the Rizvi Education Society. The ITEP would be integration of Science with B.Ed., Humanities with B.Ed., and Commerce with B.Ed. programs. The institution have always focussed on the holistic development of its students and have adopted a multidisciplinary approach in its curriculum transaction. • The job market analysis shows that it is just not STEM jobs but STEM in all jobs, justifying the emergence of STEAM which develops both hard and soft skill sets suitable for

	greater performance in the job markets. Realising this college has developed a value added course 'STEM Integration with Arts' to make all the prospective teachers develop proficiency in integrating humanities and art forms in science subjects. • The college offers a set of value added courses which comes under multiple disciplines. This includes courses in Yoga, English Language Proficiency, Soft Skills and Interview Skills, STEM and Action Research. Community service and outreach activities are under taken regularly to strengthen and promote the civic engagement among the students. Environmental Education, apart from being a course of the prescribed curriculum, is imparted through practical activities like paper recycling, plastic segregation, awareness talks, beach cleaning drive and visits. Days of environmental significance are observed through special assemblies and activities. Value inculcation is attained through its integration in the curricular and the wide spectrum of co-curricular activities conducted in the institution. • Research at different levels are conducted ranging from action research projects aiming at solving classroom challenges to organising national level conferences addressing pressing issues in the field of education. In view of NEP 2020, the institution is continually working towards a multidisciplinary environment through cross curricular pedagogy, STEAM course etc.
2. Academic bank of credits (ABC):	The institution has initiated the process of opening ABC Accounts for its students. So far the following students have created their accounts. Name ABC ID Ansari Nausheen I 986-529-186-830 Hamid Arzina S 203-358-182-193 Hashmi Shamim Bano Md 253-697-649-131 Kalatarzadeh Masoomeh Syed A 621-238-701-429 Kazi Huda T 845-135-961-717 Khan Zoya N 219-690-031-245 Kuckreja Arshita R 709-003-436-781 Maliq Falq Mohd A 856-639-411-002 Mistry Zainab R 658-034-061-045 Peerbhoy Afsha S 848-969-550-504 Qureshi Ayesha S 411-784-279-363 Qureshi Dania S 540-873-883-239 Qureshi Tania S 650-937-461-399 Shaikh Khatoon Nafisha M 660-616-659-452 Shaikh Masira I 763-148-601-440 Shaikh Sana A 488-342-387-835 Shaikh Shifa R 260-334-449-447 Shaikh Umera Bano Md 603-491-450-263
3. Skill development:	• Outcome-based education, provided in the

	institution, focuses on acquiring knowledge, developing skills and attaining competencies. Skill proficiency and competencies are emphasised throughout the program enhancing their employability and making them job ready. Several value added courses are offered to the student teachers to increase the employability quotient of the students by leveraging on their talents and abilities. The course, Soft Skills & Interview Preparation Training, is developed with the objective of attaining the learning outcome of effective communication skills, presentation skills, leadership skills and employability skills. Another course ETPEC (Enhancing Teacher Proficiency in English Communication) helps develop all skills in English language proficiency. Training in use of Technology in the teaching-learning process is integrated through the different theoretical & practical courses. In addition to this, workshops are conducted to empower the student teachers in using ICT in education. These ICT skilled are used while planning and implanting lessons during internship. • NPE 1986 recommendation of Core elements is integrated in lessons which helps develop civic values among students. Constitutional, ethical and human values are developed through activities like observation of days of national and international significance; environmental practices; religious dialogues and other practices. • Skill development of the student teachers are promoted through curricular activities, value added courses, practicum and co-curricular activities and these efforts are in tune with that of the National Skill Development Corporation.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• Located in the cosmopolitan city of Mumbai, RES's Rizvi college of Education, reflects the confluence of different cultures in its functioning. The wide spectrum of cultural, linguistic and regional diversities which congregates at the institution is celebrated and integrated through various curricular and cultural activities. Indian philosophers and their philosophies are taken as topics of discussion in an attempt to promote traditional knowledge system. • The institution has teachers from different linguistic backgrounds in its faculty and additionally plans to organise programmes in language training for them. Language translation software can also be utilised wherever necessary. • Over the years the college has

	had students who attempted their exams and assignments in Hindi, Marathi and Urdu. These students were mentored in their preferred language by the faculty members or by teachers specially appointed for them for their assistance. • Indian traditional knowledge, culture, arts and languages are preserved and promoted through assemblies, cultural events, and celebration of festivals, food festivals and visits to places of cultural significance.
5. Focus on Outcome based education (OBE):	The curriculum of the institution is transformed towards outcome based education with a focus on clearly defined student learning outcomes in terms of program learning outcomes and course learning outcomes. The institution has framed its program learning outcomes in alignment with its mission, vision and goal. The program learning outcomes provides direction for framing the course learning outcome for each theoretical, practical, value-added courses and other activities. The course learning outcomes are framed through discussion with the course experts and other stakeholders in the curriculum planning meeting. The formulated outcomes are communicated through students' handbook and college website. Thereafter, all curricular and other activities are planned and conducted towards attainment of these course learning outcomes and finally the realisation of the program learning objectives.
6. Distance education/online education:	The institution extensively uses the blended learning platform of Google Classrooms for its online teaching learning process since 2018. All learning materials and announcements are uploaded in Google Classrooms. All assignment submissions and practicum related submissions and its assessment with feedback are also done in the classrooms. Besides this, recorded lessons are made available on college YouTube channel. Since the pandemic lookdown was over, the college has been using blended learning whenever necessary. Various online applications and tools related to teaching are being used in content transaction and for teaching-learning by student teachers in their internship.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has not set up an Electoral Literary club. But it takes up many initiatives to create and spread awareness on citizenship development among the student teachers.
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 college engages the students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	On the occasion of National Voters' Day, the college organised a week long Voter awareness program to encourage more young voters to take part in the political process. The events were aimed at celebrating the right to vote and spread awareness among voters regarding effective participation in the electoral process. This Program included silent rally, how to cast Vote program by government officers, poster making competition, etc
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.	Awareness drives about developing effective electoral engagement, participation, making informed choices and ethical ballot decisions are organised by the college. These drives were in the form of rallies and demonstration on the electoral process. Every year the student council election is conducted in the college which gave them an opportunity to get a sense of the democratic electoral process.
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.	Realising that some of the student teachers of voting age have not yet registered with election commission and not got their ID card issued, the college had conducted a drive on enrollment in the electoral roll. Also to encourage those registered to participate in the election process, the college had invited personnel from the Election commission to come to college and give training in the voting process. They came and gave a demonstration on the voting process using Electronic Voting Machines.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	74	84	93	82

File Description	Document
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

1.2

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	30	47	42	39

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

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	30	47	42	39

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

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	41	33	51	42

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

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	7	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..

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	7	8

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)..

2021-22	2020-21	2019-20	2018-19	2017-18
7.92	7.5	12.7	14.57	13.04

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 13

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:

Rizvi Education society's Rizvi College of Education is affiliated to the University of Mumbai. College follows the syllabus prescribed by the University for the for two years Bachelor of Education programme. The programme currently running is the Credit Based Choice System which came to effect from the academic year 2017?2018. This prescribed curriculum is adapted at the institutional level. The institution ensures that the curriculum is **well planned in consultation with the various stakeholders and then implemented e**ffectively. The **curriculum planning at the institutional level is done through discussion and deliberations** during meetings of Internal Quality assurance Cell and College development Committee. This planning is done taking into consideration the **latest developments in the field of education as well as the adapting it to the local context – aiming at supporting global, national, local (*glonacal*) development.** An academic calendar is prepared based on the university syllabus incorporating the recommendations and suggestions of IQAC and CDC. This **academic calendar provides guidelines for planning various activities to attain the curricular objectives.** At the faculty level **curriculum related planning is done collaboratively and individually.** The head of the institution along with teachers plan various activities for the successful attainment of the curricular objectives. Teachers individually plan the objectives, methodology and assessment modes for their content areas. They make plans on yearly, monthly, weekly, and daily basis. The year plan incorporates various activities based on the programme learning outcomes and course learning outcomes. The activities are planned to integrate innovative teaching-learning approaches and strategies and the use of technology. The PLOS, CLOs and activities are uploaded on the college website. The curriculum is subjected to revision whenever the need arises based on the feedback from the different stakeholders. **Making the student teachers industry ready through skill development certain value-added courses are introduced periodically** to the curriculum thus enhancing their employability. Faculty and students are given training in use of ICT for teaching-learning and assessment. Organising and participating in seminars, conferences, and workshops by the college for the faculty facilitates in the planning and revision of the curriculum. Academic audits, mid-term reviews and course corrections are done when ever needed.

The Academic Calendar is prepared at the beginning of each academic year considering the number of working days allotted for each semester and the examination days. Internship days for each semester is decided in alignment with the schools' schedule. The academic calendar shows the days of exam, assignments and community work, field trip and visits, etc. It reflects the days of national and international significance and holidays also. **Once prepared the academic calendar is emailed to all staff members and circulated in students' online communication group (Whatsapp). It is uploaded on the college website as well.** Weekly timetable is prepared on the basis of the academic calendar which ensures the timely commencement and completion of these activities. Faculty document their day-to-day activities in a daily log sheet electronically which ensures accountability and conduct of the curriculum.

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:

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

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

Response:

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](#)
Any other relevant information	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	10	9	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	10	9	10

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	3	2

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	33	50	42	40

File Description	Document
Upload any additional information	[View 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:

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](#)
Paste link for additional information	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	49	0	0

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](#)
Any other relevant information	[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:

Response

The institution envisages teacher preparation as an activity that requires multidisciplinary perspectives. The curriculum at the institutional level is framed and implemented to enable development of requisite knowledge, skills, values, and attitude required in the 21st century teacher.

Knowledge

A coherent understanding of the field of teacher education. The content areas of the program are transacted through strategies which enable effective critical thinking, reflection and reasoning. Expositions, seminars/ webinars, debates, discussions, projects etc. are employed in an interdisciplinary approach for a universal perspective of acquisition of knowledge. This enables the prospective teachers to examine the impact of different theories and practices in students' learning, keeping in view its moral and ethical implications. Content Pedagogical Knowledge enables the student teachers to translate, reorganise and adapt the content and make it more comprehensible and accessible to their students. CPK is imparted through content enrichment, methodology courses, micro teaching skills training, and observation of model lessons by alumni and method experts.

Student teachers develop **Procedural Knowledge** relevant for different levels of school education skills specific to one's chosen pedagogy subjects of specialization through demonstrations, observation of school teachers' teaching and active mentoring. This is further enhanced through practice lessons given by them during the different phases of internship where the lessons are predominantly developed on the constructivist's school of thoughts. Using approaches like discovery learning, inquiry learning, laboratory work, creative writing, etc. Use of ICT and its enabled applications are used. Student teachers are also familiarised with different alternative modes of assessment. Student teachers show their **ability to extrapolate the knowledge** attained in various domains and apply them in new situations with competence.

Skills

Numerous teacher relevant skills are developed through the course syllabi, workshops, and training programmes. In addition to the Ability Courses prescribed in the syllabus, Value Added Courses are developed and implemented with skill development as the major objective. Most prominent skills developed **are ICT skills, Communication skills, Collaboration skills, Soft Skills, Creativity, Critical Thinking Emotional Wellbeing, and Financial Management** etc. In addition to these, certain pedagogy subject relevant skills are also developed. For eg. In the subject of Science, the skill of improvisation of experiments and equipment is encouraged. The institution offers a value added course on integrating different art forms for the teaching of STEM. Various literary activities and competitions are organised which improves the creative writing and expression of the student teachers.

Values and Attitudes

Every day morning assembly picks up a theme of moral or social significance which is elaborated through dramatization, storytelling and sharing of life experiences. The institution extensively organises community service activities and this helps develop a sense of social connectedness and responsibility. The institution strives to make sure that the student teachers possess the right attitude towards teaching as well as other aspects like gender parity, sustainable living and inclusion.

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](#)
Any other relevant information	[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:

Response

The institution undertakes various measures to familiarize students with the diversities in school system in India as well as abroad.

Development of school system

The institution organizes talk and consultation with persons affiliated to the different boards of education functioning in India. Visits are also organized to special schools to help students understand how they

tailor learning to address each differently abled child's unique combination of needs.

Functioning of various Boards of School Education

The **B.Ed. curriculum covers areas related to different aspects of various boards of school education**. While transacting these syllabus areas various strategies are employed to ensure the students are familiarized with the diversities of these boards. For instance, during Semester I, in the Knowledge & Curriculum course, topics on curriculum development is developed through analysis of curriculum of various boards. During semester II, in the Educational Management Course, Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education, is well elaborated through case studies. **Student teachers are assigned to schools of both state board and CBSE board during their internships.** People affiliated to different boards are invited to give **expert talks** about the boards they represent. **During placement drive schools representing** different Boards of Education are invited to participate in it. The HR personnel of these boards give pre-placement talks/ orientations giving a comprehensive understanding of the boards they represent.

Functional differences among them

From the IC-2 course, characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education, are well elaborated through a comparative study. Talks by persons from various school boards, schools visits and alumni interactions help understand the differences in functioning among the boards.

Assessment systems

Workshop on objectives based evaluation conducted in the college trains the students in writing objectives clearly and using the appropriate evaluation items to measure the achievement of these objectives. After this training they conduct a unit test during their practice teaching and document the process through filing all details. Result are announced to the school students and a verbal feedback is also given.

Norms and standards

School visits, talks by experts, case studies, placement orientations and internships help student teachers understand the norms and standards embraced by each institution.

State-wise variations

State-wise variations in the curriculum, pedagogy and evaluation systems are familiarized through text book analyses, document analyses and case studies.

International and comparative perspective

Expert talks by alumni working in different parts of the globe are organized in order to develop an international and comparative perspective of the education of a particular foreign country with India. These talks cover topics like Teaching as a profession in that particular country: Opportunities and Scope; Life of a teacher; Challenges faced when teaching abroad; Curriculum & Pedagogy: How it is different from India?

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:

The vision and mission statements of the institution are aimed at creating globally competent teachers. This can be achieved only through creation of teachers with skills and competencies that enable them to produce quality results through informed decision making or in other words through professional acumen. This, the intuition achieves through nurturing a culture of learning through practice. All courses of the program have a theoretical component as well as a practical component which are delivered effectively so as to lead into skill based learning. The philosophical, sociological and psychological bases of curriculum are taught with proper linkages and emphases on practical applications. The student teachers are trained on various teaching skills, teaching-learning approaches and methods through demonstrations and simulations. The intensive program of internship spread over three semesters provides training and hands-on work experience for the student teachers.

The value added courses offered in the college facilitates the holistic development of students by improving their language proficiency and other abilities. The course of ETPEC provides training in English language skills among the students and on completion of the course they are provided with the opportunity to appear for the British Council APTIS Test, through which they gain a certification. STEM learning with Arts course trains them to use different arts forms to teach science & math skilfully.

The professional abilities of the students are further enhanced when they plan and organise various activities in the institution. Days of national and international significance like Republic Day, Independence Day, Mental Health Day, different Language days etc. are observed through organisation of variety activities. Each subject club organises events relevant to that subject. For eg. The English club's 'Tales of Tale Tellers' & the Science club's photo exhibition on 'Nuclear Energy: A Boon or A Bane'. Organising such events help to develop organisational skills among the prospective teachers.

Training in ICT integration is provided through the Ability course and ample opportunities are provided to the student teachers to put their training into practice. During internship they use various online teaching learning applications and tools. The extensive community service and outreach activities help develop leadership skills, teamwork skills and strong work ethics among the students. Action research undertaken by the students develop research skills among them.

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

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[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:

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:

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:

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

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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	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](#)
Any other relevant information	[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:

Various assessments are in place in the college to identify the levels of learning as well as the readiness for teacher training of the newly admitted student teachers. Based on these assessments the college organises differentiated programmes in accordance to the needs of the students.

Entry Level Assessment & Interview

Once the students are assigned to the college through the Centralised Admission Process the college collects certain basic and preliminary information on their personal, family and socio-economic aspects; prior teaching experience, participation in NSS, NCC and other co-curricular activities. Computer skills are also gauged. A face to face interview with the principal and staff members is also conducted.

Preliminary Level Teaching Aptitude Test

The newly admitted student teachers are given a Teacher Aptitude test with the objective of assessing their knowledge, skill, talent, and ability to perform as a teacher checking their adaptability and ability to relate to the job.

Content Test

During the beginning of the course student teachers are assessed on their content knowledge and based on the assessment they are provided with content enrichment sessions. Further during lesson guidance, the mentor helps them in understanding difficult concepts in their pedagogy subjects.

Self Esteem Test

Teachers' positive and high self-esteem positively affects their pupils' self-esteem and enhances their learning. Teachers play a very important role in supporting children's self-esteem. Hence student teachers' self-esteem is assessed using Rosenberg's Self Esteem Scale and the ones scoring less were assigned for special mentoring through guidance and counselling.

Talent Hunt

The programme starts with an Institutional Induction programme during which the Principal and staff members interact with the freshers. There is a self-introduction and Ice-Breaking session.   During the initial weeks of the programme the college organises a Talent Hunt Event to better understand the artistic abilities and interests of the student teachers.

The college makes every effort to develop in the student teachers a strong background in content knowledge, teaching methods and pedagogical theories. Teaching skills are developed in the trainees through comprehensive training in micro skills, lesson plan preparation and practice teaching. During internship the student teachers are assigned a school teacher as a mentor who guides them in school observation and practice teaching. Peer mentoring is also structured in such a manner that it is mutually benefitting.

Workshops and hands-on-activities are conducted to enhance the Computer and ICT skills of student teachers. In order to improve the English language skills the college offers a Value added course 'Enhancing Teachers' Proficiency in English Communication'.

The college organises workshops, seminars and talks to enhance the professional skills and soft skills of the student teachers. The college also organises training in preparing for TET and CTET.

Several co-curricular activities are organised in college and student teachers are encouraged to participate in these activities as well as in the competitions organised by other colleges based on their talents, interests and hobbies. Student teachers are assigned portfolios in different councils, committees and clubs in accordance to their interests and talents.

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:

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](#)
Any other relevant information	[View Document](#)

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

Response:

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](#)
Any other relevant information	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 **Number of mentors in the Institution**

Response: 5

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:

The college facilitates learning through competence-based teaching learning approaches from a perspective that knowledge, attitudes and skills, are actively acquired by the learner him- or herself. These approaches include expository teaching of direct instruction to learner-centred differentiated teaching.

Experiential Learning

While teaching the course content experiences are designed for students to engage in them and further reflect upon these experiences. Thus experiential learning happens through linking abstract concepts to personal experiences and student's life. To enable meaningful learning of the theory courses experiential learning is planned, linked to the relevant CLOs and executed through research, readings, worksheets, presentations and assessment. The process is concluded through reflections and debriefing discussions. Various training components of practice teaching viz-a-viz, micro skills training, integrated lessons, demonstrations, peer lesson observation, school teacher lesson observation etc. provides opportunities for simulated or direct experiences continued by self-reflection. School observation as part of internship provides opportunity for learning about the school environments. Internship activities like shadowing a school teacher, practice teaching and organising co-curricular activities are always followed by reflection, analysis and synthesis of the experiences in the reflective journal. Field visits to industry, places of historical significance and environmental significance were organised. Mock interview sessions are organised and feedback given as part of pre-placement activities.

Participative Learning

Student teachers are actively engaged in the learning process when they take part in street play, role play, brain storming, student council and imaginary case studies. Student teachers engage in script writing, direction and enactment in various co-curricular activities and community outreach activities. Case studies and story-telling integrated in teaching different theoretical concepts lead to participative learning. Collaboration and cooperation through group work ensues development of leadership skills, communication skills and decision making abilities.

Problem Solving Methodologies

Inquiry based learning approaches, projects and case studies are incorporated in transacting the theoretical course contents wherein student teachers identifies the problem, defines it and systematically solves it. Action research undertaken by the student teachers as part of their practicum work focuses on the specific situation and problems faced by them in the school environment. They systematically solve the problem by asking questions, constructing relevant tools, formulating hypotheses, analysing data and arriving at the solution.

Brainstorming and Focused Group Discussion

Brainstorming strategy is used whenever varied perspectives and variety ideas need to be generated while developing theoretical concepts. When planning co-curricular activities also brain storming is initiated for the spontaneous contribution of creative ideas and solutions.

Online Mode of teaching- learning

Classes when conducted in the online mode, different online meeting platforms like Google Meet, Microsoft Teams and Zoom were used for content delivery. Online lesson transaction, practice teaching, assessment, placement interview, seminars and workshops were conducted successfully. Google classroom is being effectively used since 2017 as an all-in-one space for teaching–learning management. Resources are uploaded, assignments are submitted and assessment is done on Google classroom. Different online applications and tools are used in lesson delivery by the faculty and by student teachers during practice teaching.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	7	8

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:

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

Response: 85

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 other relevant information	[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:

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](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

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

Response:

Rizvi College of Education has an exclusive student mentoring system. Mentoring is an essential aspect of education that can greatly benefit students in all semesters of B.Ed. course. Our mentors are experienced who provide guidance and support to trainee teachers as they navigate through their academic journey. Mentoring started from the first day of college, which is B.Ed. orientation programmes.

Working in a team: Collaboration is essential for achieving success in all aspects of life. All through the course, working in a team is emphasized especially during practice teaching, community outreach work, conducting assembly, various method club activities and co-curricular activities. When mentees work together in a team, they can pool their skills, knowledge, and expertise to solve complex problems and achieve shared goals more effectively.

Dealing with student diversity: Teaching aptitude test given during the admission which included assessment of one's interest and passion, helped to identify the varied abilities and aptitude level of the student's teacher. Emotional Quotient questionnaire and Self-esteem test used to identify student emotional or self-esteem related issues. Also with the help of deep observation students' abilities identified by Mentor. Mentors discussed in the staff room about the above and the entire class divided into mentor-mentee groups where each group had a combination of all kinds of students. Very first these groups have to perform morning assembly.

Understanding the Self: Expert sessions on emerging self were held to help students understand their own qualities, strengths and weaknesses. Value added courses like Yoga, testing of Self-esteem and emotional quotient helped them to understand their own selves. Rizvi College of Education gives more importance in writing reflective journals during internship which helps students to understand what moves were successful and how they can increase those practices in your classroom.

Managing stress and work: Students gain insights into how to build positive traits and learn techniques to manage their home and work-related stress through sessions led by professionals in wellness, life skills, mental and physical health, yoga, meditation and relaxation. Mentors assist students in getting ready for campus interviews. Co-curricular activities, quizzes, intra-college competitions, and various participatory teaching techniques. During the COVID-imposed lockdown, mentors maintain continual contact with the students via whatsapp, email, mobile, and internet platforms made available by the management to help the

students' morale and assist them in finding solutions.

Updating oneself with the changing trends: To address the unique difficulties of the mentees, mentors enlist the aid of experts in the subject. Keeping up with the latest trends: With the COVID-19 pandemic, technology became more important for staying current with trends. Rizvi College of Education understands the need of Information and communication technology. Through various expert sessions and alumni engagement our students learnt innovative teaching techniques which were very useful in teaching and evaluation of students. There were sessions on TET, ETPES, New Educator program, Soft skills and interview sessions to update themselves.

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

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

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

Response:

The RCOED endeavours to promote holistic development among students by fostering creativity, innovation, intellectual and thinking skills, as well as empathy and life skills through the teaching-learning process. The institution offers various opportunities for students to enhance their thinking abilities, competencies, and pedagogical practices, aiming to facilitate their professional, pedagogical, and personal growth, ultimately moulding them into humane and self-reliant teachers.

- The institution prepares student teachers to develop their creativity and critical thinking skills, in an interdisciplinary approach through activities such as expert sessions, interactive alumni sessions, short-term courses on online learning, webinars on effective leadership skills, reviving educational practices post-COVID, and add-on courses like Job Perfect.
- RCOED offers abundant opportunities for student teachers to acquire resourcefulness and innovation skills through workshops on innovative teaching aids, sessions on creative teaching aids, creating learning resources for schools, remedial teaching activities in practice teaching schools, STEAM-based lessons, innovative teaching aids competitions, expert talks, alumni sessions on innovative teaching practices and education trends, and panel discussions on reflective practices.
- The institution conducts numerous activities to foster overall personality development in budding teachers, including sessions on life skills, research work on life skills, sessions on soft skills and communication skills, creative talks, short-term courses on human values, community outreach programs, and environmental sensitization activities such as Swachhta Abhiyan, beach cleaning, and mangrove cleaning.
- Emphasizing personality development, value-based transactions, and holistic development. Personality development is facilitated through value-added courses covering self-understanding, grooming, yoga and wellness sessions, and self-help sessions. Ongoing mentoring and guidance from teachers and counsellors help student teachers overcome shyness and build confidence. Well-being sessions assist in addressing their shortcomings, while SWOC analysis (Strengths, Weaknesses, Opportunities, and Challenges) helps them understand their own strengths, weaknesses, and areas of growth.
- Highlighting the importance of technology and life skills. Being reliant involves recognizing weaknesses and challenges and transforming them into strengths and opportunities. Technology integration plays a crucial role in today's classrooms, and the institution offers a value-added course on connecting classrooms through technology and introduction to Google apps. Life skills sessions aid student teachers in understanding their innate abilities and weaknesses, promoting social and holistic development. Life skills education helps them build communication, cooperation, and collaboration skills, equips them with important developmental tools, fosters new ways of thinking and problem-solving, and facilitates socialization, making new friends, and recognizing the impact of their actions and behaviours.
- Teacher: Focusing on professional competence. Teaching practice is a vital phase of teacher education, bridging the gap between theory and practice. It enables teachers to reflect on their teaching philosophies and put them into action, learn from experienced peers, and observe seasoned teachers in the classroom. Professional ethics, including impartiality, integrity, and ethical behaviour, are emphasized, along with five major areas of professional activities encompassing the work of a teacher.
- RCOED enables capacity building in its student teachers through an array of value-added courses. These courses are farmed based on requirement trends in the field of education. They include STEM integration with Arts, English Language proficiency for teachers, action Research, soft skills development and Technology in teaching.

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 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:

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:

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](#)
Any other relevant information	[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:

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](#)
Any other relevant information	[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:

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](#)
Any other relevant information	[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:

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:

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[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:

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The internship programme that was successfully carried out by RES's RCOED required meticulous planning, organisation, and execution.

Selection of schools: Each year, the college first establishes the aims and objectives of the internship programme in accordance with the academic calendar. Students' educational backgrounds, residences, and preferences for morning or afternoon schools are taken into account when picking their schools at the start of the academic year. Teacher educators visit the chosen schools to meet with the administration and provide them with formal documentation outlining the internship schedule for all three semester and other requirements.

Orientation to school and teachers: RCOED Create a framework for the internship programme in which the concerned teacher identifies the essential parts of internship, both practise teaching school instructors and teacher educators get orientation on the duties and activities included in the internship programme to ensure a seamless internship experience. To assist students in comprehending the procedure and efficiently tracking the progress, a list of tasks and duty list are prepared.

Orientation to students: Students also receive a thorough orientation that covers the duration of their internship in different semesters and the activities they will be participating in. To ensure the internship programme operates successfully, they are divided into groups and allocated to certain schools, with group leaders chosen. The student teachers are given the stationery supplies they will need for the internship, including TPES book, Reflective journal, lesson plan sheets, chalk and duster, and charts.etc.

Defining role of teachers of the institution: To give students thorough learning opportunities and chances to practise teaching, the school outlines the duties of its teachers. This comprises subject -specific content enrichment programmes through providing content question bank and taking content test exams to improve student's subject understanding. There are in-depth talks on lesson planning, orientation and demonstration lessons given by pedagogy teachers and alumni of college. Student also received in depth training of preparing effective teaching aids, organising various co-curricular activities in the schools, structured induction, orientation sessions, workshops pertaining to objectives and specification etc.

Assessment of student performance: The guidance teacher and pedagogy instructor provide direction for the students' classes and offer ideas. Based on the framework of the lesson and the activities to be carried out in class, the students provide the guiding instructor with draught lesson plans. After suggestions are made and approved, students deliver lessons in the classrooms under the guidance of a teacher educator who evaluates their effectiveness. Through their lesson files, observation books, reflective journals, and other means, the students keep a thorough record of their internship experience.

Exposure to variety of school set ups: The internship programme was converted to an online format because of pandemic situation. On Google Meet and Zoom, students participated in live lessons. The use of internet resources and teaching aids in class was encouraged. There is exposure to several school boards mainly in CBSE and SSC.

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:

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

Response: 8

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

2.4.10 Nature of internee engagement during internship consists of

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

Response:

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The B.Ed. program's core component is practise teaching. To achieve the best possible impact of

internships in schools, the institution uses strict monitoring procedures. Restrictions were put in place about the alterations to the internship scheme that the University of Mumbai requested during the pandemic. The student at this time period under the supervision of teacher educators and classroom instructors, teachers delivered recorded lessons and taking live classes through the Zoom and Google meet according to their methodology.

The B.Ed. program's internship is 20 weeks long and is spread out throughout Semesters II, III, and IV Lesson plans are explained to students by teachers. Theme-based lessons, creative teaching techniques, objectives and specifications, demonstration lessons on micro and macro teaching abilities, Lessons with peers are demonstrated and well oriented by teachers. The list of tasks to be completed during the internship is given to the students. Teachers regularly assess student development, and they review and sign the detailed reflective journal. Students receive feedback after each lesson that includes suggestions for development. Each student is required by the university to give 30 lessons in all semesters, which are led and monitored by lecturers. Values-based and Life skill oriented lesson plan guided by the mentor. The teacher guide their students with internship school-related tasks such taking part in Continuous and Comprehensive evaluation, observation of school infrastructure, organisation of co- curricular activities, conduction of assembly, correcting homework, preparation of year plan, blue print and Unit plan, conducting out unit tests, preparation of consolidated mark sheet, performing action research, taking cooperative learning based lesson and STEM lesson in internship institution.

The School/College Principal's duties include approving internship requests and closely monitoring all of the students' extracurricular activities. The school principal receives a daily itinerary and activity schedule. The principal of the school makes rounds, oversees the classes, provides comments on the activities, and keeps an eye on the internship. Every school has a teacher allocated to it who works in conjunction with the principal and supervisor. After confirming that each student has finished all the tasks and complete internship work, the head of the practising institution certifies the student with internship completion certificate.

The students are supervised by experienced teachers who act as their mentors in the classroom. The mentors monitor and assess students' performance in the classroom and offer appropriate criticism and advice for improvement. The internship includes co-teaching and shadowing of the school teacher which helps interns in maintaining of the attendance register, organising extracurricular events, correcting homework notebooks, and verifying answer scripts.

Peers' role is to watch at least five lessons every semester using both the same pedagogy and different pedagogies. Lesson feedback is recorded in the Teacher Proficiency Evaluation book. This aids in comprehending various teaching techniques. Additionally, students conduct co- teaching lessons in pairs. After lessons teachers are sitting with allotted group and discuss the strength and weakness of each lessons which helps students in brainstorming and creative thinking additionally they use this to prepare lesson plan and presentations.

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

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](#)
Any other relevant information	[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:

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 other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

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

Response:

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

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

Response:

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

Response: 6

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:

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

Response: 12.8

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

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

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

Response:

Educators at RES's RCOED are always encouraged and supported in their attempts to stay professionally up-to-date. Teachers participate in orientation, refresher courses, short-term courses, and faculty development programmes. The faculty members are having doctoral degrees, some are still pursuing it. The lecturers also assist B.Ed. students in their Action Research with their experience, which are required as part of the B.Ed. curriculum.

At the university level, our faculty participated in a variety of educational roles and committees, such as in the Curriculum Drafting Committee, Exam Paper Setting Committee, Examiners, Moderators, and Course writer work (IDOL). The educators organise and take part in National and International workshops and seminars on contemporary issues such as Evolving trends and new Pedagogic paradigms in Education, Ethnography of Education and visualizing 21st century Educational milieu.

Our faculty serve as lecturers, presenters, and session chairs. They have published a number of research studies. They have spoken at conferences, workshops, and seminars. The professors are actively involved in the organizing three National conference and also have several publications in peer-reviewed national and international journals, books on a range of themes, and seminar proceedings.

They have collaborated with many institutions like Maharashtra Association of Minorities educational institution and Awami College to create activities and events on education and social subjects. For their contributions to education, teachers have been honoured with prizes and accolades by the management. Through numerous outreach projects, they plan and contribute to aiding the neighbourhood.

By participating in short-term courses and workshops as well as online courses like Faculty development program, Online course on Inclusive Education offered by ADAPT, MOOC Cooperative Learning course etc. teachers keep their professional knowledge up-to-date. All faculty members took online courses to become acquainted with digital technologies and resources such as Google Classroom, Google Meet, Zoom Meet, Google Forms, Google Sheets, and other e-learning tools throughout the epidemic in order to give successful learning experiences.

Teachers often hold faculty enrichment sessions where they collaborate with their colleagues and share their expertise on pertinent subjects with them, such as digital resources, instructional strategies, and

research approaches. National Conference funded by the government and other agencies are being done, and teachers are getting published chapters in books and research articles. They're also getting duty leave for doctoral work, and teachers are also encouraged to take the admission in further education.

The institution and management are celebrating teachers' successes, and they're getting seed money for publishing research papers / PhDs. Teachers are also getting educational books as part of their appraisals. Organizational support is also being given, like library resources, computer labs, photocopies, N-Lists, and G-Suites, personal computer, laptop facility for home, Tech-connect self-paced course. Faculty are also running many add on courses like- Yoga and Wellness, Action Research, STEM Education etc. and using technology for their own benefit and professional development.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View 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:

For Continuous Internal Evaluation, RES's RCOED employs a variety of methodologies. Formative assessments can be accomplished through class tests, assignments, essay test, practise teaching sessions and evaluation, assembly work, assignments, community service, learning resources, internships, and book reviews.

Students are acquiring Teaching-learning skills, communication skills, classroom management skills, individual involvement, group discussion, leadership skills, ICT abilities, personality development, and soft skills through various course and program. University exams are used for summative evaluation.

Students are made aware of the evaluation process through orientation, the Academic Calendar, and notices posted on the bulletin board and Whatsapp group. After each test, the results are analysed and the performance of the students is monitored by the Principal, who provides the appropriate comments to the professors and students. Remedial classes are held for struggling students to refresh their subject knowledge and skills. Assist them in catching up with their peers.

During the post-covid announced shutdown, all instructors were educated to become acquainted with the online platforms and their efficient usage for assessment and storing examination-related records. Essays are held on a regular basis to help students to prepare for the many themes covered in the courses. Each semester, regular class assessments are held to help students prepare for university exams. Students are given written projects on a variety of topics, which aids in the development of their writing skills and increases overall language proficiency. Practise teaching lessons are held in order to develop the necessary knowledge and skills for delivering effective learning experiences. Group work on diverse topics is done to

promote collaborative learning and teamwork. Student council regularly organise Curricular activities are encouraged for all students to help them develop their talents and abilities, as well as their confidence and creativity. Teachers minutely observe and internally assessed them.

Community service initiatives are routinely planned, and students are encouraged to engage in and contribute to these outreach efforts. Students must produce learning resources in their school pedagogy as part of giving effective instruction. Seminar Presentations on various topics distributed by teachers and continuous internal evaluation made. On the basis of conducting in-depth research on numerous elements of action research topic they develop their research knowledge, confidence in speaking, and technological abilities. Through Viva- voice students are being assessed for their research based knowledge.

Students take part in teaching aids presentations, in which they prepare and deliver on teaching aids relating to their pedagogy and catering to inclusive demands. Book reviews are held to assist students to acquire good reading habits and reflect critically on the works they have read. After each task, students are given feedback to help them understand their level of performance and make corrections where necessary. The feedback provided is constructive in order to encourage students to continue a positive learning path.

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:

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:

A rigorous grievance redressal system has been created at RES' RCOED to address both individual and group issues of B.Ed. College students. The grievance redressal in charge is responsible for complaints relating to examinations. Students can register their grievance to their teachers, Exam In charge and the Principal.

1. Faculty members tell students about the many components of the evaluation process during the semester at the start of the semester.
2. Internal assessment exam schedules are established in accordance with university guidelines and provided to the Students should plan ahead of time.
3. Students are given an orientation on internal assessment. The same information is available on the institutional website. Students are advised of the examination timetable, question paper format and marks one month in advance. The teacher evaluates the students, and the feedback is supplied within 15 days following the exam in the form of Grade.
4. The Exam inspection committee, which includes the Principal, reviews the question paper before it is sent to print. Students can file an exam-related complaint through handwritten grievance within 07 working days after grade display.
5. Students' day-to-day performance is evaluated, which includes attendance, viva voce and assignment submission, participation in internal assessment-related events, and exams.
6. Students are permitted to use email to grievance redressal cell if they are dissatisfied with the internal examination mechanism.
7. An external committee for co- curricular evaluation, action research evaluation, assignments, quizzes, and teaching aids related activities etc. is also invited to preserve objectivity.
8. The university exam schedule is distributed to students as soon as it is received and posted on the website. The website also contains example University examination papers for their use.
9. Issues arising from University exams are communicated to the University via email and

handwritten letter. If a college student encounters problems when taking exams at other locations, the University and the corresponding college Principal are notified.

10. After addressing the concerns, the University decision or information is immediately communicated to the exam in charge and the student via the principal.

11. The results of university exams are posted on the website and shared in the WhatsApp group. Students who have problems with their university results can petition for revaluation in the college office within 15 working days.

12. All revaluation and re-examination cases are submitted to the University by the college. The institution informs the reassessment and re-examination results for students.

13. Revaluation is used for answer scripts, and re-evaluated marks can be received at the same semester's revaluation results release.

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:

Rizvi Education society's Rizvi College of Education is affiliated to the University of Mumbai and follows its prescribed curriculum. Curriculum planning at the institutional level is done through discussion and deliberations during meetings of Internal Quality assurance Cell and College Development Committee. An academic calendar is prepared based on the university syllabus incorporating the recommendations and suggestions of IQAC and CDC. This academic calendar provides guidelines for planning various activities and assessments to attain the curricular objectives. The academic calendar is prepared semester wise at the beginning of each semester. This AC is uploaded in college website as well as circulated to the students and teachers in Whatsapp group. Following the AC, weekly time-table is prepared and displayed in the notice board and on Whatsapp groups.

The academic calendar indicates all the activities to be conducted in each semester. This includes theory sessions, internship, co-curricular activities, community work, internal examinations, assignment submissions, seminars, workshops, talks and other sessions. Since the college adopts a continuous assessment model all activities are evaluated and recorded. Attendance and participation in community work, visits, talks, seminars etc are assessed through submitted reports. Assignments are examined and feedback given and grades/ marks provided.

External examination schedule, when released by the University is promptly circulated among the students, uploaded on website and displayed on the notice board. Internal theory exams are conducted as per schedule in the academic calendar. All exams are conducted as per university guidelines. Every year an examination committee is constituted which looks into the smooth conduct of exams- both internal &

external. The results of each examination is analysed and students requiring remediation is provided with the same.

Internship programmes are scheduled at different phases starting from semester II till semester IV, and this schedule is followed in its implementation, other than some minor changes as per programs of the co-operating schools. During the internship the progress of the student teacher is continuously monitored and assessed. Before the students start with their internship, they are trained in-house in teaching skills and teaching methods; year plan and unit plan preparation and test preparation. These training activities are also conducted as per the academic calendar.

For the Action Research project, the dates for orientation, guidance, report submission and viva voce are clearly indicated in the academic calendar and adhered to. All the co-scholastic areas are reserved in the academic calendar, for which student's participation is assessed by the teacher-in-charge.

File Description	Document
Any other relevant information	[View 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:

Rizvi B.Ed. College believes in promoting academic excellence and creating humane, self-reliant teachers to meet the local and global challenges. The institution aims in harnessing talents of students and leading them towards holistic development. The PLOs framed by the institution ranges from development of subject matter knowledge to global teacher competencies and contribution towards nation development. The institution conducts an entry level content knowledge and teacher aptitude test for the students who get admitted in the college. This becomes the starting point for the mapping of the achievement of CLOs & PLOs. Various teaching-learning, practicum and other activities are carried out with the aim of achievement of these objectives making the program an outcome based one.

Development of all the requisite subject matter knowledge integrated with necessary pedagogic skills and competencies is attainted through various strategies which enable effective critical thinking, reflection and reasoning. Expositions, seminars/ webinars, debates, discussions, projects etc. are employed in an interdisciplinary approach for a universal perspective of acquisition of knowledge. Procedural Knowledge relevant for different levels of school education skills specific to one's chosen pedagogy subjects of specialization through demonstrations, observation of school teachers' teaching and active mentoring.

Development of communication skills and other professional competencies are ensured through an array of value added courses including that of English language skills, soft skills technical skills. Courses like Arts integration in STEM facilitates **imagination, creativity, and innovation** among students.

In addition to the internship program, various placement sessions, talks, exposures and interactions refines the professional competencies, improves employability and **make the students industry ready.** Various forms of specially designed trainings and workshops help the students enable themselves to **effectively use technology as a resource to design, implement, and assess learning experiences.** G- Suite applications, online assessment, online lesson planning, online lesson presentation, using applications/ websites for teaching learning enable the students to be prepared for a techno savvy era.

Making the **prospective teachers capable of research-oriented practices**, they are provided with ample opportunities for research work through assignments and during internship. The value added course on Action Research provides a systematical training in research designing, statistical analysis and making inferences. They develop **analytical, interpretative, and reflective skills** through a plethora of debriefing sessions accompanied with various innovative strategies.

Understanding the prospective teachers' role of developing learners as responsible citizens, in the institution **inculcation of values and development of appropriate attitudes takes place implicitly and explicitly through various teaching-learning and other activities.** Every day morning assembly picks up a theme of moral or social significance which is elaborated through dramatization, storytelling and sharing of life experiences. The student teachers **volunteers their time and efforts in community work outside the classrooms** and this helps build relationship with the community and develop values of empathy, compassion sacrifice and character building.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	30	47	42	39

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:

Rizvi Education Society's Rizvi College of Education strives for comprehensive growth its students ranging from subject matter knowledge, pedagogical practices through entrepreneurial skills to citizenship development. This is achieved through a spectrum of teaching learning, practicum and enrichment activities. The entry level screening through tests and interviews forms the starting point for development of skills and competencies among the students.

Any profession calls for a set of professional as well as personal skills and competencies. The PLOs and CLOs of the college are framed in alignment with attainment of these competencies. The professional attributes of a teacher are content knowledge, content pedagogical knowledge, knowledge of theoretical, psychological foundations of knowledge, and the capacity to apply the knowledge & practices to solve complex educational problems. The college adopts varied approaches of classroom transaction, discussions, debates, seminars, projects, assignments etc. facilitating the attainment of the professional competencies. Additionally the practicum segment of the program expedites the application of the knowledge. Students' progress is monitored continuously through traditional forms and alternative forms of formative assessments. The performance of the students are fostered through mentoring, tutorials, peer-tutoring and counselling sessions. Remediation sessions focus on recognizing study patterns and improving note-taking and note-making skills. Students having issues in English language are mentored through bilingual assistance. Content knowledge is enhanced through content enrichment sessions. Students finding difficulty in coping with classroom teaching are provided guidance and if needed counselling for stress management. Ample opportunities for presentation skills are provided through seminars, assemblies, group work, and workshops, enhancing students' confidence levels.

Value added courses offered by the college aims at developing innovative, creative skills and at the same time enable students to gain a more holistic perspective of the profession of teaching and the current challenges associated with it.

The personal attributes of right values, ethics and attitudes are developed in the student teachers implicitly and explicitly through various teaching-learning and other activities. The institution extensively organizes community service activities and this helps develop a sense of social connectedness and responsibility. These personal attributes are reflected by them in their group interactions. Thus at every step the performance of the student teachers are monitored and their positive development is ensured through appropriate interventions.

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:

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

Response: 28

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:

- **Assess Prior Knowledge**: Begin by understanding the existing knowledge and skills of the

students. This is done through content test, aptitude test and interview to identify their strengths and weaknesses in relevant subject areas.

- **Observations and Classroom Performance**: Observe students during classroom activities, discussions, and assignments to assess their engagement, participation, and understanding of the content. This firsthand observation can provide insights into their learning needs and areas for improvement.

- **Feedback from Internship**: Gather feedback from supervisors, mentors, and cooperating teachers during the students' internship experiences. This feedback can shed light on their performance, teaching skills, and areas that need further development.

- **Analyze Assessment Results:** Analyze the results of formative and summative assessments conducted throughout the program. Identify patterns or trends in areas where students struggle or excel, which can indicate their learning needs.

- The formative evaluation involves various methods such as class tests, assignments, essays, practice teaching lessons, group work, community work, learning resources, internships, and book reviews. The achievement of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) serves as evidence of the outcomes attained.

- The summative evaluation is the semester wise university examination which predominantly assesses the knowledge acquisition of the students at different cognitive levels. The results of the exam is analysed and whenever needed interventions are provided.

- At the time of enrolment, the preliminary information proforma and engagement with the Principal help to evaluate the students- their requirements, aspirations, talents, communication abilities, strengths, weaknesses, educational background, socioeconomic status, computer literacy and medical history. An aptitude test is conducted to evaluate students' entry-level skills. By identifying the learners' needs, students are offered diverse learning experiences and learning environments. They are provided with referral books, value-added courses, self-study materials, guidance, and tutorial groups.

- Throughout the semester, students undergo continuous monitoring and evaluation based on essays, class tests, assignments, group work, and presentations. Their performance in these assessments is measured, and below average students are helped through mentoring, guidance, study circles, extended library hours, peer tutoring, additional resources, books, and e-content. Students achieving more than 70% marks receive additional support through skill development courses and training for competitive exams.

- Upon the conclusion of the course, the teachers evaluate the comprehensive performance of students by utilizing feedback forms and analyzing the semester-wise academic and other accomplishments. This process provides a distinct indication of the progress made by each student, starting from their initial level of entry to their final level of completion. The achievements observed in students' presentations, assignments, co-curricular activities, examinations, internships, and other project-based courses demonstrate their overall development through the diverse teaching-learning experiences and other opportunities for growth and self-improvement.

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:

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:

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

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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	2	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](#)
Any additional information	[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:

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:

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	1	1	1

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	23	1	36	8

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](#)
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	8	3	3

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:

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

the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	23	62	55	51

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	41	50	46	57

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:

Rizvi College of Education focuses on service learning and community engagement by conducting innumerable outreach activities that not only create awareness related to social issues and sensitize student-teachers but also enable them order to achieve this goal the college.

Throughout the teacher training program various outreach activities are conducted through orientation sessions, expert talks, and extension activities. As a result students are made aware of their essential moral and civic obligations and how they can adapt to the needs of the learners with special needs.

RCoEd has conducted numerous sessions influencing students towards social issues.

Mental Health Awareness Drives are conducted to make student-teachers aware of the social stigmatization with mental issues. The students are mentored to oraganise various activity counters for school students, college students and general public and thereby spread awareness about the same.

Expert session on Yoga and Wellness helps students to be aware of healthy living. The sessions are conducted by Yoga Certified trainers and enable students to understand the importance if mental and spiritual wellbeing to maintain healthy lifestyle.

Gender sensitization is created amongst the student-teachers through sessions, talks, poster competition, etc. Special sessions are organised on menstrual hygiene, women rights session and nurturing entrepreneurial skills among women. These programs are successfully conducted by the Women development cell of the college. These activities enables our student-teachers to understand the importance of gender equality and gender equity.

Women's Day – The College in collaboration with Help Yourself Organisation conducts various program on International Women's Day i.e. 08th March. On this day Women achievers are felicitated by the management, program on creating awareness on legal rights of women, Importance of mental health of women, etc are organised.

Inclusive Education – The College enables novice teachers to participate in visits to centre for specially abled learners, talks on learning disability, career counselling to school students, etc.

Swachhta program is organised at RCoEd in collaboration with other schools to spread awareness and sensitize the need for action. The college has organised various events like beach cleaning, best out of waste, eco-friendly pot lunch, SUPW activities, etc. The college focuses on spreading awareness about the 4 R's i.e. reduce, reuse recycle and refuse.

Outreach activities through fundraising have been organised by the college. The funds generated are extended to the community by providing ration, food, soaps, etc. to orphanages, cancer patients, home for aged and underprivileged, etc.

Rallies, Street plays, dramatization, extension activities are always undertaken on pertinent issues that need to be addressed and be aware in the society such as voter awareness, female infanticide, gender equality, etc. Sensitizing students through this is vital towards community development.

The college continuously strives towards sensitizing not only our student-teachers towards

community development but also the society members. Thus community service activities are not only a learning experience but also provide an opportunity to our students to address social problems.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	4	9	0

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	19	2	8

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](#)

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

Response:

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

Response: 03

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

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

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

Response:

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 has adequate facilities for Teaching- Learning as specified by NCTE. The institution has well maintained infrastructural facilities and equipment. For a capacity of 1 unit of students, the institution has the following infrastructure:

Principal's cabin (1); Staff room (1); Administrative Office (1); Classrooms (3); multipurpose hall (1); Library cum reading room (1); Computer Lab (1); Science Lab(2); Curriculum Laboratory cum Counselling room (1); Art & craft Room (1); Visitor's Room (1); Common rooms (2); Toilets (separate for Girls & Boys); Pure Drinking water facility; Canteen; Parking space; Playground and Health & Physical resource Centre.

Classrooms are spacious, well ventilated and with adequate seating arrangement**. All of them are smart classrooms fitted with interactive promethean whiteboard with finger recognition and multi-touch recognition.** The smart board is internet enabled through LAN and so teachers and students can open the internet browser on the display screen. They can create and store files. Speakers are also connected to it.

The computer lab is fully ICT enabled with 26 computers and internet facilities. Principal, all teaching and administrative staff have computers to work with. Additionally there are laptops and LCDs which are used for meetings and gatherings.

College has science laboratory, curriculum room and counselling room with all the necessary resources. Multipurpose playground and all sports equipment are available with the institution.

All floors of the college building are fitted with CCTV cameras and fire safety devices. Separate washrooms male, female students & staff members and UV purified drinking water facilities are available on all floors. There are two elevators fitted with sensors and all safety features.

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

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

Response: 5

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

Response: 5

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	0.53	0.8	0.34	0.18

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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 Library of Rizvi College of Education is a centre that engages students in active self-learning. The library is spacious, well ventilated and with adequate comfortable seating arrangements. The collection of materials in the library ranges from reference books and text books related to the domain of teacher education, encyclopaedias, policy documents, dictionaries, e books, journals, and newspapers. Each student is provided with a library card. Students can issue books, do reference work and do internet browsing in the library. In addition to that the library has book bank facility for its students. The students are encouraged to utilise these facilities through research work, presentations and literary events. Periods are allotted in the timetable for library work. The college library remains open throughout the academic year, during vacation breaks as well. With more and more information moving from print to digital, facility to access this digital information is ensured. Computers with internet facility is set up in the library where students can browse online information. The college has entered into a Memorandum of Understanding with Rizvi College of Arts, Science & Commerce and the student teachers are registered to N-List and DELNET through their subscription accounts. This facility provides access to e-resources like e-books and e- journals to the students and teachers of Rizvi College of Education.

File Description	Document
Bill for augmentation of library signed by the Principal	[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 Library of Rizvi College of Education is a centre that engages students in active self-learning. The library is spacious, well ventilated and with adequate comfortable seating arrangements. The collection of materials in the library ranges from reference books and text books related to the domain of teacher education, encyclopaedias, policy documents, dictionaries, e books, journals, and newspapers. Each student is provided with a library card. Students can issue books, do reference work and do internet browsing in the library. In addition to that the library has book bank facility for its students. The students are encouraged to utilise these facilities through research work, presentations and literary events. Periods are allotted in the timetable for library work. The college library remains open throughout the academic year, during vacation breaks as well. With more and more information moving from print to digital, facility to access this digital information is ensured. Computers with internet facility is set up in the library where students can browse online information. The college has entered into a Memorandum of Understanding with Rizvi College of Arts, Science & Commerce and the student teachers are registered to N-List and DELNET through their subscription accounts. This facility provides access to e-resources like e-books and

e- journals to the students and teachers of Rizvi College of Education.

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:

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](#)
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.27	0.5	0.04	0	0.27

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](#)
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:

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: 86

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: 51

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: 99

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: 113

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: 102

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](#)
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:

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Understanding the importance of ICT in the new age learning era, the management of the institution was proactive in setting the campus **fully ICT enabled**. Starting from safety cameras for surveillance in the campus to installation of smart boards in the classrooms, the campus is fully ICT facilitated. ICT facilities include CCTV camera, biometric attendance device, interactive boards, computers, lap tops, LCD projectors, printers and photocopiers. The campus is enabled with **high speed internet facility of GPON200Mbps12mo through LAN**. The service provider is Spearhead Live India Pvt. Ltd.This connection is available in Principal's cabin, administrative room, staff room, computer lab and library. All these rooms have computers connected to LAN and students and staff can access internet here. The institution has promethean interactive boards in all classrooms making the teaching learning process highly technology oriented. These **smart classrooms** have computers with interactive boards, LCD projector with screen and audio system for teaching- learning purpose. These boards are periodically serviced and updated by personnel from 'Teach Next'. M-learning is encouraged by teachers during their lectures

where the students use their mobile phones to access information for conceptual clarity. The college holds 35 desk computers and 02 laptops which can be used for academic and administrative purposes. Computers are connected to printers through internet. There are technicians on campus to take care of the **maintenance of hardware and ICT facilities.**

The soft wares used in the devices are updated as per requirement and are as described. The operating system used in the computers is the Windows 11 pro and Microsoft Office Standard 13. The software updating and troubleshooting is done by dedicated technicians in a timely manner. The college website is updated by Anwar Chougle Services.

The college has a Youtube channel [https://www.youtube.com/@rizvieducationsocietyrizvi531] which live streams programmes and events and also have educational videos uploaded on it. College conducts online classes and events as per necessity on platforms like ZOOM and Google meet. College holds a G-Suite account and the learning platform of Google Classrooms is extensively used in the teaching-learning process.

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:

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:

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

Response: 200

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:

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.34	0.57	1.43	0.79	0.78

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](#)
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:

Maintenance of all infrastructure facilities are done systematically and timely. The Rizvi Education Society oversees all building related requirements and fulfils them. The personnel in charge assesses the requirements and ensures the optimal physical infrastructure utilization. They visit the campus periodically, assess the maintenance requirements and draws the budget and presents it before the Rizvi Education Management Committee. The management committee approves the budget and sanctions the required funds.

For purchase of computers quotations are invited from different agencies and comparative statement is made and send for approval from the management. Once approved purchase order is placed and procurement is done. When the smart boards were purchased the company representatives gave a demonstration of the device, then quotation was given with the best price. This was sent to the management and on their approval, purchase was done. Service contract is made with the company and they do it periodically.

Yearly budget is allocated for purchase of books in the library. Faculty members provide the list of books required. Usually, the discounts provided by different book sellers are obtained and the book seller who provides maximum discount on price of the book is considered for purchase.

The photocopier machine and printer are serviced monthly by company representative. The computers are updated and maintained by in house technicians. Website is updated weekly by the person holding contract for the same.

The biometric attendance machine, the CCTV cameras, fire safety devices, air conditioners, electrical circuits and devices, plumbing is maintained by respective mechanics or skilled workers periodically as per service contract. Pure drinking water facility and water tank is clean every fortnight. Classrooms, library, laboratories, washrooms, toilets and corridors are cleaned regularly by the support staff daily.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response:

File Description	Document
Upload any additional information	[View 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](#)
Paste link for additional information	[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:

File Description	Document
Upload any additional information	[View 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:

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](#)
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:

File Description	Document
Upload any additional information	[View 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](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	8	8	30	6

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:

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

Response: 28

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

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

Response: 1

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:

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

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

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:

Response:

The student council represents the student body and acts as a bridge between the students and the college administration. It provides a platform for students to voice their concerns, suggestions, and ideas regarding various aspects of college life. The student council of RES'RCOED offers students the opportunity to develop leadership skills. Members of the council are responsible for organizing events, coordinating activities, and making decisions that affect the student community. This helps students enhance their organizational, communication, and teamwork skills, which are valuable for their personal and professional growth.

The student council plays a crucial role in engaging students in extracurricular activities, social events, and community service. They organize cultural festivals, sports events, seminars, workshops, and other activities that promote holistic development and create a vibrant campus environment. The student council advocates for the rights and welfare of the students. They can address issues related to academic policies, infrastructure, facilities, and student well-being.

Student Council acts as the interactive body having different portfolios facilitating primary level of communication.

General Secretary: The Student Council is led by the General Secretary (GS), who also plans events for the council's members, teachers, and students.

Duties:

? General discipline of the class

? Maintaining minutes of the Meeting

? Class Representative

Joint Secretary: Student Council along with the General Secretary and plans events for the Council's members, teachers, and students.

Duties:

? Reporting the events,

? Creating news for website

? Writing of certificates

? Assisting the GS

Discipline Secretary: The discipline in charge is a person who has to look into overall discipline related matter including-

Duties:

? Smooth and daily conduction of assembly,

? Maintaining attendance records

? Reporting percentage of Attendance monthly

Technical Secretary: Technical person should have in depth knowledge of information and technology.

Duties:

? LCD Laptop Setting

? Audio aid availability

? IT support during Events

Media Secretary: The person in charge of taking and maintaining decent images at each event is responsible for making sure that all significant programmes are documented.

Duties:

- **Event photography and videography**

- **Facebook and social media account**

Cultural Secretary :The cultural in charge is responsible for working with the students to ensure that there are as many student-teachers as possible involved in creating high-calibre cultural activities that will be presented on various intra- and intercollegiate platforms.

Duties:

? Organising Cultural Events (Intra and Inter)

? Selecting right candidates for cultural events

Internal Affairs Secretary: As an internal secretary in a student council, role is vital in ensuring the

smooth functioning of the council and effective communication among its members

Duties:

? In-charge for workshop/ seminars/ talks organised by the college

? Making invitation and thank you letters for guests

? Bulletin Board decoration

Literary Secretary: The role of a literary secretary in a student council typically involves promoting and encouraging literary activities within the student body.

Duties:

? Collecting articles for Magazine

? Compiling articles for Magazine

? Writing short report (as article) for Newsletter

File Description	Document
Upload any additional information	[View 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	18	16	10

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 of RES's RCOED has a vibrant alumni association that collaborates with the faculty to improve teaching techniques, effective assessment, the contribution of student potential to the welfare of the society. The RCOED Alumni Association organises events to impart confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, paper presentations, as well as participation in personality development exercises. Here are some key contributions that an alumni association made:

Networking: RES's RCOED Alumni Association provides a platform for networking among former students. Our alumni hold influential positions in various fields and countries, and their connections can be valuable for current students and recent graduates. RCOED alumni association participates in various events like judging of various Talent Hunt competitions, Kite Making competition, Best Out of Waste competition and Tuck shop etc., mentoring programs like CTET/TET workshop. They also used online platforms to facilitate skill development opportunities through Tech Teach: Need of the hour webinar and Self- Awareness and Skill building of teachers.

Financial Support: Alumni associations served as a vital source of financial support for the institution. Alumni often contribute funds for scholarships to needy students, Environmental protection related monetary help, cancer awareness participation, and other initiatives that benefit current students. Their donations have helped and enhanced the quality of education and overall

resources available to students.

Career Guidance: RES's RCOED Alumni who have excelled in their respective fields provides valuable career guidance to current students. They share their experiences, provide insights into different educational industries, and offer mentorship opportunities.

Alumni Engagement: By maintaining a strong relationship with the institution, the Alumni Association keeps graduates connected to their alma mater. The association organizes reunions, homecoming events, and alumni gatherings to foster a sense of community and pride among former students.

Encouragement and Promotion: RCOED Alumni Association serves as advocates for the institution, promoting its achievements, programs, and values. Alumni often have a strong emotional attachment to their alma mater, and their positive word-of-mouth can significantly impact the institution's reputation and attract prospective students, donors, and collaborators.

Knowledge Sharing and Collaboration: Our Alumni Association facilitates knowledge sharing and collaboration between alumni and the institution. This included guest lectures, workshops on different topics, and conferences where alumni shared their expertise and insights with current students and faculty. Such interactions enhance the educational experience and expose students to real-world applications of their studies.

Talent development: Our alumni not only provide current students with more knowledge about the field of education, but they also inspire them to become innovative and inquisitive teachers who provide the best learning environment for their students using the resources at their disposal. Mental Health and its important in Education, Use of ICT in Education, Various interactive Learning Techniques, several online teaching learning strategies, Skill development sessions, Use of Indian law in Education were some important program conducted by our alumni.

File Description	Document
Details of office bearers and members of alumni association	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:

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response:

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

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

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

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

Response:

Alumni Association of RES's RCOED indeed acts as an effective support system for an institution in motivating students and recognizing, nurturing, and furthering their special talents. Our Alumni who have achieved success in their respective fields serve as role models and mentors for current students. They share their experiences, provide guidance, and inspire students to pursue their goals. By organizing motivational talks, career fairs, and networking events, the Alumni Association creates opportunities for students to interact with successful alumni, boosting their motivation and aspirations.

Alumni are often well aware of the talents and potential of students from their alma mater. The college Alumni Association plays a crucial role in identifying and recognizing exceptional students with outstanding skills or achievements. Once talent is recognized, the Alumni Association provides

support and resources to nurture and develop these talents. This is done through workshops, seminars, webinars or talks conducted by alumni who are experts in specific fields.

Through their professional networks, alumni assist students in finding schools for internships, which can enhance their skills and pave the way for successful careers. Whenever vacancies arise in their institutions the alumni connect with the college for prospective candidates. Also through the alumni the placement cell of the college gets their schools to participate in the placement drive. Alumni connections provide valuable networking opportunities for current students. The Alumni Association organises career talks where students interact with alumni from various boards of school education both national and international.

Alumni interact with current students and share their experience about the B.Ed. course, lesson demonstrations, classroom behaviour expectations, community outreach activities, and co-curricular activities during which motivates them towards the profession.

For students, mentorship is an integral part of the B.Ed. education and student success. While professors are one source that provides mentorship, having an engaged alumni network in RCEOD opens the door for Alumni and present students where alumni mentor through demonstration of lessons, organising various webinars like Teach Tech, Use of Indian law in Education and MS Excel etc. This means that students will have access to direct support and insight from someone in the profession they hope to enter soon. It's also a chance for students to develop valuable professional relationships and expand their network.

 In order to make student teachers get qualified for teacher selection in aided school Alumni who have successfully passed the CTET/TET examination conduct workshops on preparing for these examinations.

Overall, the Alumni Association serves as a bridge between the institution and its successful graduates. By leveraging the knowledge, experiences, and resources of alumni, the association creates a robust support system that motivates students, recognizes their talents, and nurtures them to reach their full potential.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

RCoEd aligns effective leadership towards producing quality teachers as per the local and global needs. Through the support and guidance of the Management of Rizvi Education Society the college promotes a culture of participative decision making. The Management provides apt guidance and freedom to plan the activities in the institution.

The vision and mission of the institution is achieved with the co-operative efforts of the Management, Principal, Teachers, students and administrative staff. The staff and students can approach the Principal on any matter. Quality enhancement in the institutions functioning is ensured through the role played by the various committees. Not only faculty members but stakeholders and students too are a part of college committees such as IQAC, CDC, Curriculum development, Student Council, Environment Cell, Research, Placement, Alumni, etc. Thus ensuring that successful planning and conducting tasks related to the efficient functioning of the institution.

Regular staff meetings, committee meetings are conducted to plan, execute and provide feedback about the activities conducted by the institution. Regular feedback and reviews taken from the stakeholders highlight the leadership role in strengthening the goals of the institution.

In tune with the vision of the college, the college provides a platform to student-teachers to be groomed as globally competent teachers who are at par with the changes in education and technology. The college through the process of participative decision making ensures that students are abreast with latest trends in education. The college focuses on holistic training of students through various value added courses like STEAM Education, Yoga for wellness, Enhancing communication skills of teachers, etc.

The college embarks upon the journey to create techno savvy teachers through value oriented, experiential learning which is creative, futuristic, and lifelong. The aim of the institution is to ensure novice teachers are prepared to face challenges. Keeping the mission statement etched in mind the college prepares techno savvy teachers to be on par with the school/ college demands. Thereby ensuring that our students have an edge over the others.

The principal prepares the academic calendar and accordingly duties are delegated through portfolios. The budget allocation and other financial planning is also done by the Principal along with the accounts and office staff.

The goal of the institution is to create professionally competent teachers through various theoretical and pedagogical practices. Thus opportunities are provided to novice teachers to be committed teachers, while focusing on the goal that is to develop awareness about code of ethics for teachers.

- Academic excellence initiatives are undertaken to provide learner centred education
- Students are provided freedom to plan activities related to social issues, environmental concerns, emerging global and local challenges through street plays, assemblies, programs, etc.
- Develop a culture of professional growth through value added courses, workshops, guest lectures, etc.
- Engage alumni and stakeholders in efficient functioning of the institution

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

6.1.2 Institution practices decentralization and participative management

Response:

RCoED ensures that all members of the institution are made to feel responsible towards the growth of the institution.

The Organogram of the institution is adhered to during decision-making. Duties and responsibilities are delegated amongst members of the institution by the Principal in consultation with the Management. The faculty and/or students are allocated various portfolios, committees and tasks. The Principal is the Chairperson of all the committees along with the teachers and/or students, activities are planned keeping the objectives in mind and are minutely examined to achieve the programme outcomes. The effective functioning of the committees is ensured through regular conduct of meetings and maintain reports on activities conducted. The various committees are IQAC, CDC, Admission, Student Council, Research,

Placement, etc.

IQAC conducts meetings with its members at least twice a year thereby paving the way for achieving benchmarks to be facilitated by the institution. The members suggest ways to improve the overall functioning of the college. It enumerates the various programs and courses that can be implemented. It ensures quality by encouraging the college towards organizing seminars, webinars, workshops, etc. IQAC takes into account, staff member's suggestions to bring about desirable changes.

Faculty: The faculty members play an instrumental role in enabling the college of achieve the goals and benchmarks set. Teaching faculty members openly discuss effective ways of curriculum delivery. Faculty members are given the freedom and flexibility to re-design assignments, practical activities, etc.

Principal: The College Principal ensures that the college can successfully achieves its vision and mission by ensure that there is collaboration and co-ordination between administrative staff and academic. The principal conducts regular staff meetings to involve faculty members in the decision making process related to curricular and co-curricular activities. A unique feature of these meeting is collective decision making which ensures that the ideas and programmes agreed upon are effective and error free.

Curriculum Planning Meetings – The College conducts curriculum planning meeting along with the teaching staff of the college. Decisions related to curricular activities are unanimously decided. Faculty members are encouraged to plan the different strategies for conducting lectures. During pandemic online meeting were conducted with the academic staff and they were asked to suggest ways in which curricular and project based course can be completed. These meeting provide a platform for faculty members to openly discuss their standpoints and accordingly decisions are made.

Student Council – The student Council of the college participates in collaborative decision making on planning various activities. Students are encouraged to organise various inter and intra competitions, celebrated important days, festivals etc.

Women Developmental Cell- is constituted by the Principal. The cell has both the faculty and the students of the college as its members, strives to create a gender sensitized campus and society. Various activities are planned to promote gender equality with the support of management, principal, and the active collaboration of members of the cell, i.e. staff, and students. held.

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

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

Response:

RCoEd follows transparency in all its functions. All relevant information with respect to the institution are displayed on the website such as mandatory disclosures of documents, organogram, academic calendar, IQAC minutes, examination related documents, etc.

Decisions regarding the smooth functioning of the institution are conducted in a democratic manner, including the Management, Principal, Faculty, students, and based on the 5 year Strategic Plan, IQAC meetings, CDC initiatives, and feedback provided by various stakeholders.

Academic Function - All stakeholders are updated with information related to the academic functioning of the institution through the college website and social media pages. The website is regularly updated with the latest academic planner, programme outcomes, course learning outcomes. Information related to admission process, merit list, Student data, etc are displayed on the institution's website. For the ease of student fraternity exam schedules, university time-tables, question papers, value added courses, etc are displayed on the website. Learning material is made available for students on google classroom and students have access to N-list digital library. Detailed orientation is provided to the students for each Semester, and staff are encouraged in the curriculum planning meeting to plan effective lessons. The students are encouraged to provide feedback. The feedback system is transparent where each faculty is made aware of their areas of improvement in their subjects.

Financial Function - The Financial budget is prepared by the accountant, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website. The filing of returns are done yearly. The Accounts department files it, the balance sheet is duly audited by external auditors and uploaded on the website.

Administrative Function - With respect to the admission of the students are enrolled through the online process by the CET cell and CAP process. As per Admission Regulating Authority, the B.Ed admissions are conducted online through the State Common Entrance Test Cell, Maharashtra State (CET). All updated information related to admission process is displayed on the college website.

The college regularly fills all online forms of NCTE & AISHE and its reports and certificates are uploaded on the website. MOU's signed by the institution too are displayed on the college website.

The appointments of faculty as per the NCTE norms & procedures. All staff approval are sought from the parent University.

Examination - During the pandemic the College maintained fair system of examination to maintain credibility and accountability of online pattern of examinations. A contract was signed with Think Monk EduTech Pvt. Ltd. an online examination software service to conduct online exam.

Committees – The Principal, staff and students are members of different committees. The college maintains transparency in the functioning of various cells which is depicted through the minutes of all the meetings, its planning and action taken reports. All information regarding the institutional leadership, decision making bodies, faculty and students, various committees & cells, student council, community work, alumni executive body, etc are all displayed on the website.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

In order to ensure quality in academic, administrative and other facilities of the institution, RCoEd through deliberations with the management, principal, faculty members and stakeholders prepared a 5 Year Strategic Plan (2018-2022) in 2018, which is in alignment with the vision and mission of the College. The Strategic Plan is available on the college website. The Strategic Plan works as a roadmap for the institution. Continuous efforts are made thereby enabling it to strengthen the functioning of the college.

One of the examples of activity successfully implemented based on the strategic plan was the integration of technology which has continuously modified as per the need of the hour. Over the last 5 years the college has made conscious and continuous efforts in order to enhance the integration of technology to empower the teacher as well as the taught.

In 2018 the teachers were trained in Google classroom and since have adopted it as an effective online classroom management platform to upload notes, assignments, study material and other learning material for the students. Faculty members also use it for assessment and feedback of assignments. Furthers all administrative records have been maintained on google drive where marks, teacher's notes, etc are maintained.

The college has organised various online intercollegiate competitions, webinars and conferences thereby providing a platform for pre-service teachers to be trained in the use of technology to work efficiently.

Teachers were encouraged to upgrade their technology skill sets which is evident in the workshops, seminars and FDP's attended by the faculty members. Adequate training in integration of technology in education was done through workshops and webinars for both the teacher and the taught. Some in-house programs conducted were

- Webinar on Tech-Teach: The Need of the Hour" on 16th May 2020 by Ms. Aparna Shah, United Nations International School, New York, USA
- Workshop on 'Use of Web Tools in Teaching Learning' by Ms. Maria Farooqui
- Workshop on "Use of Autocrat for Dissemination of E-Certificates' on by Mrs. Nahida Mandviwala

In 2020 faculty members and students were provided with personal G-suite account. Assessment for internship lessons for each student has since been maintained separately and feedback of the same is provided to students through google form.

Teachers are encouraged to not only learn but also enhance the technological skills of novice teachers and thus Value added Certificate courses titled "TechConnect- Grooming the IT Skills of Novice Teachers" has been introduced since 2022. Apart from this, novice teachers are further trained in the following technological skills like

- Creating e-portfolios and preparation of video resumes to prepare them for placement.
- E-book creator & preparing of storyboards to expose student teachers to novel teaching methods
- Online survey tools as methods of data collection in action research

Keeping in mind the goal of empowering teachers and learners technologically the college has well equipped classrooms with promethean boards. The college upgrades its laptops and computers. As a result the teaching-learning process has become more effective.

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

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

Response:

The College strives towards efficient governance and management. In order to ensure the same the college has a well-defined organizational structure. The various bodies like IQAC, CDC and various cells are constituted with the aim of ensuring that the college activities are in alignment with the vision mission and goal of the institution and they strive to achieve goals envisioned.

RCoEd is a religious minority institution run by Rizvi Education Society and is affiliated to the University of Mumbai. The college is spearheaded by the Honourable President Dr. Akhtar Hasan Rizvi, and the Honourable Director Adv. Mrs. Rubina Akhtar Rizvi from the Management Board. It is through their support and dynamic leadership that the institution is steered towards excellence in the field of education.

The Principal is the head of the institution who ensure that the vision and plans of the Management are effectively implemented by the institution. The Principal and faculty members along with various bodies ensures the smooth functioning of the institution.

IQAC: The meetings of IQAC are held twice in a year. The members of the cell strives towards ensuring quality enhancement in the academic and administrative governance of the institution. Accordingly its members deliberate and suggest effective measures for improved functioning of the institution.

College Development Committee: It was established in 2017 as per Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) clause 97. Its meetings take place twice every year. The committee strives towards promoting excellence in teaching learning, co-curricular and scholastic activities, introduce skill

enhancement courses, etc.

Committees: Apart from these the College has a well constituted committees like Grievance Redressal Cell, Placement cell, environmental cell, etc to ensure quality is maintained in the functioning of the institution.

Admissions: The Principal, faculty members and administrative staff oversee the admission process adhering to the Maharashtra B.Ed. CAP norms and University of Mumbai guidelines.

Recruitment: Recruitment process is carried out as per the norms of the UGC and University. The institution advertises vacancies in leading national and regional newspapers as per the conditions laid by the University. An interview committee comprising of university and management representatives, Principal, external subject experts decides the worthiness of the candidates by the performance in the interview according to the parameters specified. The college ensures that necessary approvals of teaching faculty are taken from the University. The staff is appreciated and recognized for the efforts taken in performing the responsibilities handed to them. The teaching and non-teaching staff have the benefits of Provident Fund and other benefits as applicable.

Feedback: Regular feedbacks at taken from students on improving quality of teaching learning process as well as Institutional administration. This feedback is analysed and discussed with concerned faculty.

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

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

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

Response:

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](#)
Link for additional information	[View Document](#)

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

Response:

RCoEd has various committees, bodies and cells that ensure quality in the effective functioning of the college. The composition of each body is uploaded on the College website to maintain transparency. Keeping the vision, mission and institution's strategic plan in mind the curriculum is transacted. The curriculum planning and its implementation is carried out in a planned and systematic manner. At the beginning of each academic year during the staff meeting duties are allocated to faculty members and the academic calendar is prepared. Each faculty member is not only assigned subjects but also are members of different committees. The committee are expected to organised events in keeping with aims of each cell/committee. The meeting minutes are recorded and are uploaded on the google drive which can be retrieved at any time. The operations under each committee are carried out through regular meetings.

The college regularly conducts awareness activities for the student teachers along with the society. In order to ensure Quality Education is imparted at RCoEd several expert talks, workshops, seminars etc have been conducted under various cells. These session have been conducted in the online as well as physical mode post 2019.

The RCoEd Alumni Association and placement cell conducted series of sessions on "Job Opportunities Abroad" covering placement opportunities in Dubai and New Zealand. Further the Alumni of the college are invited to deliver talks and workshops. Theses sessions ensure that our students are industry ready.

As per NEP 2020 teacher education should ensure to create environmental awareness and sensitivity towards conservation of environmental resources and sustainable development. The College is committed towards the creating environmental conscious teachers and thus constant efforts are undertaken by various committee to collaborate with school, college, organisations, etc and conduct activities like Swachhta Hi Seva – A cleanliness Drive, tree plantation, beach clean ups, nature trails, awareness talks, etc.

The Women Development Cell has conducted various events for the welfare of women like talk on legal rights of women, importance of nutrition, importance of womens physical wellbeing, cybercrime against women and children, workshop on self-defence, poster competitions, etc.

The Guidance and Counselling cell conducts meeting and has successfully conducted event like the series

on Mental Health Awareness Drive, career counselling to school students, talks on emotional intelligence, etc.

The college has been conducting various conferences under the research cell of the college and invites resource personnel delegates from institutions across India. Sessions on action research and workshops on excel has been organised for the member of the institution.

In order to maintain transparency, the details of the events are regularly displayed on the college website, College YouTube channel and various social media handles.

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

6.3 Faculty Empowerment Strategies

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

Response:

Through the relentless support of the management the college provides various welfare measures to its teaching and non-teaching staff without discrimination. These welfare measures ensure that employees have a high level of motivation to perform efficiently. Listed below are few welfare measures adopted for the staff:

- RCoEd gives academic freedom to teaching faculty,
- Permission for higher studies,
- The College provides support for further studies by sanctioning leaves as per requests made.
- The institution conducts conferences for improving the competencies of the teacher educators.
- The institution invites experts from different fields to conduct workshops, guest lectures, and conferences.
- Financial support to attend faculty development programs,
- The staff are sanctioned duty leaves for attending events like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Travelling allowances, duty leave for attending seminars, workshops, etc. are sanctioned,
- Library resources, journals, online journals other materials required from sister concern institutes are made available for the staff to enrich their content.
- Staff members are encouraged to participate and present and publish papers in the conferences which are organized in other colleges
- Annual increment for staff,
- Faculty is informed about their tax deductions and investments to be made in order to help save on

tax.

- The college has well-furnished staffrooms, drinking water facility in the staffroom and air conditioners.
- Pleasant work atmosphere in the staffroom,
- Staff are provided with storage cupboards.
- Spiritual nourishment is provided through assembly, yoga and celebrations of cultural events.
- Recreational programmes organized by the management like women's day celebration, Eid celebration, Founder's Day, Director's Day Celebration, Marathon, etc.
- College too organises recreational activities in coordination with the staff members like sports activities, picnics, movie get together and lunch.
- Senior staff are members of various committees who provide deep insight and recommendations to principal for the smooth conduct of activities of the college.
- Employee Provident Fund (EPF) is available for Teaching and Non- teaching staff. Management too contributes a share in the same.
- Appreciation measures for Ph.D. completion, farewells, best teacher awards for the staff.
- Teachers' day is celebrated to boost the professional morale of teachers. Gifts are given to employees each year as a token of love and appreciation on this day.

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](#)
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	5	6

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	5	5	6

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](#)

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	11	9	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

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

Response:

A system of annual appraisal is followed for all the teaching and non-teaching staff. The purpose of the appraisal is not only to evaluate the performance, but to identify prospective areas of improvement which can eventually lead to further progress and growth. At RCoEd each faculty member fills a self-appraisal form. The duly filled self-appraisal form is received by the Principal from all faculty members at the end of every year.

Teaching Staff - RCoEd has the Performance Appraisal System of teaching staff as under the rules of UGC & Higher education. The teaching staff fill a self-appraisal form at the end of each year. The appraisal form includes the teaching & course delivery, research & publications and professional development of the faculty members. Further to this the principal and students also fill the performance appraisal form for each teaching faculty member. Teachers maintain a daily log which enlist the records of work undertaken by each faculty member i.e. teaching, examinations, college work, etc.

Based on the above a report is generated by the Principal. In a personal meeting with the teaching faculty members the Principal hands over to them a written feedback of their performance in the academic year. The feedback not only highlight the areas where one can improve but also recognises the work output of the faculty member. This one on one discussion, provides an opportunity of open interaction between the faculty member and the Principal to discuss his/her performance, discuss constraints and to become aware of ways to meet the Principal's expectations from him/her. The faculty member gets an opportunity to express the support they expect from the Principal to overcome these constraints.

Non-Teaching Staff - The college has a self-appraisal form being filled by the non-teaching staff and a Performance appraisal form filled by the Principal. The appraisal evaluates them on areas like character, attitude, discipline, cooperation with colleagues, students, etc. The Principal holds a one to one discussion about their performance in the year based on their work output and quality. The Principal provides them in depth feedback on their strength and weaknesses. A written feedback is provided and it is expected that those shortcomings be eradicated by them in the coming year. The non-teaching staff is appraised by their performance.

During the time of appraisal of teaching and non-teaching staff members the Management considers the

performance appraisal report from the Principal.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Rizvi College of Education conduct internal and external audit at the end of each financial year to monitor the effective and efficient use of financial resources. The aim is to analyse and examine the effective use of funds and ensure the income and expenditures are properly audited and filed every year by 31st March.

Internal administrative audit is conducted regularly by the institution under the guidance and approval of the Principal and accounts department of the college. Monthly a cash amount of rupees Ten thousand only is allocated by the management to the college. The accountant maintains the record of the cash through petty cash vouchers. Cash vouchers entry details are maintained on an excel file date wise and in accordance to cash vouchers approved and signed by the Principal. Any other sources of cash collected by the college such as students transfer, transcript certificate fee, admission form, Aptis Test fee, etc is deposited in the college bank account. The course fee is collected only through cheques or online payment facility like NEFT, UPI or G-pay are provided, so that student directly transfer fee to the college bank account. Student's fee receipts are uploaded on college drive and a copy is shared with them through the drive. The accounts department prepares the balance sheet for the academic year. If any queries are raised then it is resolved by the accounts department.

External audit is conducted at the end of the financial year. The external auditing is done by a Chartered Accountant, specially designated for this purpose. A team of external auditors from the Chartered Accountants office is provided the balance sheet prepared by the accounts department for scrutiny and approval. The auditor verifies the income and expenditure details of the college as per the balance sheet. Queries raised by the auditors are resolved by the accountant of the college, all the bills and invoice are attached with the voucher as a supportive document for the payment made to the vendors, suppliers or any company. No major objections have been raised so far during the financial auditing process. However some minor errors have been pointed out by the audit team which were resolved immediately. The accounts department take steps to avoid recurrence of such errors.

The approved, audited and signed balance sheet is uploaded on the website to maintain transparency in financial matter. The same is submitted for various documentation purposes at the University level, AISHE, NCTE.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
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:

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

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

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](#)
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 RES'S RCOED obtains its funding from a number of sources, including tuition fees from students and alumni, grants, and other activities it runs. The student fees are collected in accordance with the Fee

Regulatory Authority. The college also receives funding from the management for organising various events such as National Conference, Talks and Seminars. The money is distributed in accordance with the requirement of the event. The college organises several social work in collaboration with Help Yourself Foundation and raises funds for conducting Cancer awareness programmes. (Rs. 25000/- given by Ms. Aishwaraya).

Food Fest RCOED every year organises food fest where all students are urged to bring home made food items and placed in various food stalls for selling. Every year, this collection is preserved and utilised to assist the less fortunate.

Donation Drive:

RES's RCOED Staff and Student-teachers organise donation drives ever year, instilling the value of 'Being Human'. RCOED strongly believe that Values are Caught not Taught! Hence it's important to draw our teacher community first towards the path of Humanity. The money collected from food fest is utilised to buy products for Cancer patients, Orphanages, and Old age homes. Apart from this various other institutes staff and students participate in the drive by contributing food packets, soap bars, etc.

Donate Food Boxes to Cancer patients: Cancer patients often face unique nutritional needs and may experience difficulties accessing or preparing nutritious meals while undergoing treatment. Funds provided by the management are used for providing Food boxes to cancer and kidney patients at Tata Memorial Hospital and Manav Kalayan Kendra Dahisar respectively.

Donate Meal boxes to Corona warriors during Pandemic: During the COVID-19 pandemic, our institution have implemented food box programs to support both the police force and those in need. These food box initiatives aim to provide essential food items to individuals and families who may be facing financial hardship or food insecurity during these challenging times. College non –teaching staff members assembled the food boxes by packing a variety of food items into each box. They aim to create balanced meals and include a mix of different food groups to provide adequate nutrition.

Making Use of Resources

Prior to the start of the monetary year, the Principal and several committees discussed the college budget, which takes into account the pay, electricity and internet expenditures, as well as stationery and other maintenance costs. It covers anticipated costs for things like furnishings, equipment, and other development costs. By involving academic members at all levels, the college hopes to foster research, development, consulting, and other relevant activities. The physical infrastructure is effectively used to conduct remedial classes, co-curricular/extra-curricular activities, and Certificate Courses outside of regular college hours. The library is open after regular college hours for the use of students, professors, and alumni. The institutional policy is followed when allocating funds for faculty research and development.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[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 Internal Quality Assurance Cell (IQAC) of the institution was established on 15th July 2013. The Internal Quality Assurance Cell (IQAC) of the institution plays a vital role in enabling the institution to work towards quality enhancement in all the aspects of the institutional functioning. Keeping the vision, mission, and goal of the institution etched in mind the IQAC envisage all its program and initiatives

Composition of IQAC of the institution

1. Chairperson – Head of the institution (Principal)
2. One of the faculty as coordinator
3. One Member from the Management
4. One Industry Expert
5. One External Expert
6. One senior administrative officer
7. Three to four faculty members
8. One or two alumni members
9. One Student Representative

Through the active involvement of all stakeholders especially faculty, students and the non-teaching staff the IQAC has consistently endeavoured to maintain quality enhancement in all the aspects of the institutional functioning i.e. administrative and academic units of the college. The broad areas include-

Research – Under the guidance and mentorship the teaching faculty have consistently endeavoured to instil research culture amongst the novice teachers. Through the motivation and encouragement of mentors they become aware of that qualitative reforms in education can be sought through a scientific approach. The IQAC lays utmost importance on promoting research culture. This evident through the conferences organised by the college on diverse topics of education. The IQAC recognises the significance of promoting a research environment amongst staff and students. Accordingly Students are guided by their

mentors towards publishing their research in research journal. Staff too are encouraged to participate and present papers on different platforms.

Professional Development - The IQAC further promotes professional development of teachers. The college encourages teachers to attend FDP, orientation programs, workshops, etc to empower teachers by helping them update their knowledge as per the latest developments in their respective disciplines. Staff members are provided opportunities to hone their skills through various sessions organised. For the Self Enhancement and improvement of administrative skills of non-teaching staff various workshops and talk are organised from time to time. Various sessions are organised on mental health and stress management which ensure a harmonious work atmosphere is maintained amongst the staff.

Student Welfare – The IQAC ensures that feedback is collected from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. Student feedback of faculty is conducted semester wise The results are analysed and communicated to the faculty to ensure quality sustenance in the functioning of the Institution. Orientations for Semester are conducted for students and teachers at the onset of each semester. Further book bank facility too is provided to students. The college has an active grievance redressal cell. The IQAC ensures honing the skills of student-teachers by laying importance on conducting various value added courses like ETPEC, STEAM Education

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

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

Response:

IQAC has continuously strived towards enhancing the quality of the curricular and co-curricular activities of the College. It aims to provide quality education to the students through an effective teaching-learning process.

At the onset the IQAC prepares the Academic Plan and ensure it is effectively implemented throughout the year. As per the guidelines of University of Mumbai RCoEd follows semester wise system for the 2 years B.Ed. program. IQAC ensures that at the beginning of each semester the college keeps a teacher orientation and Semester Orientation for the teacher and the taught respectively. In the teacher orientation the staff are

insisted to ensure that the teaching methodologies of the papers are in accordance to the Course learning Outcomes (CLOs). This in turn ensures that staff members adopt effective teaching methodologies.

IQAC lay utmost importance on the effective teaching and training of novice teachers. Accordingly various sessions are organised on grooming the teaching skills of student-teachers. Orientations and demonstration of various micro-teaching skills is provided to the learners. Students are made to deliver the same and are guided further for reteach sessions. Simulated lessons on Macro lessons too are delivered which enable learners to bring in appropriated teaching modifications and at the same times exposed to the different teaching methodologies across different subjects.

IQAC ensures that internals examinations are in accordance to the norms of the University. Evaluation is conducted through different modes like lesson plan preparation, classroom delivery, assignments, presentations, essay test and class tests. IQAC ensures that student's performance on various assignment and tests are evaluated and necessary & timely feedback is given to students. This in turn ensures that learners are aware about their progress and areas of improvement. During the pandemic IQAC ensured that external examinations are conducted efficiently. The exams were conducted through Digital Edu Pvt. Ltd. examination software, where each exam was proctored.

Internship is given utmost importance at RCoEd. Students' performance in their lessons in schools are closely observed by the teaching faculty members of RCoEd and a thorough feedback is provided on the same in written as well as oral form. During the pandemic students conducted their internship through the online as well as offline mode however the college made provisions for online guidance, recordings of lessons, etc.

IQAC ensures that regular feedback in taken after each Semester from the students and accordingly corrective changes are implemented by the subject experts. This ensure that students are provided with better learning opportunities.

The College deputes faculty members to attend FDP's, refresher courses, seminars, conferences and Workshops. This not only ensures that the teaching faculty are updated but also equips them with the knowledge of the latest trends in Higher Education.

IQAC encourages faculty members and novice teachers to undertake research. The college conducts various session on Research Workshops for students. The College not only organizes Conferences but also provides a platform to the members of the institution to present their research findings.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	13	17	12	14

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[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:

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

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

Response:

The institution strives to ensure quality enhancement in all the aspects of the institutional functioning. The Internal Quality Assurance Cell of RCoEd continuously reviews and takes steps to improve the quality of not only academics and administration but also in the enhancement of the professional competency its members. Some significant contributions made by the IQAC include

- Conferences organised in physical and virtual mode
- Value Added Courses
- Placement Training
- Feedback from internship institutions, parents and students
- Workshops organised for not only student teachers but faculty members as well
- Alumni Engagement
- Community Outreach

Two most important initiatives introduced by IQAC which have shown incremental improvements include-

Value Added Courses- As a premier teacher training institute the college caters towards enhancing the educational and professional qualifications of student-teachers and giving a competitive edge to their abilities. The aim is to enhance the Professional Competencies of novice teachers.   Thus various value added courses have been conducted by the college and gradually new courses too are introduced. Some value added course run by the College are-

1. Enhancing Teachers Proficiency in English Communication - 30 hours duration course is designed to provide opportunities to learn and practice phonetics, grammar, vocabulary, speaking, reading, listening and writing.
2. STEM Learning With Arts – The course enables preservice teachers to understand the importance of the use of stories as an art form to teach STEM.
3. Yoga For Wellness - Students teachers learn the importance of Asana, Pranayama and deep meditation for teachers and how it helps in attaining physical, mental, emotional and spiritual wellbeing.

4. Soft Skills & Interview Preparation Training for Teachers: Aims at grooming novice teachers for placement drive organised by the college. The course deals with personality development, job and interview etiquettes, preparation of CV's and resume etc.
5. TechConnect—Grooming the IT skills of Novice Teachers: A 30 hours self-paced course specially designed for pre-service teachers to upgrade their technical skills and stay updated with the latest technological trends in education.

Effective Integration of ICT – The College has continuously strived towards the effective implementation of Google Drive and Google classroom for not only academic purposes but administrative functions as well. Over the years the college activities reflect an incremental improvement in the usage of the various features that Google offers. In 2017 Google classroom was used as a platform to initiate classroom discussion and submission of assignments. Gradually all faculty members used the classroom to upload the study material for students. Most recently the google classroom is been used for the students to undertake self-paced value added course where all study material, videos and students evaluation assignment are uploaded.

The college further uses the college drive to upload the marks of students, to maintain the records of student's submission, administrative purposes, etc. The faculty members evaluate student's lesson plans through Google forms. Semester wise feedback related to teaching learning and feedback about each faculty members is collected through google forms.

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

RCoEd is committed towards creating awareness amongst not only the students of the college but the wider community about adopting sustainable practices. Thus the college makes conscious efforts to adopt sustainable practices in all its endeavours. The college pays keen attention towards ensuring that all activities conducted are planned with an environmental conscious approach. The action implemented should be eco-friendly, organised using available resource which are saved for reuse, there is minimal wastage of resources and doesn't add to pollution.

The Environment Cell aims to

- Conserve Energy whenever possible
- Ensure ecologically friendly practices are adopted by the Institution at all times
- Avoid the use of plastic and replace with eco-friendly options
- Implement waste management
- Reduce wastage of paper
- Organize events to enable students to adopt environmentally conscious approach
- Orienting students about Rainwater Harvesting

Students throughout the year are oriented about the concept of sustainable living and through various activities are able to understand its importance. The college encourages students to conduct various events Clean up drives, eco-friendly pot lunch, talks on earth day, poster competitions, etc. Students are guided to conduct special assemblies on conserving water, environmental pollution, world environment day, etc.

The college is committed to improvement of environment and create awareness thus the college has adopted paperless approach. All internal question papers for the student are written on the Chalk Board while soft copy of notices are circulated using WhatsApp and Google Classroom. The student's assignments are accepted on Google classroom as an initiative to reduce wastage of paper. Students lesson are guided on email and lessons are evaluated using goggle forms. Round the year activities are conducted and students are encouraged to prepare digital flyers/brochures/invites which are then circulated amongst the larger society. This approach not only helps the environment but also helps save energy.

The college has initiated simple yet workable solutions like replacing tube lights with LED lights, automatic tripping system, etc. The students are motivated to not use the lift while going down and once in a month No Lift day is observed. The students are also encouraged to follow the idea of Zero Power Hour in order to reducing energy consumption at home.

The college in order to create awareness about plastic free environment encourages students to use eco-friendly alternatives. In order to promote this the college organised Eco-friendly pot lunch where students use steel or glass cutlery only. The students are guided to conduct sessions on creating eco-friendly bags, decorations, etc in their practice teaching institutions.

Newspaper and Scrap papers are sold to vendors. Best out of waste competitions are held to encourage students to make decorative items from waste material. Further at the start of the course students are encouraged to donate a sapling and nurture it round the year.

"Alone, we can do so little; Together, we can do so much" – Helen Keller. These small steps are taken together at RCoED in order to create ripples of change.

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

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

Response:

RCoEd as an institution considers as its duty to ensure that the waste generated on campus is disposed off through proper waste segregation methods. The purpose is to facilitate implementation of the action plan of Waste Management amongst the staff and students to highlight the essential role teachers can play in sustainable development and fulfil their civic duty as citizens of the society.

RCoEd's waste management policy spells out the ways to minimise waste production, improving waste segregation and increasing waste recycling. In the context of this policy, wastes include: canteen waste, recyclable materials (paper, glass, cardboard and metals), electrical and electronic equipment.

The College adopts 'waste hierarchical approach', to reduce, reuse, recycle and recover waste products in preference to the disposal of waste to landfill. The apex of the hierarchy is Prevention, then Re-use,

recycle, recovery and the base is disposal which is least preferred option in waste management. Keeping this in mind various plans are implemented as listed below-

The College conducts various awareness programmes for the student-teachers within the college campus and extension activities in the community through rallies, cleanliness drives, talks, etc.

The college further strives to work towards zero waste generation, in this regard the college promotes paperless transactions, one-side used papers are utilized for routine printing activities, files are reused, etc. Thus certain practices adopted to reduce waste generation include

- Students are not provided with the hard copy of the question paper for internal test. Question paper is written on the Black Board.
- Lessons delivered in practice teaching institutions are evaluated using google form
- Student-teachers prepare their rough and fair lesson plan on a word file and are guided online. The soft format is emailed to the supervisor and uploaded on google drive.
- Assignments and journals are are uploaded on google drive through the student's personal institutional id.

Segregation of the waste is done in the campus premises. Separate dustbins labelled as 'Wet Waste and Dry Waste' are kept on each floor. Students are briefed about segregating waste into wet and dry waste during orientation. Waste is collected from the college premises, classrooms and the canteen and is cleared on a daily basis.

Newspapers, used papers, carton boxes are recycled for various SUPW activities and preparation of teaching aids by the student-teachers.

Further the college promotes zero plastic usage and encourages students to use eco-friendly products which do not harm the environment.

The college ensures that various measures are adopted towards conservation of water. This helps reduce water waste. In order to sensitize students towards water conservation signboards have been placed near water coolers and taps. Maintenance work is carried out regularly to detect and stop water wastage.

Annual maintenance of electronic equipment is sought to minimize e-waste before. Obsolete E-waste is disposed off through vendors. Old CDs are used for making wall hangings and decorative items by the students.

File Description	Document
Documentary evidence in support of the claim	[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:

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](#)
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:

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

Cleanliness : The members of the institution work towards maintaining a clean and green campus. Every 15 days are allotted for deep cleaning activities of the classrooms, labs, grills, etc. The Computer Laboratory is a dust free zone to protect the equipment. The library, which is the store house of knowledge is kept clean and dust-free. The book racks are dusted regularly. The air conditioners are annually serviced for efficient performance. Clean drinking water facility is provided. Regular cleaning of overhead tank is taken up. The Students and staff are committed to a cleaner, greener environment which is evident through range of activities conducted at the community level and within the institution. Various clean up drives are conducted at Juhu Beach, Cleanliness rallies and prabhat pheri was held at Bandra, tree plantation at Awami High School and Junior College, etc. In the college Swachh Bharat Abhiyaan was held where the students on the occasion of Gandhi Jayanti cleaned their institution which is their temple of education.

Sanitation: The washrooms have 24/7 water supply are cleaned twice daily and separate dustbins are labelled for the disposal of sanitary napkins. The lift, classrooms and campus are mopped daily. Since Covid-19 pademic, sanitizers are placed on the entrance and on every floor. Waste is segregated as 'Wet Waste and Dry Waste'. There are separate bins for disposing sanitary napkins placed in the girls washrooms. Surprise visits are conducted by the Principal to ensure cleanliness is maintained.

Green cover: Due to space constraints the institute has allocated space for a green corner in the campus. Students are encouraged to adopt a sapling and take care of it for a span of one year. Tree plantation drives have been organised in collaboration with school students. The institution promotes sustainable practices and thus best out of waste competitions, paper bag making activities, pot-lunch with eco-friendly cutlery, etc are held. These tasks enable novice teachers to take conscious efforts to maintain and develop environmental friendly practices. Students perform Street plays to sensitize the students and community on issues related to pollution and environment. Poster competitions too are organised for the students on topics related to environment. Talks are organised on the importance of waste segregation which enabled student-teachers to understand the need of segregating dry and wet waste. Student's are encouraged to practice the same in the college premises. Students have been encouraged to prepare videos on issues related to the environment and share the same on the social media pages.

File Description	Document
Documents and/or photographs in support of the claim	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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.04	0.04	0.04	0.0015	0.02

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

Local Environment – RCoEd has continuously endeavoured to sensitize preservice teachers by organising events highlighting the community and social issues. Beach clean up drive along with Help Yourself Foundation and Jallosh has been conducted for removal of plastic and non- biodegradable waste from beach sites. A Swachh Bharat Abhiyaan programme was conducted along with Awami High School and Junior College where the student of the concerned institutions participated in prabhat pheri, cleanliness

awareness rally, cleaning the campus premises, poster competition and tree plantation drive. Voters awareness rally, mock voting and poster competition was organised to sensitize the society and students about the importance of vote. The student-teachers conducted lessons for learners at Aseema Charitable School. Through the above activities the College has made conscious efforts to leverage the local environment with the aim to train preservice teachers who are sensitive to problems in the community and the environment and take responsibility to make a differences.

Locational Knowledge and Resources: This institution has an advantage of being located in a metropolitan city. Schools, colleges, banks and museums are located close by. The college organises educational tours to RBI Monetary Museum, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Nehru Science Centre, Homi Bhabha Centre for Science Education, Heritage walk, nature trail, etc where preservice teachers can connect theory with practice. Resource persons from varied field like Counsellors, psychologists, nutritionists, faculty from colleges of education, principals and staff from cooperating schools are invited for conferences, workshops and talks. The college further organised visit to ADAPT in order to sensitize student teachers about the challenges faced by differently abled students and create awareness about inclusive practices. The college has also organised Oral Mouth Cancer Screening in association with Inner Wheel Club of Bombay Film City and MGM Dental College and Hospital. Through the above activities the student teachers are exposed to the various learning experiences that are available for a teacher.

Community practices: The institution has conducted various program leveraging the community. The staff of the college published the book titled 'Unveil the Inner Essence' a manual for teachers. The college along with student teachers has conducted various donation drives for the less privileged sections of the society. The student teachers participate in cancer awareness programs through street plays, talks and rallies highlighting the harmful effects of tobacco. The institution participated and encouraged its staff for the vaccination drive for Covid-19 organized by Help Yourself Foundation. Mental health drives are conducted with the local community free of cost, food boxes are distributed to cancer and kidney patients at Tata Memorial Hospital and Manav Kalyan Kendra respectively. In order to spread awareness on environmental issues activities like poster making competitions, paper bag making activity, best of out of waste competitions, donate a sapling, street plays, etc are organised and special assemblies are conducted. The institution aims to highlight the important contributions that an individual can make to address the problem and challenges faced by the community.

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:

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](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

First Best Practice

Title of the Practice: Mental Health Awareness Drive - MHAD

Objectives of the Practice

- To create awareness about the importance of mental health in the society
- To enable student-teachers identify ways to promote well-being amongst students
- To reduce the stigma associated with mental-illness
- To provide counselling to those seeking help

The Context

Mental health issues have been on the rise among the youth. Thus educational institutions are required to create safe spaces in order to foster emotional wellbeing amongst young learners. Thus RCoEd provides a platform to novice teacher to organise MHAD and understand need and importance of nurturing the emotional wellbeing amongst students.

The Practice

MHAD was initiated in 2017. Various interactive activity counters are arranged. Student's active participation in these activities promote awareness in them about their responsibility for their own mental

health and simple ways of self-care. Students willing to seek help approach the counsellors. The various counters include -

- Stress Test
- Check Your Mood
- Mandela Art Therapy
- I am the best
- Colour Therapy
- Happy to Help - Personal Counselling

Evidence of Success

- Successfully conducted 6 such Drives
- Locations include - Bandra Station, Degree and Junior Colleges and Schools
- Preservice teachers understand the timely Guidance and Counselling
- As an extension to mental wellbeing students of grade 9th and 10th are provided Career Counselling by our faculty in different schools

Problems Encountered

- Providing immediate intervention and Psychotherapeutic sessions, is a challenge.
- Stress test can be conducted and scored beforehand.
- Ensuring the wholehearted involvement of students and participant in all the activities.

Resources Required:

- Stress Test
- Activity Counters
- Certified Counsellors
- Guiding Student-teachers on how to conduct and score the test

Second Best Practice

Title of the Practice: Digital Poster Competition to mark Indian Independence Day

Objectives of the Practice:

- To encourage students to reflect upon freedom struggle of our country
- To share thoughts and ideas on Past, Present and Future India.
- To inculcate the spirit of nationality
- To encourage the use of ICT

The Context:

As pre-service teachers it is essential to make them understand their responsibility towards the nation and instil the same amongst their students. Through poster competitions students are able to not only revisit history but can ponder on the success stories of our country and get inspired from these achievements.

The Practice

The student community is encouraged to showcase their talent by conceptualizing their thoughts about India, by reflecting upon the strength of unity in diversity of our culturally diverse nation, on a digital poster. Entries are accepted through electronic media only.

Evidence of Success

The event is pan India. Since 2017 RCoEd has provided a platform for students from schools to professional institutions, to participate in the competition and nurtures the spirit of nationality. On Independence Day winners felicitated by the Management of Rizvi Education Society.

Problems Encountered

The financial resources are always needed to secure success in organizing these programs. External institutions must encourage their students to participate.

Resources Required:

- IT resources
- Organising team
- Judges
- Finance for certificates and prizes

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:

Rizvi College of Education aims to impart quality education and to create globally competent teachers through World-class education. Among the many areas that the college promotes in its vision and mission, is its introduction to various value added courses through which it aims to develop the essential skills of required in the 21st century teacher. As a premier teacher training the college caters towards enhancing the educational and professional qualifications of student-teachers and giving a competitive edge to their abilities.

The value added course are planned with the aims to ensure that the pre-service teachers achieve excellence through value oriented, experiential learning which is creative, futuristic, and lifelong. The aim is to enhance the Professional Competencies of novice teachers. The following value added course of the College, gives us our distinctiveness-

Enhancing Teachers Proficiency in English Communication - This course of 30 hours durations is designed to strengthen basic language skills of the student-teachers. The sessions are interactive and activity based where a workbook is provided at the onset of the course. The sessions provide opportunities to learn and practice phonetics, grammar, vocabulary, speaking, reading, listening and writing.

STEM Learning With Arts - Science, technology, engineering, and math when integrated with Arts can reform learning and teaching. The 'STEM learning with Arts' course was introduced at RCoEd to empower the teachers to develop and practice the use of these different art forms incorporated in STEM topics. This course tries to give an added importance to the use of stories as an art form to teach STEM.

Yoga For Wellness - Through this 30 hour course students learn and experience relaxation and guided meditation. It acquaints students teachers on the importance of Asana, Pranayama and deep meditation for teachers and how it helps in attaining physical, mental, emotional and spiritual wellbeing.

Soft Skills & Interview Preparation Training for Teachers: Through this value added course the students are prepared for placement sessions which are conducted to prepare students for job opportunities. The session are designed towards personality development, job and interview etiquettes, preparation of CV's and resume etc with the aim to groom student-teachers in order to excel in interviews.

TechConnect—Grooming the IT skills of Novice Teachers Integrating Technology in the Classroom: Keeping up with the changing times and demands of the teaching and learning process, it is crucial to stay

updated with the latest technology. TechConnect is a 30 hours self-paced course specially designed for pre-service teachers which not only helps them to upgrade their technical skills but also provides a platform to stay updated with the latest trends in technology. The sessions include content on tools of Microsoft, Google and other smart tools

Like Canva, Prezi, Kahoot, Nearpod, H5P, Quizizz, Bitly, miMind and Text Fairy. This course enables the student-teachers to create effective lesson plans, interactive video lessons and evaluation links for their students. Thus enabling novice teachers discover ways to create worthwhile teaching-learning experiences.

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

5. CONCLUSION

Additional Information :

The institution has its distinctiveness in the use and integration of ICT in its infrastructural facilities and the teaching learning activities. It was pro-active in converting its classes into smart classes and in the use of technology in the teaching learning process. Even before the pandemic brought about a paradigm shift in the use of technology in education, the institution has been using Google classrooms for its teaching-learning and assessment. Another area where the institution has its uniqueness is the community service initiatives it has undertaken. The initiatives undertaken include creating awareness on socially, educationally and psychologically significant concerns. A few of the activities undertaken includes rally on Voter awareness, street play on significance of the education of children with learning and other disabilities, remedial teaching of children from the weaker session of society. The institution pays keen attention on the differential development of each student focusing on his/her unique endowment.

Concluding Remarks :

RES's Rizvi College of Education established in the year 2003 is affiliated to the University of Mumbai. It follows the university prescribed curriculum for teacher education. This curriculum is being adapted to the local context – aiming at supporting global, national, local (*glonacal*) development. Based on this the PLOs and CLOs are framed. All teaching –learning activities are aligned with the PLOs and CLOs intending an outcome based education. Aiming at the comprehensive development of its students the college streamlines various activities for the progressive development of the professional and personal attributes in them. Enriched curriculum encompassing interdisciplinary theoretical and practical courses, value added courses, personality enhancement programs, community outreach initiatives and integration of Indian traditional knowledge and culture is enacted. The acquisition of knowledge and progress of students are monitored continuously and needed remediation is provided through mentoring.