



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

R. R. EDUCATIONAL TRUSTS B.ED. COLLEGE

**R.R. EDUCATIONAL TRUSTS B.ED. COLLEGE, SURVEY NO. 386, MHADA
COLONY, OPP. EASTERN EXPRESS HIGHWAY MULUND (EAST)**

400081

www.rredu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2004, R.R.E.T's B.Ed College is dedicated to fostering a dynamic and secure learning environment that nurtures the growth of every student. Our passionate and dedicated educators are committed to shaping young minds through experiential and relevant learning experiences.

We believe in an educational approach that is not only innovative but also inclusive, catering to a diverse range of academic abilities. The hands-on approach not only imparts knowledge but also equips students with practical skills applicable in real-world situations.

At R.R.E.T's, we understand that education extends beyond the classroom. We aim to instill a sense of community engagement and values in our students.

Firstly, we emphasize a shift towards prioritizing learning over traditional teaching methods. Our teachers serve as facilitators, guiding students towards self-discovery and understanding. Additionally, we foster critical thinking skills, encouraging students to approach challenges with creativity and resourcefulness.

Embracing diversity is a cornerstone of our philosophy. We promote an environment where multiculturalism is celebrated, and students learn to appreciate and respect different perspectives.

Recognizing the importance of emotional and social well-being, we believe that teachers are not only educators but also caregivers. They are encouraged to foster emotional stability and social humility in their students, creating a nurturing learning environment.

In today's digital age, we understand the need for accessible and adaptable learning. Technology-driven education is integrated into our approach, ensuring that learning transcends the physical classroom.

Throughout our journey, R.R.E.T's B.Ed College has achieved significant milestones in scholastic, co-scholastic, and infrastructural development. We take pride in being a formative ground for nation-building and the cultivation of ideologies. Our commitment to excellence positions us at the forefront of educational institutions, poised to shape future leaders and contribute to the progress of our society.

Vision

Vision: To strive for excellence coupled with commitment to the development of creative and progressive teachers acting as a catalyst for social change and offering high quality education to one and all.

Mission

Mission: R.R. Educational Trust's B.Ed. College exists to provide a challenging educational experience through an effective teaching-learning process, enabling students to acquire knowledge, understanding and skills necessary for establishing a successful vocation and develop future leaders of our nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Dedicated to providing high-quality education for over three decades. Offering B.Ed.

Forward-Looking Leadership: Guided by a forward-thinking and visionary management team.

? Competent and Knowledgeable Faculty: Faculty members are qualified and possess expertise in their respective fields.

? Recognition for Innovation: Filed Patents, by Dr. Falguni showcasing innovative contributions.

? Accessible Location in Mumbai Suburban: Conveniently located in the Mumbai suburban area, easily accessible by both roadways and railways.

? Empowering through Skill Enhancement and Value-Added Courses: Offering programs focused on enhancing skills and providing value-added learning experiences.

? Effective Feedback and Monitoring System: Utilizes an effective system for gathering feedback and monitoring progress.

? Strong Bonds with Practice Teaching Schools: Cultivates a positive rapport and maintains strong relationships with practice teaching schools.

? Adopting the ASSESS Model for Teaching-Learning-Evaluation: Ensures effective teaching, learning, and evaluation through the implementation of the ASSESS Model.

? Established Partnerships with Educational Institutions and Industries: Boasts few functional Memorandums of Understanding (MoUs) with other reputable educational institutions and industries.

? Holistic Student-Centered Teaching-Learning Approach: Prioritizes a student-centered approach to teaching and learning.

? Active Alumni involvement and support

? Well-Equipped and Spacious Infrastructure: Has well-spaced facilities, including library, WiFi-enabled campus, multipurpose hall, Playground and more.

? Focus on Continuous Internal Evaluation: Places emphasis on ongoing assessment and evaluation to ensure academic progress.

? Good Academic Results: Achieves consistently high academic results, with a performance record of over 90%.

? Prominent Faculty Contributions through Books and Research Articles: Faculty members actively contribute to academia through publications in books and research articles recognized by UGC CARE, Scopus

? Guidance and Counseling for Career Development: Provides comprehensive career guidance and counseling services.

? Hands-On Learning through Industrial Visits, Internships, and Action Projects: Encourages practical learning experiences through industrial visits, internships, and action projects for students.

? Active Student Participation in Competitions, Seminars, workshops: Promotes student engagement through participation in national and state-level competitions, seminars, and workshops.

? Established Grievance Redressal Cell: Maintains a dedicated cell to address and resolve any concerns or grievances.

? Environmentally Conscious Campus: Demonstrates a commitment to environmental

sustainability of the campus.

Institutional Weakness

? Time Constraints for Program Organization: There is a need to efficiently manage time for organizing multiple programs within the institution's schedule.

? Admissions Process Delayed by State CET Cell: The delay in the admission process by the State Common Entrance Test (CET) Cell has impacted examinations for the B.Ed. program.

? Limited Technological Infrastructure: The institution may experience constraints in technological resources.

Institutional Opportunity

? Diverse Learning Spaces: The campus offers a variety of innovative learning environments, including Airy classrooms, conducive environment, and well-equipped laboratories.

? Multilingual Education: The institution places emphasis on multilingual education, recognizing the importance of linguistic diversity in the learning process.

? Community Service Programs: Actively involved in various community service initiatives, instilling a sense of social responsibility and civic engagement in students.

? Research Initiatives: Institute encompass activities aimed at fostering a culture of inquiry, innovation, with a focus on producing meaningful contributions to academia and society at large.

? Applying for Design Patent: The institute motivates for applying for Patent, resulting into filing a patent by one of our faculties.

? Research publications: The institute inspires for the publication resulting into publications in various peer reviewed, UGC Care and Scopus.

Institutional Challenge

? Impacted B.Ed. Semester End Exams and Overseas Placements: Delays in conducting B.Ed. semester-end exams are affecting students' opportunities for placements abroad.

? Escalating Costs of Resources: The increasing expenses associated with acquiring and maintaining various resources pose a financial challenge for the institution.

? Growing Demand for Additional Professional Courses: Meeting the rising demand for other professional courses requires careful planning and resource allocation to maintain high-quality education.

? Adapting to Remote Learning Challenges: Navigating the shift to remote or hybrid learning models and ensuring effective student engagement was also a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

R.R. Educational Trust's B.Ed College is affiliated with the University of Mumbai and follows its prescribed curriculum. The college takes a proactive approach in teaching, aiming to provide updated and relevant learning experiences for its students, in line with its vision and mission. In line with the University schedule, the college sets the academic calendar for the year. Curriculum planning is based on input from the IQAC and the CDC, as well as the institutional strategic plan. An academic calendar is created to guide both academic and non-academic activities. Yearly plans and course activities are designed with a focus on achieving specific learning outcomes, using various teaching methods, technology, and engaging experiences for student teachers.

The college offers a Two-year B.Ed program. Students have the flexibility to choose optional/elective courses, pedagogy courses, and value-added courses.

The college places a strong emphasis on providing opportunities for student teachers to enhance their skills and knowledge through various activities. These include expert sessions by alumni, action research, presentations, skill-building, visits, field trips, community outreach, collaborations, short-term courses, content enrichment programs, and expert talk sessions.

The institution has an effective feedback system in place, regularly gathering input from various stakeholders. This feedback is carefully analyzed, and necessary steps are taken to continually improve the overall quality of the institution's operations.

Teaching-learning and Evaluation

The institution adheres to the guidelines set by NCTE, University of Mumbai, Maharashtra CET Cell, and Admission Regulating Authority for student enrollment. It employs effective assessment methods to cater to diverse student needs, offering academic support such as teacher guidance, remedial lectures, and simplified materials. The teaching-learning process is student-centered, moving beyond traditional lectures to embrace experiential and interactive approaches. These include experiential learning, participative methods, problem-solving techniques, brainstorming, and focused group discussions. Competency and skill development are fostered through internships, simulated lessons, value-added courses, technology-integrated learning, expert talks, workshops, personality development sessions, and communication skill enhancement. The institution also organizes various events, group discussions, projects, field visits, inclusive practices, seminar presentations, experiential learning, resource preparation, and diverse assessment methods. Faculty members engage in orientation, refresher courses, short-term training, and faculty development programs. They actively participate in educational committees, including Curriculum Drafting Committee, exam paper setting, and moderation. One of our faculties is also been a chairperson to pedagogies- Commerce and Economics.

The institution follows the ASSESS approach in Continuous Internal Evaluation:

A - Appraisal of Student Success (GROW Approach): In the context of B.Ed students, the GROW approach entails:

G - Gauge Learning Styles and Needs:

R - Review Achievements and Outcomes:

O - Observe Skill Development:

W - Weigh Progress through Assessments:

S - Systematic Evaluation: For B.Ed students, this entails conducting assessments in an organized and structured manner.

S - Student-centered Assessment: This component is particularly important for B.Ed students. It recognizes that each aspiring educator has unique learning needs, strengths, and areas for improvement.

E - Evidence-Based Evaluation: In a B.Ed program, relying on concrete and verifiable evidence is crucial. This means using factual data and observable outcomes to assess student performance rather than subjective judgments.

S - Summative and Formative Assessment: Acknowledging the importance of both types of assessments is essential for B.Ed students:

Formative Assessment: This occurs throughout the learning process and provides continuous feedback to students. It helps them understand their progress and areas for improvement.

Summative Assessment: Conducted at the end of a specific period to evaluate overall learning outcomes and determine a student's level of mastery. This is often done through final examinations conducted through the University of Mumbai.

S - Support for Holistic Development: Using assessment data to guide and support the overall growth and development of B.Ed students is crucial.

Infrastructure and Learning Resources

The institution boasts ample infrastructure and employs effective mechanisms to optimize its physical facilities for teaching and learning. It has spacious, well-ventilated classrooms equipped with seating, and Wi-Fi. Additionally, there are two seminar cum multipurpose halls, a computer lab, and a library with WIFI, including textbooks, reference materials, journals, and more.

To meet digital demands, the college offers a range of ICT facilities for academic and administrative operations. This includes computers, printers, scanners, and LCD projectors, enabling both students and faculty to carry out tasks efficiently. During the Covid-19 lockdown, the faculty adapted to online teaching using platforms like Zoom, and Google Classroom.

The institution has established a system for the upkeep and utilization of physical, academic, and support facilities. Various committees oversee the maintenance requirements, ensuring everything runs smoothly. All equipment purchases prioritize energy efficiency, contributing to resource sustainability and energy conservation.

Student Support and Progression

The R.R. Educational Trust's B.Ed. college places a strong emphasis on supporting students and offers a variety of programs to enhance their skills and capabilities. These include sessions on career guidance, professional skills, resume writing, communication skills, and personality development as part of the "Being Job Dedicated" initiative. Other sessions cover

topics like mental health, classroom management, innovative teaching practices, stress management, storytelling as a pedagogy, consumer protection, digital learning and many more. The institution has a transparent grievance redressal system, promptly addressing any concerns. They have a dedicated committee, and guidelines for raising grievances are available. The guidance and counselling cell conducts awareness programs, with an in-house counsellor providing essential support. The student council plays a key role in organizing various events and activities, ensuring their smooth execution. They are actively involved in intercollegiate events, annual programs, cultural fests, sports events, cultural activities, and special assemblies.

Many alumni of R.R.E.T's B.Ed College hold prestigious positions in education. They play a crucial role in mentoring students, offering support, recognizing talent, and nurturing skills to succeed in the teaching profession and meet local and global challenges. The institution highly values the feedback and input of its alumni, which helps refine the curriculum and address any gaps.

Governance, Leadership and Management

Governance, Leadership, and Management play pivotal roles in the effective functioning of a R.R. Educational Trust's B.Ed College. The collaborative efforts of the Management, Principal, teaching faculty, and administrative staff are directed towards fulfilling the institution's vision, mission, and objectives. The Principal, in consultation with the Management and faculty, formulates action plans in alignment with these guiding principles, with a clear focus on achieving program outcomes. The college provides a well-structured code of conduct offering essential guidance to both staff and students, fostering a culture of discipline and responsibility.

Transparency is a cornerstone of the institution's operations, evident in its academic, financial, and administrative functions. Regular staff meetings and student council gatherings serve as forums for discussion, review, and sharing of perspectives on institutional initiatives and activities. R.R.E.T's B.Ed College places a strong emphasis on creating future educators who possess firsthand experiences, enabling them to deliver quality education wherever they go.

Faculty empowerment is a key priority, encompassing support for attending courses, training programs, and engaging in research work. Access to inter-institutional library facilities, leave provisions, and financial assistance further contribute to faculty development. Various committees scrutinize fund utilization to ensure it aligns with intended purposes. Audits of income and expenditures are conducted, safeguarding financial integrity.

The Internal Quality Assurance Cell (IQAC) formulates policies rooted in the college's vision, mission, and goals, driving efforts to enhance and sustain quality across all aspects of institutional functioning. This dedicated body serves as a catalyst for maintaining academic excellence and fostering a culture of continuous improvement.

Institutional Values and Best Practices

The foundation of R.R. Educational Trust's B.Ed College lies in its institutional values and best practices, which serve as guiding principles for all endeavors. At our institution, these values are not just words on paper, but deeply ingrained beliefs that shape our culture and

define our actions. One of our core values is a commitment to academic excellence. This is reflected in our rigorous curriculum, dedicated faculty, and a learning environment that encourages critical thinking and intellectual growth. We instill a sense of responsibility and ethical conduct in our students, preparing them to be not only skilled professionals but also responsible citizens. Inclusivity and diversity form another crucial value. We believe in providing an environment that celebrates differences and fosters a sense of belonging for every student.

Best practices at our institution extend to innovative teaching methodologies that engage students and encourage active learning. We seek to incorporate technologies and pedagogical

approaches to enhance the learning experience. Moreover, we emphasize experiential learning through internships, research projects, and practical applications of knowledge. Community engagement is a cornerstone of our institution's identity. We encourage students to actively participate in community service and outreach programs, instilling in them a sense of social responsibility.

We believe in equipping students and teachers with the skills they need to excel in their profession. At R.R.E.T's B.Ed College we organize various activities to help them grow, including special courses, workshops on creative teaching methods, leadership development, events, and discussions with experts. We also encourage students to participate in cultural events and competitions to nurture their talents and creativity. We provide opportunities for them to attend seminars, workshops, present papers. This not only enhances their knowledge but also helps them become more effective educators in the future.

Research and Outreach Activities

In Research and Outreach, R.R.E.T's B.Ed College has been busy with various projects. We've taken on funded projects of Maharashtra State Commission for Women in the form of National Seminar and one in the form of Minor Research. One project we also got sanctioned from MGNCRE, theme Nai Talim, FDP. Faculty members get time off for research and development. We also organize workshops and seminars for them to present their findings. We're also big on encouraging entrepreneurial skills in our students. Through our guidance and counselling students get a chance to think creatively and even take part in competitions. We're proud of our achievements too, One of our faculties has filed a national patent for innovation. We care about our community too. We run campaigns for cleanliness, spread awareness about diseases, and make sure everyone is treated fairly. We work with schools, colleges, and other groups to make a bigger impact. The institution has expanded its collaborations and partnerships to provide students with diverse experiences and interactions with experts. This is facilitated through workshops, seminars, expert talks, internships, outreach activities, awareness programs, and cultural events. Currently, R.R.E.T's B.Ed College has active Memorandum of Understanding (MoUs) with various organizations and educational institutions to strengthen these connections. In a nutshell, our institution is all about making a difference through research and community outreach. We want our students and faculty to learn, grow, and give back.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R. R. Educational Trusts B.Ed. College
Address	R.R. Educational Trusts B.ED. College, Survey No. 386, Mhada Colony, Opp. Eastern Express Highway Mulund (East)
City	Mumbai
State	Maharashtra
Pin	400081
Website	www.rredu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Suman Verma	022-9833488952	9833488952	-	suman.verma@rredu.in
IQAC / CIQA coordinator	Falguni Shah	-	9167444603	-	falguni.shah@rredu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 2.1 Minority status (1).pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
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	17-09-2015	172	Continuous validity

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	R.R. Educational Trusts B.ED. College, Survey No. 386, Mhada Colony, Opp. Eastern Express Highway Mulund (East)	Urban	1.3299	10890

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educational	24	Graduation	Hindi	100	99

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				15			
Recruited	0	0	0	0	0	0	0	0	3	9	0	12
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	3	9	0	12
Yet to Recruit	0				0				0			

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

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	2	8	0	10
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	1		2	
	0		3	

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	14	3	0	0	17
	Female	66	16	0	0	82
	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	1	1
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	18	11	3	15
	Female	78	70	42	63
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		96	85	47	79

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	R.R.E.T's B.Ed. College has always been dedicated to the overall growth of its students, and the NEP 2020 supported this vision. For years, the institute has emphasized that teaching is a multi-faceted career, and this has been integrated into the course through both class work and extra activities. The college offers various flexible and creative extra courses to boost students' skills alongside their regular studies. Some of these courses include Human Values, Stress Management, Wellness, Yoga, Time Management, Teamwork, Vocational Education, Personality Management, Story Telling as pedagogy, Role of Teaching Strategies, and Action Research. Getting involved in the community and
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	providing service is a vital part of the course. They also teach about the environment through hands-on activities like collecting E-Waste, cleanliness, environment, and celebrating special days like Environment Day and Water Day. In line with NEP 2020, the institution continues to expand its list of extra courses to encourage a more well- rounded approach. One of our faculties has also contributed chapter in one of the books Path And Destinations- NEP 2020.
2. Academic bank of credits (ABC):	NA
3. Skill development:	The college focuses on improving students' soft skills through sessions, expert talk, value added course, The college offers additional courses like Human Values, Trends on Assessment, , Digital Skills, Teamwork, Communication, Personality Development, and Strategic Education Management, Action Research, Story Telling, Sessions on Teaching Strategies, Health and Well Being. These are part of the students; regular schedule. There are also special sessions on Art, Communication, and Innovative Teaching Methods.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	R.R.E.T's B.Ed College takes pride in its diverse student and faculty community. The college makes sure to respect and celebrate different languages, promoting a rich linguistic environment. Events like Hindi Diwas, Marathi Diwas, are organized to highlight Indian Knowledge Systems. Additionally, various festivals from different parts of the country are observed, fostering an appreciation for our diverse culture. These activities outside of regular classes help students learn more about Indian languages and traditions. Both online and offline events have been held to ensure everyone can participate. A popular course at the college for a few years now is the Yoga for Wellness program. It draws on traditional Indian knowledge to support students' overall well-being. Teaching through experiential approach. Holistic approach, theme teaching and Nai Talim is also encouraged as a part of curriculum.
5. Focus on Outcome based education (OBE):	At R.R.E.T's B.Ed College we follow the curriculum to achieve specific goals. These unique course goals are decided upon and shared during planning sessions. These meetings include teachers, students, school principals (both from employing schools and

	practice teaching schools), and alumni. The final goals are then shared during teacher orientation sessions before the new academic session begins. These goals are then included in the course structure.
6. Distance education/online education:	R.R.E.T's B.Ed College uses various tech tools like for teaching and learning, like Google Classroom, PowerPoint presentations, You-Tube Whatsapp. The college smoothly integrates a mix of online and in-person learning by providing educational materials online for students to access. The college holds sessions to introduce students to NEP 2020. We also organize sessions on topics like Digital Skills in the Classroom, Creating Google Form, Synchronous and Asynchronous, and more

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
99	95	74	46	71
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
100	100	100	50	100
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
99	95	74	46	71
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
95	94	74	46	71
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
100	97	76	47	78
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
12	12	12	12	12

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
12	12	12	12	12

File Description	Document
University letter with respect to sanction of p	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
5646841	2311944	1660655	5199455	2347359

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 40

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:

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:

R.R. Educational Trust's B.Ed College is affiliated to the University of Mumbai and follows the prescribed syllabus. As per the needs and requirements of the stakeholders and the changing trends in education the institution believes in adopting the proactive approach in transaction of the curriculum. As per the institutions mission and vision the curriculum experiences are updated and aligned to the local, national and the global context. The University provides the overall Academic calendar based on which the institution plans its academic calendar on the deliberations of IQAC and CDC which provides a blueprint to the institution for both academic and non-academic activities. This blueprint includes various aspects like events, the term breaks, holidays, course activities, internship examinations, internship, assessments, assignments, cocurricular activities, enrichment programmes, community service, field visit, annual day, projects etc. Due to pandemic, there was a major paradigm shift from face to face to online completely. During these times the curriculum was adapted to meet the local challenges and curriculum transaction through E-Content, zoom, Google classroom was adopted. The faculty in consultation with the principal prepare the year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology, and optimal learning experiences to the student teachers. The year plan includes the teaching experiences, testing and continuous evaluation. The academic calendar, year plan, activities, events etc are uploaded on the website. Based on the students need value added courses are also introduced. Organization of workshop, seminars and conferences by the college is also the part of planning and/or reviewing, revising curriculum. Experts are invited from the field of education in house planning. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. The Exam Committee looks into smooth conduct of all exams and timely declaration of results. Our teachers are part of university for setting the question papers. Midterm reviews and course correction are done as needed, regular reporting is done by the faculty and feedback taken that serves to monitor the implementation of the prepared plans. This enables the institution in maintaining and enhancing the quality of the curricular transactions and keep it relevant to the needs of the contemporary times.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

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: 62.5

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
10	10	10	10	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
16	16	16	16	16

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

1.2.2

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

Response: 3

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
4	4	3	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant 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: 100

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
99	95	74	46	71

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

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: C. Any 2 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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	0	0	0

File Description	Document
Data as per Data Template	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:

A basic or consistent understanding of the field of teacher education: Modeling effective teaching strategies plays an important role in the way teachers teach students. Expert talks and sessions organized by Alumni and Department Heads give students a better understanding of the field of education in general and challenges in the classroom in particular. Students learn from the experiences of various resource persons. Demonstrate knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted. Assessment strategies for different skills across subject areas are also developed through

sessions. The institution ensures that students acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field trips, etc. Innovative teaching strategies such as demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further enhance and groom the students in their skills. Capability to extrapolate from what one has learnt and apply acquired competencies: Learning skills like storytelling, creative teaching aid making, role of a teacher, effective classroom strategies, reflective practices for teachers equip student teachers for their internship. They are encouraged and expected to apply the

knowledge from the various workshops and sessions and implement them into their lesson planning and practice teaching activities. Students develop unit plans, blueprints for assessments, and conduct the assessments in schools. Students are given opportunities to apply learnt knowledge to real life situations through

participation in team-work activities and various competitions organized at different levels.

Skills/Competencies. Developing social skills of cooperation and collaboration through the numerous activities conducted every month as students plan, organize and conduct events. Their communication skills are encouraged and developed through the hosting and conducting the celebration of festivals, seminar presentation, team activities. Critical thinking is fostered through problem solving, project method. Students engage in effective communication and negotiation during their internship, community work, project activities, group work.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	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:

R. R. Educational trust's B. Ed. College strives to familiarize students with the diversities in school system of various Boards. Project on assessment of different boards gives vital information of education system.

- Functioning of various Boards of School Education: Expert sessions by eminent speakers of different educational boards in India are invited to provide information about the functioning of the respective boards. Expert sessions wherein alumni from various boards like SSC, CBSE, IGCSE, IB are invited to deliver sessions. In CC2 (Sem 1) through visit and interviews, (Sem2) IC2- discussion and case study, (Sem 3) CC4 – Evaluation pattern in different Boards through the Unit test and blue print and (Sem 4) IC4 inclusive practices adopted in different Boards. During campus placements faculty members and principals of different schools orient the students on the functioning of these schools from different boards of education.

R. R. Educational trust's B. Ed. College is situated in Mumbai, Maharashtra, schools of the State Board are large in number. Students are provided with detailed orientation on admission criteria and examination result analysis of different States and different Boards. Our college conduct discussion on NEP. In teaching learning process teachers discuss on New education policies.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant 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 institute conducts various curricular experiences that provide students with an opportunity to put into practice what they have learned. The institute caters to the holistic development of every student. experiencing the importance of experiential learning Reinforces imagination because they have direct experience of the benefits of learning by doing. to train To provide and evaluate student-teacher learning experiences and to motivate student-teachers to meet Challenged in a dynamic society, students are involved in planning and organizing various events Days like Guru Pornima, Independence Day, Environment Day, Yoga Day etc. are all learning experiences. Because they want to plan and even direct such events in their professional life as teachers Students-teachers should fulfill. A content enrichment program is conducted every year to gain proper knowledge of a subject that involves looking deeper into a concept or topic, approaching it from a different perspective, or connecting the topic to more meaningful or rewarding aspects of the real world. Storytelling, book review etc. are some of the examples. In the pandemic college encourage to know latest innovation and technologies in education. Students are motivated to use of various teaching learning tools during their internship and through action research programme in technology. Expert talks are arranged to create an awareness among student teachers about community, national and global issues and students are provided with the opportunities to interact with experts in the field of education during such sessions. For student's professional acumen college provides curricular experiences such as, Value Added courses, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
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: 89

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	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: 0

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
Data as per Data Template	View Document

2.1.3

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

Response: 0

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	0	0	0	0

File Description	Document
Data as per Data Template	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:

R.R.E.T's B.Ed. College, nestled in suburban Mumbai, caters to students from diverse backgrounds. The institution follows the Maharashtra Centralised Admission process, ensuring inclusivity. Readiness for the course is assessed based on communication skills, interests, and innate abilities. Mentoring plays a pivotal role, especially for students of varying age groups, offering career guidance and academic enrichment.

? At the entry level, a Pre-Test covers qualifications, experience, hobbies, strengths, weaknesses, and socio-economic status. Content tests and personal interviews are conducted.

? Tutorial group is created, students are divided in groups and are assigned a teacher in-charge with the objective that students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members.

? Remedial lectures aid students in need of academic support, identified by essay and class test performance. Library hours and additional learning resources are provided.

? Simplified notes benefit all learners.

? Alumni sessions, including expert talks, offer insights into school practices and job expectations.

? Peer learning is fostered through teaching partnerships during internships.

? Motivational talks and career guidance sessions are organized, focusing on life skills, communication, and classroom management.

? Project-based learning, seminars, discussion, debates are encouraged to self-learning by doing projects and presenting them to the class. Seminars are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different opportunities to our students

? Participation in various competitions is encouraged, along with organizing intra and inter- collegiate events.

? Value-added courses, both offline and online, equip students with essential skills and resources for successful completion. This comprehensive approach exemplifies the institutions dedication to holistic student development.

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

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: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.25

2.2.4.1 Number of mentors in the Institution

Response: 12

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

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:

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. The institution employs a versatile teaching-learning methodology encompassing experiential learning, collaborative approaches, problem-solving techniques, ideation sessions, focused group dialogues, and digital instruction modes to enrich student education.

? Experiential learning: The institution prioritizes practical experiences, including simulations, internships, fieldwork, and mock interviews. Students engage in exhibits and model demonstrations to ensure immersive and interactive learning. Simulated teaching sharpens communication skills.

? Interactive Learning: Techniques like storytelling, dramatization, and collaborative work are employed to foster active participation in learning. Delegating organizational responsibilities to students during these activities enhances their leadership, professional skills, and overall personality. Seminars and presentations are structured to encourage active engagement. Collaborative work is another technique used to motivate students, promote active learning, and cultivate critical thinking, communication, and

decision- making abilities. Various methods such as group discussions, debates, quizzes, role- playing, art and drama in education, case studies, team teaching, and educational visits are encouraged.

? Problem-Solving Techniques: Concepts like Concept Attainment Model, inquiry- based learning, and scenario-based situations are employed to stimulate a brainstorming approach to understanding concepts. Students are encouraged to observe, understand, analyze, interpret, find solutions, and apply their knowledge to gain a comprehensive understanding of the concept through problem-solving. The Concept Attainment Model is utilized to introduce and teach new concepts in an active, student-centered, inquiry-based manner.

? Idea Generation: Ideation activities are conducted using techniques like Round Robin and Concept Mapping, stimulating diverse instructional approaches for students. These activities enhance focus on the task at hand, promote spontaneity, and foster creativity. Concept maps, a result of brainstorming, aid in note-taking and note- making and serve as useful references during examinations.

? Structured Group Dialogue: The method of group discussion, facilitated through activities like Think Pair Share, encourages students to engage in meaningful discussions on the subject matter. After lectures, teachers encourage students to participate in group discussions, providing supervision and guidance to ensure productive discourse.

? Digital Learning: The institution leverages platforms like Google Classrooms, zoom platform to deliver course content effectively. Online content tests, assignment submissions, lesson guidance, presentation, and viva voce assessments are successfully conducted.

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: 100

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

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

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: 100

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

Response: 99

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

Continual mentoring is provided by teachers for developing professional attributes in students R.R.E.T;s Mulund employs a distinctive student mentoring system that plays a pivotal role in guiding and nurturing the educational journey of each student.

? At the outset, during the orientation programmes, students are provided with comprehensive information about the course structure, curriculum requirements, and the approach necessary for successful course completion

? Recognizing and embracing student diversity is a priority. Tools such as Learning Style are utilized to identify and cater to varying learning styles. Mentor-mentee groups are formed to provide personalized guidance. Additionally, students are grouped based on their preferred teaching methods, guidance preferences, and tutorial preferences. A diverse range of activities, both academic and non-academic, are arranged to foster teamwork and collaborative learning skills. The talent hunt initiative serves to highlight innate abilities, while the Skill-set platform provides students with an opportunity to showcase their entrepreneurial skills.

? The institution places a strong emphasis on supporting students from diverse backgrounds, including varying ages, socio-economic statuses, and academic faculties. This support is extended through initiatives like peer mentoring, online sessions, personal counselling if needed.

? Encouraging teamwork is an essential aspect of the learning process. Students actively participate in college assemblies, co-curricular events, course-related activities, outreach programs, and internship initiatives, all of which contribute to their holistic development. Tutorial, Guidance, and Pedagogy teachers provide essential guidance, counselling, feedback, and motivation to empower students to become effective educators.

? Mentoring extends beyond academic development, also focusing on personality growth.

Value-added courses in Effective Communication, Personality Development, Consumer protection, stress management, etc. are conducted to foster holistic development. Expert sessions are organized to provide valuable insights and keep students updated with the latest developments in the field of education and life.

? A critical aspect of mentoring involves guiding students in balancing their academic commitments and managing stress. Expert sessions on wellness, life skills, mental and physical health, yoga, and

meditation equip students with the tools to cultivate positive attributes and strategies to handle the challenges of both their personal and professional lives.

? In light of the Covid-19 pandemic, technology has assumed a central role in staying updated with the latest trends. Institute carried on their activities full fledged with the help of zoom platform and Google Classroom.

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: C. Any 3 of the above

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
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:

R. R. E. T. B. Ed. College in pursuit of its vision and mission conducts various activities through the teaching learning process to nurture creativity, innovativeness, intellectual and thinking skills, empathy life skills among students. The institution provides several opportunities for students through a wide range of activities to develop their thinking skills, abilities, competencies, pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The institution follows towards this objective are:

Professional Competence- Institute prepares student teachers to develop their critical thinking skills, creativity, adopt innovative practices through activities like expert sessions in various fields, interactive sessions, webinars on effective management skills, revitalizing educational practices post covid, add to curriculum.

Content Enrichment- opportunities to the student teachers to equip them with the skills and competencies to be resourceful and innovative through Workshop on Session on creative teaching aids, creating learning resources to be provided to schools, Remedial teaching activities in practice teaching schools, Outcome based education, interdisciplinary approach, Innovative teaching aids competition, Expert talk sessions.

Personality Enhancement- The institution conducted numerous activities towards the overall personality development of the budding teachers such as Sessions on Life Skills, Workshop on , research work on Life skills, Sessions on Soft Skills, communication skills, creative talks, short term course on Human Values, Community outreach programmes, activities for environmental sensitisation.

Personality development - Personality development is done through value added courses on personality development consisting on understanding the self, grooming, yoga and wellness session and various self-help sessions. Continued mentoring and guidance by the teachers and counsellor helps student teachers to come out of their shy attitude and groom themselves to be confident.

Technical skill – technical skills are enriched by teaching ICT, Workshop for constructing google form, PPT preparation etc. To stay relevant, competitive and future ready technical skills must be important for student teachers. With different workshops, sessions and discussions student can gain knowledge of the technology and become fluent in work.

Professional Growth – Professional growth is the application of new experiences and skills to positively impact teachers' current position and career pursuits. In this teacher must show ambition, self-awareness, humility and tenacity. For professional growth college organised internships, career project, workshop on new methods of teaching, Workshop on Effective classroom management etc.

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: A. Any 8 or more of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**

7. Addressing inclusiveness**8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
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: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	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: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
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: B. Any 4 of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

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: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The Internship Program at RRET's B.Ed. College, Mulund is a systematically designed program meant to provide students and teachers with the necessary skills and experiences for a successful teaching career. The program begins with an orientation phase in which interns are instructed on professional behavior, lesson planning, creating teaching aids, classroom management, and the most recent teaching approaches.

Selection of the schools

Taking into consideration factors such as the graduation and postgraduation degree of the students, their place of residence, and their choice for either morning or afternoon schooling, At the commencement of the academic year, schools are selected, and authorization is sought to undertake internships within such institutions. In order to obtain authorization, the teacher- educator conducts visits to schools and engages in meetings with the principal. The teacher educators provide instructions to the students; teachers about tasks that are undertaken as a part of internship activities and explain the school's code of conduct, including the dress code and professional behavior expectations for interns. Student teachers are provided with a clear understanding of the school timetable, daily schedule, and any extracurricular activities interns might be involved in. Student teachers are introduced to the different activities that will be conducted at the school during their internship.

Orientation to students:

Orientation for students is a crucial step in establishing a positive and productive learning environment. During this process, educators should introduce themselves, establish classroom expectations, and foster a welcoming atmosphere. Additionally, provide an overview of the course objectives and learning outcomes, helping students understand what they will gain from the class. The orientation should set a tone of respect, engagement, and collaboration, ensuring that students feel comfortable and motivated to embark on their educational journey.

Defining the role of teachers in the institution

The role of teachers at the institution encompasses several key aspects. Firstly, pedagogy teachers deliver demonstration lessons to illustrate effective teaching practices. Subsequently, structured discussions on

lesson plans are organized, fostering a collaborative learning environment. Additionally, teacher educators conduct orientation sessions focusing on objectives, specifications, core elements, and values. This multifaceted approach ensures comprehensive preparation for educators, enhancing their teaching skills and methods for delivering high-quality education.

Assessment of student performance

Lessons are guided and receive suggestions from the guidance teacher and pedagogy teacher. Students give their rough lesson plans to the guidance teacher based on the format of the lesson and activities to be conducted in the class. Suggestions are given, and after they are approved, the students give their lessons in the schools, supervised by the teacher-educator, who provides feedback on their performance. The students maintain a detailed record of their internship period through their lesson files, observation books, reflective journals, etc.

Exposure to a variety of school setups

The internship program underwent a significant transformation during the COVID-19 pandemic, shifting to an online format. During the pandemic, students have taken live sessions on Zoom. They prepared recorded lessons for the school students and online teaching aids.

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: 9.9

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

Response: 10

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	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:

Practice teaching is a vital component of teacher education, offering hands-on experience in real classrooms. Student teachers apply pedagogical theories, design lessons, and interact with students.

Under the guidance of mentor teachers, they develop their teaching skills and classroom management techniques, preparing them for a successful teaching career. During the pandemic, there was a restriction on taking lessons in the real classroom. Students gave live lessons using an online platform like Zoom and prepared recorded lessons, or the school students in their respective pedagogies, all work has been supervised by the supervisor.

Role of Teacher Educators:

The internship for the B.Ed. course is 20 weeks long and takes place during Semester 2, 3, 4 Teachers instruct students on lesson ideas. There are demonstration lessons on micro skills of teaching, integrated lessons, and macro lessons; innovative teaching approaches; objectives and specifications; key elements; theme-based lessons; co-teaching; and peer observation. Students are given a printed lesson plan and a list of activities. The supervisor reviews the students' lesson plans before they teach in the classroom. A teacher, an educator, and a school teacher all observe the entire lesson. Students review their reflective journals, and supervisors

regularly examine their progress. As per the university rule, every student takes 30 lessons in school. Besides, two value-based and environment-based lessons are taken. School activities such as preparation of time table, taking attendance, conducting games, conducting CCA, examination, visit to lab, library, correction of homework, preparation of Unit test and other activities guided by the teacher educators.

Role of School Principal:

The school principal is like the boss of the school. The school principal grants authorization for internships and keeps a careful eye on the students' actions. They are responsible for the overall leadership and management of the school. The school principal receives a daily itinerary and activity schedule. The principle makes rounds, monitors lessons, and provides comments on activities and the principal and supervisor. Any questions, feedback, or difficulties are addressed by the teacher and relayed to the pupils.

Role of School Teachers:

School teachers play a pivotal role in the success of an internship program. They serve as mentors, guiding interns through the practical aspects of teaching. Teachers provide insights into classroom management, curriculum implementation, and effective pedagogical strategies. They offer constructive feedback and support, helping interns refine their teaching skills. Teachers also model professionalism and the values of the educational institution.

Role of Peers:

Peers play a vital role in personal and social development. Peers observe at least five lessons per semester in the same pedagogy and other pedagogies. In a peer group, individuals learn to interact, share experiences, and gain insights, fostering emotional and social growth. Students take part in co-teaching, drama, group activities, CCA, and other collaborative work with the help of peers. Peers also contribute to cognitive growth by engaging in discussions and collaborative learning. In educational settings, peer-assisted learning and peer tutoring enhance academic understanding.

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: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any 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: 100

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

2.5.2

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

Response: 8.33

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

Response: 1

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

2.5.3

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

Response: 7.58

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

Response: 91

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

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

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

Response:

At R.R.E.T's B.Ed College, we place a strong emphasis on continuous professional development for our faculty members. They actively engage in various forms of learning and skill enhancement. This includes participating in orientations, refresher courses, and short- term programs, as well as pursuing doctoral studies. In fact, one of our faculty members have completed her Ph.D. degree in Education, while one other is currently pursuing. One of the fundamental ways our teachers ensure their professional growth is through in- house discussions on current developments and issues in education. These discussions cover a wide range of topics, including advancements in pedagogy, assessment methods, and the integration of educational technology. Educators share their experiences, insights, and effective strategies that have proven successful in their classrooms. This collaborative approach to professional development fosters a supportive and enriching environment, where both new and experienced educators can learn from one another. Our teachers are deeply involved in shaping education policies and practices at the university level. They contribute their expertise to bodies like, Curriculum Drafting Committee, and serve as examiners and moderators. One of our faculties has also served as a chairperson for paper setting. Additionally, they take an active role in organizing and participating in national and international seminars and workshops that focus on cutting-edge educational trends, including discussions on the New Education Policy (NEP) 2020 and sustainable practices in higher education. Our faculty members are not only scholars but also practitioners. They lead various research projects, resulting in numerous publications in peer-reviewed journals and books. Their commitment to innovation has even led to the acquisition of patents for educational practices. One of our faculties has filed a patent for her innovation. Furthermore, our teachers are dedicated to sharing their knowledge and expertise through enrichment sessions. During the pandemic, our faculty quickly adapted to the digital landscape, engaging in online courses to enhance their proficiency in tools like Google Classroom, Zoom. Recognizing their achievements, we celebrate and support our teachers in their ongoing educational journeys. Additionally, we conduct faculty development programs focusing on wellness, yoga, and effective use of technology for their overall well-being.

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:

Our institution has wholeheartedly embraced Continuous Internal Evaluation (CIE) through which we assess and monitor our students' learning progress throughout their academic journey. This allows us to provide timely feedback, identify areas for improvement, and tailor our teaching methods to meet individual learning needs.

For Continuous Internal Evaluation we use Formative and Summative Evaluation. These assessments are aligned with the learning objectives of each course.

Formative evaluation includes: Essay Test, Class Test, Assignments, Practice Teaching Lessons, Group work, Community work, learning resources, Internship etc.

Essay Test and Class Tests are conducted in each semester to check students' comprehension of course content. This also helps the students to get prepared for the university exams. Results are analysed to identify areas where additional support may be needed. Students are assigned various assignments and projects throughout the semester which develops their writing skills and language skills. These tasks help to assess their understanding of pedagogical concepts and subject matter. Seminars are organized to promote peer-to-peer learning. This helps to develop their knowledge and speaking skill.

Practice teaching lessons is an important component of teacher preparation programs. These lessons provide hands-on experience in real classroom settings and help them develop the practical skills and confidence necessary to become effective educators in real-world classrooms. Students prepare learning resources in their pedagogies which develops their creativity. Community work is organised and students participate and provide their services towards these outreach activities. Students are encouraged to participate in Co-Curricular activities also. Students maintain lesson plans, Reflective Journal and other files of different activities.

Students are evaluated on their participation, critical thinking, and communication skills. Feedback is provided on a timely basis to help students make necessary improvements.

Thus Formative evaluation is an integral part of our B.Ed program. We will continue to refine our methods to ensure that our students receive a high-quality education that prepares them for successful teaching careers.

At the end of each semester Summative evaluation is done through University exams.

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: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

To provide a fair and transparent examination process it is essential that any grievances or concerns related to examinations are addressed promptly and efficiently. Therefore we have established a dedicated Grievance Redressal Committee which is responsible for reviewing and addressing examination-related grievances.

Information regarding grievance redressal procedure is communicated to students at the beginning of each academic year. Students can submit their grievances in writing.

We have implemented a time-bound approach to grievance resolution. Grievances are acknowledged within 24 hours, and efforts are made to resolve them within a maximum of 15 days. We encourage students to provide feedback on the grievance redressal process.

All grievances, their resolutions, and the actions taken are documented and maintained for reference and transparency.

We are committed to continuous improvement and regularly review our grievance redressal procedures to identify areas for enhancement. Suggestions from students, faculty, and staff are taken into account during this process.

We maintain a strict policy against any form of retaliation against students who file grievances. This ensures a safe environment for students to voice their concerns. We have worked diligently to create a system that is fair, transparent, and accessible to all students. However, we remain open to suggestions for improvement and are committed to addressing any shortcomings that may arise in the future.

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:

Internal evaluations helps us to assess the academic performance and progress of our students and the effectiveness of our teaching methods. To ensure the smooth and timely execution of these evaluations we need to follow the academic calendar.

Academic Calendar: Our institution places great emphasis on adhering to the academic calendar for the conduct of internal evaluations. We prepare academic calendar well in advance, outlining the key dates for various programmes. The semester schedule, college assessment activities and examinations,

internship, curricular and co-curricular activities etc are all indicated in the academic calendar.

Internal Assessment: Internal Assessment, including Essay Test, Class Test, assignments, etc. are an integral part of our academic programs. These evaluations are scheduled in alignment with the academic calendar. We conduct examinations as per the guidelines of university. Examination committee is constituted for effective implementation of activities related to internal and external examinations. The dates for College Assessment are displayed on the notice board and University Exam dates are declared the university.

Adherence to Deadlines: We complete our internal evaluations on time, following the schedule in the academic calendar. Faculty members are provided with clear instructions and deadlines for submitting marks, and we remind them to stick to these deadlines. We make sure that our schedule stays on track by talking to the faculty members and helping them with tests and assessments To facilitate this, our examination committee communicates with faculty members and provides any necessary support to ensure that internal evaluations are conducted smoothly and on schedule.

During the Covid-19 lockdown, all the Internal Assessment were done through online mode. Students took their Internal Assessment tests online using Google Forms. Question bank was provided to the students and practice test was also conducted to help them familiarize with the online system.

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:

This institution appears to be deeply committed to fostering academic excellence, holistic development, and social responsibility among its students. Here's a summary of the key points:

Mission and Vision: R.R.E.T's B.Ed College core belief is in promoting academic excellence. The institution's aim is to create self-reliant, humane teachers capable of meeting local and global challenges. The focus is on harnessing the talents of students and facilitating holistic development.

Orientation and Planning: During orientation sessions, students are informed about Program Learning Outcomes (PLOs) and activities are planned accordingly. Teachers design their academic year plans keeping Course Learning Outcomes (CLOs) based on expected learning outcomes.

Academic Calendar and Coordination: The activities of the college are aligned with achieving PLOs and CLOs through student participation. The academic calendar is prepared in consultation with teachers, portfolio incharge, and accounts for holidays, examinations, internships, community, and extension work.

Communication and Updates: All curriculum-related announcements are communicated to students through notices, WhatsApp and during the college hours.

Teaching and Learning Strategies: R.R.E.T's B.Ed. College employs various strategies to ensure effective teaching and learning

Research Initiatives: Research is considered integral to the teaching-learning process. Action research workshops and guidance are conducted regularly.

Placement and Career Development: In-house placement sessions prepare students for jobs.

Internship: Teaching-learning practices are refined during internships.

Value-added courses on job readiness, communication skills, and job etiquettes are conducted.

Technology Integration: R.R.E.T's B.Ed. College acknowledges the importance of keeping up with technology in education. Sessions on technology-enabled classrooms, online assessment, and lesson planning equip students for a tech-savvy era.

Community Engagement: R.R.E.T's B.Ed. College emphasizes community support for local and global welfare. Students are required to engage in community work.

Extension activities such as street plays and awareness programs on various issues are conducted.

Values and Well-being: Value-added courses on human values, SDGs, wellness, and yoga are provided.

Cohesive and cooperative group activities aim to foster social harmony, unity, and strong interpersonal skills.

Overall, R.R.E.T's B.Ed. College seems to be a well-rounded institution that places a strong emphasis on not only academic excellence but also on holistic development, research, community engagement, and preparing students for the demands of the modern world.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	95	74	46	71

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:

R.R.E.T's primary goal is to foster holistic development through the teaching-learning process, nurturing creativity, innovativeness, intellectual and critical thinking skills, as well as empathy and life skills in students. The institution offers a diverse range of activities aimed at enhancing students' thinking abilities, competencies, and pedagogical practices for their professional, pedagogical, and personal growth. This approach is designed to cultivate humane, self-reliant teachers.

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are central to R.R.E.T's educational approach, aiming to tap into students' talents and drive holistic development. Teachers craft their annual plans with a focus on Sustainable Development Goals (SDGs) and CLOs to align with anticipated learning outcomes.

The academic calendar provides an overview of planned activities. It is collaboratively prepared with input from teachers, portfolio coordinators, and detailed monthly scheduling, accounting for holidays, examinations, internships, and community and extension work.

In terms of professional development, the institution strives to equip students with essential attributes for the teaching profession. Recognizing the diverse backgrounds of students in terms of education, socio-economic status, religion, and abilities, the curriculum is designed to nurture them into accomplished, self-reliant educators. The activities are tailored to evolving trends and learners' current needs, incorporating innovative teaching methods, expert sessions, and alumni interactions.

Value-added courses covering communication, personality development, leadership skills, and classroom management aim to meet professional standards. Students are provided ample exposure to presentation skills through seminars, paper readings, group work, assemblies, and workshops, building their confidence.

Regarding personal development, students in the teaching profession are encouraged to grow both professionally and personally. Personal attributes are cultivated through self-help sessions, guidance, mentoring, tutorials, peer tutoring, group work, and value-added courses. Each activity contributes to the development of different personality traits.

Guidance sessions aid in stress management and work-life balance. Tutorials assist in study pattern identification, note-taking, and note-making. Value-added courses provide expert knowledge and understanding of current education topics, contributing to students' shaping of their personalities and identities.

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: 74.75

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

Response: 74

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:

The institution employs a robust system for assessing student achievement through the ASSESS approach. This method aids in comprehensively understanding the specific learning requirements of each student. The ASSESS approach stands for:

A - Appraisal of Student Success (GROW Approach): In the context of B.Ed students, the GROW approach entails:

G - Gauge Learning Styles and Needs: This involves identifying individual learning styles and preferences to customize education accordingly. Recognizing how each student learns best is pivotal for effective teaching.

R - Review Achievements and Outcomes: This step involves reflecting on students' achievements and evaluating if they have met the learning objectives set for them.

O - Observe Skill Development: Monitoring the progress of various skills, including teaching and learning skills, communication skills, classroom management, and leadership skills.

W - Weigh Progress through Assessments: This encompasses evaluating progress through a variety of assessments, both formative and summative. It provides a balanced view of a student's performance and knowledge.

S - Systematic Evaluation: For B.Ed students, this entails conducting assessments in an organized and structured manner. It involves establishing clear assessment criteria, setting well-defined objectives, and using consistent evaluation methods. This ensures fairness and accuracy in the assessment process.

S - Student-centered Assessment: This component is particularly important for B.Ed students. It recognizes that each aspiring educator has unique learning needs, strengths, and areas for improvement. Tailoring assessments to suit individual learning profiles ensures that students are best prepared to become effective teachers.

E - Evidence-Based Evaluation: In a B.Ed program, relying on concrete and verifiable evidence is crucial. This means using factual data and observable outcomes to assess student performance rather than subjective judgments. It ensures that assessments are objective and reliable.

S - Summative and Formative Assessment: Acknowledging the importance of both types of assessments is essential for B.Ed students:

Formative Assessment: This occurs throughout the learning process and provides continuous feedback to students. It helps them understand their progress and areas for improvement.

Summative Assessment: Conducted at the end of a specific period to evaluate overall learning outcomes and determine a student's level of mastery. This is often done through final examinations conducted through the University of Mumbai.

S - Support for Holistic Development: Using assessment data to guide and support the overall growth and development of B.Ed students is crucial. This involves analyzing assessment results to identify areas where students may need additional resources, guidance, or interventions. It goes beyond academics, encompassing personal and professional development.

Overall, the ASSESS approach for B.Ed students ensures a comprehensive and tailored evaluation system that addresses their specific learning needs, preparing them effectively for their future roles as educators.

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: 0.4

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	0	0	2	0

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

3.1.2

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

Response: 9000

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	0	0	45000	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: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
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: D. Any 1 of the above

File Description	Document
Copyrights or patents filed	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: 2.83

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
2	3	3	10	16

File Description	Document
First page of the article/journals with seal and signature of the Principal	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: 2.83

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
2	3	3	10	16

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	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: 4

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
5	3	4	4	4

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

3.3.2

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

Response: 93.77

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
97	90	71	35	68

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

3.3.3

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

Response: 94.29

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
96	91	70	40	66

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 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:

Community outreach activities are an essential way to create awareness and educate people about social issues, and also to contribute to society. Our college organizes various community outreach activities that aim at sensitizing students about the social issues and encouraging them to contribute to society.

Outreach activities organized by our college are health check-up camps, breast awareness camps, educational themes. These camps are held for people in nearby rural areas, where people do not have access to specialized doctors. Our college students, check-up The medical team guides the students and explains to them the importance of the tests and the precautions that can be taken to avoid such diseases.

Several awareness campaigns on health-related issues, such as hygiene, sanitation, and cleanliness, are also organized. The primary intent of these campaigns is to educate the locals about the importance of good hygiene. The students are encouraged to participate in these campaigns to enhance their learnings and create a sense of empathy towards those in need.

In addition to health campaigns, our college also conducts various educational campaigns. These campaigns aim at creating awareness about the importance of education and the value of literacy. The primary objective is to create a conducive environment for learning and remove hurdles in accessing education for all kinds of learners, including students from underprivileged backgrounds.

One of the most interesting community outreach activities organized by our college is the "Go to School" awareness camp. This campaign involves a march through those areas and the distribution of pamphlets and posters that promote awareness regarding a particular social issue, where the students and the locals raise awareness about the issue.

Students are encouraged to develop their leadership skills and organizational skills by engaging with these community outreach activities. They learn to manage and operate complex campaigns and benefit from exposure to different cultures and backgrounds.

Apart from organizing various community outreach activities, our college has established relations with NCO's, Care Foundations and societies dedicated to promoting social awareness. These activities encourage creative thinking and ingenuity while raising awareness of social issues at large.

In conclusion, community outreach activities are critical for creating awareness and educating people on various social issues. Our college recognizes and understands the value of these outreach programs and aims at providing a platform for students to contribute to society while also developing certain qualities and skills in the process. By bringing the community closer together and providing solutions to societal issues, we hope to create a better future for everyone.

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: 4

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	2	0	1	1

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 5.8

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
7	7	6	5	4

File Description	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: 4

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: 4

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities 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

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 educational institution possesses ample infrastructure and a well-established system to ensure the effective utilization of physical resources for teaching and learning purposes. The campus boasts outstanding facilities that facilitate the smooth conduct of classes. These include the Principal's Office (1), Administrative Office (1), Accounts Office (1), Seminar Halls (2), Classrooms (9), Laboratory (1), Staff Rooms (1), Library (1), IQAC Room (1), Photocopy and Printing Centres (2), Computer Laboratory (1), Girls' Room (1), Boys' Room (1), Girls' Restrooms (2), Boys' Restrooms (2), Clean Drinking Water Facilities, Conference

Room (1), Reading Room (1), and Counselling Room (1), Play Grounds (2), Science Lab (Chemistry, Biology, Physics), A.V Room (1), Basement (1), Turf (1)

The details of Classrooms available infrastructure are as follows: Classroom Amenities: The institution provides expansive, airy classrooms equipped with good amenities. Each room offers ample seating arrangements and is furnished to accommodate teaching methods comfortably.

Seminar Hall: The institution has 2 seminar halls. The seminar halls of the college are well-appointed spaces specifically designed to facilitate presentations, lectures, workshops, and other events. They are equipped with modern audio-visual equipment like projectors, screens, microphones, and sound systems to ensure effective communication to a large audience. These halls are characterized by their spacious layout and comfortable seating arrangements, which can accommodate a significant number of attendees. Class Room with ICT facility: There are classrooms with audio video facility. Classrooms having Wi-Fi facilities helped in effective teaching-learning process.

Computer facilities: College has 1 computer laboratory with well-configured computers and internet facility.

Library: Works under the supervision of librarian. Newspapers, journals, magazines and periodicals, reference books on for internship for different boards, reading space for students and staff members common reading room for all the students is available.

CCTVs: CCTV cameras are available.

Sports equipment: The annual Sports Day is conducted in college campus, Mulund. The preliminary practice and mock rounds are done in the college campus. Sports equipment such as ball – throw ball, basketball, cricket ball, cricket equipment, carom board, chess board, Ludo, snake, and the ladder are available in the college campus. The multipurpose ground gives opportunity for students for indoor and outdoor.

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: 100

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

Response: 14

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

Response: 14

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

4.1.3

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

Response: 1.75

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
45915	52062	59094	67143	76365

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
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 college has library is a rich source of knowledge, where the stake holders have the access to gain the knowledge. The library has steadily improved its collection of books, magazines, digital resources, and other offerings. It is a spacious, well-lit, and easily accessible space with a wide range of materials including textbooks, reference books, books of different boards (SSC, CBSE) journals, and more. The library is divided into different sections for easy access, such as Reference, Periodicals, B.Ed related books, General Reading, Subject Wise Books, and a Reading Room. The library has computers and a strong WIFI. These resources are accessible to students, researchers, and faculty members with a connection to the college. The library is equipped with reliable internet and Wi-Fi, and it offers subscription of books and a reading space. Every student receives a library card, and all are allowed free internet access. The college employs a full-time librarian and an assistant librarian, ensuring that registers and records are well-maintained.

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

4.2.2

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

Response:

Our library is equipped with computers that have internet access, using open-source integrated library software. This provides end users to use e-resources. We have a wide range of resources including

reference books, textbooks, journals, encyclopaedias, general books etc. We continually add new materials to enrich our existing collection. Furthermore, we offer access to internet and N-LIST for both teachers and students. We also offer literature and class books to both students and staff. For those who prefer online access, we have an online library where books are uploaded to encourage reading habits. In order to promote a love for reading, we celebrate “Importance of Reading” and organize events like book review sessions. Our goal is to make our resources easily accessible and user-friendly for everyone in the college community.

File Description	Document
Details of users and details of visits/downloads	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: D. Any 1 of the above

File Description	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: 39134

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
35362	25482	33276	44554	56996

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

4.2.5

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

Response: 8.66

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: 195

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: 190

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: 194

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: 192

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: 190

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: E. None of the above

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:

The institution is well-equipped with-IT lab and well configured computers, which are continuously updated to meet changing demands. A dedicated leased line supplies power to the wifi facility. The institution offers a wide range of ICT facilities for the smooth, effective, and transparent execution of daily academic and administrative tasks in order to fulfil and keep up with the most recent digital need. The institution offers a sufficient number of computers, printers, scanners, and projector. Projectors to support staff and students in their academic work. The college has an established resources for updating and utilising ICT effectively to guarantee an efficient teaching learning process. The management arranges for resources each year for routine maintenance and improvements to ICT facilities. For the

purpose of maintaining the campus; hardware and ICT infrastructure, the college has hired technical employees. It is high time to use the wealth of knowledge available in the library not only through books, journals, encyclopaedia and strong WIFI and internet facilitated computers. The institution has one computer laboratory with many computers, and these machines are made available to the students so they can develop their IT has 25 desktops which are utilised by the students and the faculties. Each and every computer is with LAN and internet access, laboratories are connected. Other ICT equipment that the college owns includes projectors, printers, scanners and photocopier. These ICT resources are sufficient for the personnel as a whole and pupils in particular. Teachers' at our college switched to online instruction during the Covid-19 lockdowns using a variety of technological tools, including Zoom, Google Class Room, etc. We also have separate desktops for the office staff and the Principal. Each and every computer is with LAN and internet access, laboratories are connected.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.48

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
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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
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: D. Any 1 of the above

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: 12.35

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
333126	385713	525006	331487	544502

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:

R.R.E.T's B.Ed. College provides a conducive learning environment for its students, encompassing academic, sports, and library facilities. To ensure the efficient maintenance and utilization of these assets, the college has established structured systems and procedures. The college makes sure everything stays in good shape. They have a plan to take care of the buildings, classrooms, labs, and other important places. Every year, they set aside enough money to fix and improve these places. They also consider getting new furniture and equipment if needed. To keep things running smoothly, they have groups of people who

check what needs to be fixed. They also listen to suggestions from students, teachers, and old students about how to keep things nice. The classrooms have everything they need for learning, and the labs have all the tools and equipment. They even have safety things like fire extinguishers. In the computer labs, they have enough computers with the right stuff inside. They also make sure they are safe from viruses. They update the software and fix the computers when they need it. The library is kept up to date with the books students and teachers need. A special group takes care of the library to make sure it works well. The

college keeps the campus clean and makes sure there is clean water to drink. They also take care of things like waste and making sure the bathrooms work properly. They check on all the electronic things like projectors, computers, and electronic fittings to make sure they are working right. If something needs a big fix, they bring in experts from outside. The people who clean and take care of the buildings work during the day to keep everything nice and tidy.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
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: A. Any 8 or more of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Report of the Placement Cell	View Document
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: 8.42

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
6	7	6	7	6

File Description	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: 47.37

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 43

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

Response: 1

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

Response: 1

File Description	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: 0.79

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
1	2	0	0	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:

At the institution student council is formed as a student representative body as a liaison between the staff and students. They are instrumental in ensuring smooth implementation of cocurricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college; both curricular and cocurricular. Under the guidance of the Principal and the faculty in charge is responsible for conducting a variety of events. Its main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit, leadership skills and cooperative learning amongst student teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principal. The student council works closely with both the staff as well as the students. They are an important link in the communication and transmission information between the institution and the students. The purpose of the Student Council (SC) is to serve as the effective communication medium between the administration and students. Even though there is a fair chance to every student to communicate at any time with the administrative officials, Student Council acts as the interactive body facilitating primary level of communication.

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: 15.6

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
17	17	14	14	16

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	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 institution has not formally registered the Alumni association however there are several activities that are carried out by the Alumni as well as for the benefit of the Alumni to promote welfare of the same. The institution plans activities, events for the welfare of the current students and the institution as a whole. The alumni volunteers in maintaining the quality of learning experiences provided by the college. It meets occasionally to discuss the ways and means to improve the academic engagement in the institution and support to the wider need of augmenting the institution to scale greater heights. The Alumni look forward to provide opportunities for higher education as well as and employment opportunities. Alumni of the institution contribute non-financially over the years in growth and development of the institution. Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, entrepreneurs help in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited as judges, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. They have conducted sessions on introducing the current batch to different innovative teaching aids and an introduction to baseline tests in schools. They have also acquainted to the new student teachers on how to the best teachers in the classroom. The Alumni awards motivates the students to excel in their task and be eligible for the awards in the future. Alumni also provides career guidance for higher education and job placements. Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another.

File Description	Document
Upload any additional information	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: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any additional link	View Document

5.4.3

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

Response: 0

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
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	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:

The alumni plays an important role through student counselling, student support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Institute provides support to faculty with the help of alumni in finding out methods to improve teaching methods, effective assessment, impact of student potentials to the welfare of the society, organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, paper presentation, and also participation in personality oriented events like debate competition, quiz, inter-intra collegiate events, grooming sessions, publications, personality development. Alumni members contribute and provide feedback on curriculum development, students' support for admission, placement, guidance as well as mentoring. Alumni help in organising talent shows, orientation sessions, bridging sessions that helps in comforting the students while they join the B.Ed course. Alumnus are invited to share their experiences as teachers that helps new students develop a better idea of the expectations of the course as well as of their future careers as teachers.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

R.R.E.T'S B.Ed College is committed to providing quality education and fostering an environment where students can excel academically, personally, and professionally. The effective governance of the institution play a pivotal role in translating this commitment into reality. It involves not only strong leadership but also the inclusion of stakeholders in decision-making processes that align with the institution's vision and mission. We continually communicate our vision and mission to all stakeholders, ensuring everyone understands our common purpose.

At our institution the Management, Principal, Teachers, and administrative staff play a vital role to fulfill the vision and mission of the institution through the various activities. The faculty members are part of different committees like IQAC, CDC, Student Council, Practice Teaching Committee, Placement, Library etc. They plan and conduct necessary tasks for the efficient functioning of the institution.

Monthly planner & portfolio is prepared to delegate the tasks. The institution adopts an open-door policy so that the staff and students can approach the Principal on any matter. Regular staff meetings and committee meetings are conducted to plan the activities conducted by the institution. We also encourage input from faculty, staff, students, and parents in decision-making processes. Regular communication with staff, students, and stakeholders are maintained to ensure everyone is aligned with our objectives. We also believe that active participation is essential for success. Our participatory mechanism encompasses:

Faculty Involvement: Faculty members are actively engaged in curriculum development, pedagogical innovation, and academic planning.

Student Voice: We provide opportunities for students to voice their opinions and concerns through student councils.

Community Partnerships: We collaborate with local organizations and community members to enrich our programs.

We are dedicated to fostering a culture of continuous improvement ensuring that our students receive a well-rounded education that prepares them for success in an ever-changing world.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization and participative management are key principles that R.R.Educational Trust has embraced as part of institutional ethos. These concepts are fundamental to our approach in achieving our mission and vision effectively.

Decentralization & Participative management refers to the distribution of authority, decision-making, and responsibilities throughout the organization, rather than concentrating power at the top & involves employees, students, and other stakeholders in decision-making processes.

R.R.Educational Trust firmly believes and follows the principle of Decentralization & Participative management. The Principal in consultation with the Management and faculty allocates various portfolios and tasks. The Principal is the Chairperson of all the committee along with the teachers and students. Portfolio wise and activity wise reports are made and review meetings are conducted to keep a check of the same. Team leaders have a degree of autonomy to make decisions and they are also accountable for their decisions.

We actively seek input from staff, faculty, and students in various decision-making processes, such as curriculum development, policy formulation. We also maintain open and transparent communication channels, including regular meetings, suggestion boxes, to ensure that everyone's voices are heard. We try to involve a diverse range of stakeholders in decision-making.

The various committees in R.R are Admission committee, Examination committee, Practice Teaching committee, Student Council, Library Committee, Placement Cell etc.

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:

Transparency is one of our core values, and we continuously strive to ensure that all stakeholders have access to accurate and relevant information regarding our operations.

Financial Transparency:

R.R Educational Trust prepares annual financial reports that detail our income, expenses, and allocations. These reports are readily available to all stakeholders, including staff, students, parents, and regulatory bodies. We also share the budgeting priorities and decisions with the entire institution, ensuring everyone understands the allocation of resources. We engage an independent auditing firm to conduct annual financial audits. The audit reports are made publicly available and submitted to relevant authorities.

Academic Transparency:

Course Information: We provide detailed information about our curriculum, course outlines, and program requirements on our website and in our academic catalogue.

Grading and Assessment: We have clear grading policies and assessment criteria. Students have access to their assessment results and can review their graded assignments.

Admission Procedures: We provide clear and accessible information on admission requirements, application procedures, and selection criteria. We are committed to ensuring that our admission process is fair and transparent.

Administrative Transparency:

Decision-Making Processes: We involve relevant stakeholders in the decision-making process through open forums, committees, and regular communication channels.

Administrative Policies: Administrative policies and procedures are documented and made available to staff, faculty, and students. We encourage feedback and suggestions for improvements.

Board Meetings: The decisions taken in our Board of Directors' meetings are shared with relevant

stakeholders. Decisions made during these meetings are communicated transparently.

Other Functions: In addition to financial, academic, and administrative transparency, we uphold transparency in various other functions also.

Community Engagement: We actively engage with our community and regularly seek feedback through surveys, town hall meetings, and open forums. This feedback is used to improve our operations and decision-making processes.

Collaborations and Partnerships: Any collaborations or partnerships with external organizations are conducted transparently, with clear objectives, terms, and reporting mechanisms in place.

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:

R.R.E.T.'s B.Ed. College believes in hands-on learning and recognizes that educators often teach as they were taught. This belief drives our approach to teaching future teachers. We aim to equip them with practical experience and model creative, collaborative, and effective teaching methods. This way, we aim to produce a new cohort of educators annually, armed with firsthand experience to impart quality education wherever they go. Our strategic plan, "Enhance Teaching and Learning," has been successfully put into action and continuously adapted to keep pace with evolving times. Teachers have proactively enhanced their skills through a range of faculty development programs. They've also designed supplementary courses to augment their teaching abilities. Teachers at R.R.E.T.'s B.Ed. College also use an online classroom system to disseminate materials and manage the learning process whenever needed. Our teaching methods involve a mix of online and in-person collaborative approaches. Every subject incorporates imaginative and effective teaching methods to serve as examples for students to follow in their own teaching journeys. Teachers expose students to various teaching techniques, such as case studies, scenario-based learning, seminars and presentations, story-telling, and cooperative learning strategies. Since the pandemic, blended learning has become a standard practice, allowing students to witness its effectiveness firsthand. Teachers encourage interactive learning through activities like think-pair-share and group discussions, ensuring students are actively engaged in the learning process. Developing the diverse array of skills needed for teaching is an ongoing endeavor at R.R.E.T.'s B.Ed. College. We initiated activities ranging from crafting effective teaching aids

to mastering novel teaching techniques and honing communication and classroom management skills. Workshops on theme teaching and Nai Talim introduce student teachers to innovative teaching methods for their internships and beyond.

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
Link for additional information	View Document

6.2.2

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

Response:

Executive Management

The organization is a linguistic minority-run institution that is connected to the University of Mumbai and is administered by the R.R.E.T.'s B.Ed. college. The management, which is led by Dr. R.R. Singh, Chairman and CEO, and Chairperson, Management Board, is in charge of the institution's long-term plans. The management is essential in guiding the institution toward excellence in the field of education through their dynamic leadership, inspiration, and vision.

As the institution's leader, the principal coordinates and directs all campus operations with the help of the management. The institution's flawless operation in accordance with university regulations and the vision, mission, objectives, and values of the corporation are guaranteed by the principal in collaboration with the staff and numerous committees.

Education Committee of the College

A College Development Committee (CDC) has been set up in R.R.E.T.'s B.Ed. college in accordance with clause 97 of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017). The terms of office for elected and nominated members are five years from the date of election or nomination. The CDC meets twice each semester, or four times a year, and works to advance academic excellence, infrastructural development, teaching activities, the academic calendar, cocurricular activities, new courses, training programs, preparing the annual report, etc.

IQAC

Quality has always been the primary concern and inspiration of R.R.E.T.'s B.Ed. college and has served as the institution's slogan in all of its acts and communications. According to its goals, the R.R.E.T.'s B.Ed. college IQAC works to improve the quality of every area of the institution and arranges, organizes, and promotes initiatives to increase the institution's productivity.

Conflict Resolution Procedure

To resolve both individual and group challenges, the institution has a grievance redressal cell. the scholars. The goal of the grievance redressal cell is to offer a framework for handling student-teacher grievances and to take action to resolve the issues these individuals confront. Students can express their complaints via a box set up in the library or by filling out this Google form: <https://forms.gle/xTZ1jnizGjKd9kT5A>.

Cell for Sexual Harassment and Anti-Ragging

For the protection and welfare of the students, the university has a sexual harassment and anti-ragging cell. The principal, who serves as president, and three lead teachers make up the committee. The cell's goals are to educate the kids, maintain a safe environment in the facility, and be on the lookout for instances of ragging.

Policies for hiring and promoting

In accordance with the guidelines and requirements established by UGC, the institution publishes an advertisement for the open position in national and local newspapers. A panel of experts interviews potential candidates, who are then recruited. A candidate who is NET/SLET qualified, fluent in English, technologically adept, and possesses the necessary professional and interpersonal traits is preferred. The salary structure and working conditions also follow UGC and university regulations. The personnel are commended and acknowledged for their efforts in carrying out the tasks assigned to them.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
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:

The Sustainable Development Goals as established by the UN General Assembly are frequently pushed and made available through the work of R.R.E.T.'s B.Ed. college. R.R. B.Ed. College has prioritized SDG 4: Quality Education as an educational institution while also incorporating a number of other SDGs into college tasks. There have been several expert speeches, workshops, seminars, and other events for SDG 4: Quality Education. As the pandemic spread, webinars on online education and how to guarantee excellent instruction in a virtual classroom were held. There were lectures on topics like "Teaching-Learning Dynamics among the Distant Learners" and "Learner and Learning Adaptive Behaviors Post Covid-19." To support the various SDGs, the Alumni Association held talks and webinars as part of a program called Learning Q-EST. The college worked with other organizations to produce a national-level live webinar titled NEP 2020: Vision for a Prospective Nation in order to promote the SDGs across the nation. In accordance with SDG #3: Good Health and Well-Being, the college launched "Positive Vibes," a fresh program aimed at tracking the emotional wellbeing of its students and alumni. By holding a special assembly, the VENTEL Cell of PCER commemorated World Health Day. Additionally, in support of SDG 3, monthly awareness events on a range of health-related topics are held in honor of holidays like World AIDS Day and World Cancer Day. The Women Development Cell organizes a number of activities in line with SDG 5: The SDGs and gender equality. Ten: Lessened Inequalities A webinar called "Digital Stree Shakti—Webinar on Online Safety of Girls" was presented in honor of World Mental Health Day and the International Day of the Girl Child. A movie depicting the infringement of numerous rights was made in 2020 to commemorate Human Rights Day by the staff and students. "World Day for Safety and Health at Work" is also observed by the Women Development Cell, which also holds pertinent seminars. An event was held with the theme "Sustainable Living during COVID-19" to create banners and posters in support of SDG#11: Sustainable Cities and Communities. On the occasion of the International Day of Peace and Non-Violence, an online quiz addressed Goal 16: Peace, Justice, and Strong Institutions. To check for and raise awareness about issues like quality education, sustainable development, gender issues, environmental issues, etc. that are grounded in the commitment to achieving the SDGs, the Student Council and Department for Co-curricular Activities also hold a variety of quizzes on a range of different topics. The Department of Co-Curricular Activities sponsored a discussion on "PoSH and the Legal Rights of Teachers" to commemorate World Day for International Justice. SDG# 12—Responsible Consumption and Production—was upheld in part by the Library Committee, which did this by launching the R.R.E.T.'s Digital Library. Interactive online teaching techniques were immediately adopted in order to preserve the standard of education despite the

alteration caused by the epidemic, and the examination committee held training sessions to inform students of the nature of the exams. In this manner, R.R.E.T.'s and its numerous committees have maintained their commitment to the SDGs.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	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:

Attending Seminar and Conference- Periodically, the faculty is encouraged, and support is provided to attend various conferences and seminars. Also, the faculty is required to present papers at these forums. The paper presentation leads to exchange of ideas. Refresher/ orientation/short term course- A greater emphasis is placed on the institution on the professional development of the faculty. Apart from this, the faculty is encouraged and support is provided to attend orientation, refresher and short-term courses to update their

knowledge. Performance appraisal system- The 360-degree performance appraisal mechanism is used for a complete picture of faculty performance. The appraisal aids in providing valuable feedback and developing the human resources (HR) of the institution.

Training/Capacity Building- The institution organises short term courses and programs for faculty development. Sessions by various experts to augment the capabilities are also organized. During the Covid-19 pandemic, for staff, training sessions were conducted to familiarise them with various aspects of online teaching and effective communication with students. Not only teaching staff, the non-teaching staff were provided with the required training to upgrade information technology (IT) skills. Research support- The institution helps the faculty in their research efforts by offering them necessary support.

This include utilization of institutional resources, infrastructure, financial support, flexible work hours and so on. Use of Inter-institutional library- The infrastructure includes well equipped libraries with a wide variety of books, journals, magazines and so on. The libraries also have the latest digital resources. The libraries aids research projects as well as help to stay updated. Free participation in Inter-institutional Seminar- Sufficient opportunities are provided for participation in seminars and paper presentation within the various institutions under R.R. The institution consistently motivates the faculty to attend these events.

Health care - The facility of a Doctor on call is provided. During the pandemic, all safety precautions

were taken for the staff reporting to work.

Flexi time - During non-teaching days, the faculty are provided with flexi time. This helps them with time to pursue other endeavours such as research work, publications and so on.

Duty Leave to faculty- This is provided for attending Orientation, Refresher courses, Pre-Ph.d courses, University commitments.

Leave sanctioned for personal reasons- As part of the welfare of the faculty, they are provided with leave facilities for personal reasons.

Cash benefits to faculty completing PhD - The faculty members are encouraged to pursue doctoral studies and are felicitated post PhD. such faculty are provided cash benefits.

Teachers Day - The Teachers Day celebration bringing together various institutions for the program which consists of a wide variety of cultural events presented by teachers. On this day, the achievements of the teachers are appreciated.

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: 30

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	4	4	4	4

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	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: 18

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
2	4	4	4	4

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

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and

any other similar programmes**Response:** 85**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	12	12	12	12

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

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

At R.R.E.T's B.Ed College, we prioritize the professional growth and development of our staff, both teaching and non-teaching. To facilitate this, we have implemented a Performance Appraisal System. This system serves as a structured framework to evaluate and recognize the valuable contributions of our team members. For our teaching staff, it provides a platform to assess their pedagogical skills, curriculum

implementation, and student engagement strategies. It also encourages them to engage in reflective practices, fostering a culture of continuous improvement. Additionally, it enables us to identify areas where additional support or training may be beneficial.

Simultaneously, our non-teaching staff members play a pivotal role in the seamless functioning of our institution. Through the appraisal system, we acknowledge their dedication, efficiency, and contributions to the administrative and operational aspects of the

college. This process also allows us to explore opportunities for skill enhancement and professional growth within their respective roles. By actively engaging in this appraisal process, we aim to create a culture of accountability, excellence, and continuous learning. Ultimately, this system not only enhances the individual performance of our staff members but also elevates the overall effectiveness and quality of education provided by our institution. Together, we strive for excellence in all facets of our educational endeavours.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution finances are managed in an effective and efficient manner. The college has a well-defined resource mobilisation and financial management strategy.

? Concerned Committees keep track of how the money is spent. committees analyse and examine the use of funds to ensure that they are used for the intended purpose and that the income and expenditures are properly audited and filed.

? The financial auditing of the institution is carried out annually. The internal audit and external financial audit are done once a year and the queries raised are resolved. The budget for the academic year is planned and prepared by the Governing Body and the Principal.

? The income and expenditure receipts and payments bill are submitted to the accounts department of the institution. The accounts department prepares the balance sheet.

The balance sheet is given to the external auditor for scrutiny and approval.

? This is uploaded on the website The accounting processes and practices are meticulous and carried out scrupulously by capable people.

? Regular monitoring of fund flow helps to monitor the financial health of the college and helps in timely meeting of all financial commitments.

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

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 32400**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
2000	0	50000	57000	53000

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
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:**

R.R.E.T's B.Ed. College has a clear plan for using money wisely and making the most of our resources. We get funds from grants and fees paid by our students and are careful about how we spend it. We focus on important things like improving teaching, technology, and helping students. We also pay attention to being eco-friendly by saving energy and using resources wisely.

We involve our alumni and community in supporting our goals, which makes a big difference. These steps help us grow and provide top-notch education while being responsible with our resources. We're committed to being a thriving and forward-looking institution in education. By following these practices, we aim to not only meet today's needs but also prepare for the future of education. This approach ensures that we continue to lead in offering excellent learning experiences to our students. Together, we work towards advancing education and making a positive impact on society.

In addition, we promote a culture of resource efficiency through various initiatives. This includes adopting sustainable practices in energy consumption, waste management, and infrastructure development. By minimizing waste and optimizing resource use, we not only reduce costs but also contribute to environmental conservation.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies at our esteemed B.Ed College. The IQAC was established on July 21, 2016, and has consistently worked towards maintaining quality standards. Established with a clear mandate to ensure and enhance the quality of education, the IQAC has made significant contributions in this regard.

Formulation of Policies: The IQAC has been instrumental in formulating policies aligned with our institution's vision, mission, and goals. These policies serve as guiding principles for all aspects of institutional functioning, providing a strong foundation for quality assurance.

Teaching Values: Through special assemblies, celebrations, community programs, and environmental activities, we aim to instill strong values in our student teachers.

Capacity Building Initiatives: Through a range of capacity-building activities such as workshops, seminars, training sessions, and faculty development programs, the IQAC has empowered both faculty and students with the latest pedagogical practices and subject-specific knowledge.

Fostering Research and Innovation: The IQAC encourages and supports research initiatives among faculty and students. It provides avenues for presenting research findings, publishing papers, and participating in conferences, thereby promoting a culture of academic excellence.

Promoting Best Practices: The IQAC identifies and promotes best practices in teaching, learning, and assessment methods. These practices are disseminated across the institution, creating a conducive environment for quality enhancement.

Collaborations: We partner with other institutions and organizations to broaden our students' horizons and enhance their skills.

Preparing for Employment: We conduct skill development programs, practical experiences, and mentoring to enhance the employability of our student teachers.

Sustainable Living: We believe in the importance of sustainable living and incorporate activities aligned with Sustainable Development Goals (SDGs) into our curriculum and activities.

Life Skills: We focus on empowering our students with life skills like decision-making,

effective communication, and assertiveness.

Documentation and Reporting: The IQAC maintains documentation of all quality assurance activities, reports, and action plans. This ensures transparency and accountability in our pursuit of excellence.

In conclusion, the IQAC has been a cornerstone in institutionalizing quality assurance strategies at our B.Ed. College. We believe that the sustained efforts of the IQAC will continue to drive our institution towards even greater heights of excellence in the field of education.

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

6.5.2

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

Response:

R.R.E.T's B.Ed. College places paramount importance on the continuous enhancement of its teaching-learning process. This endeavour is achieved through the diligent efforts of our Internal Quality Assurance Cell (IQAC). The IQAC, established with the mandate to ensure and enhance the quality of education, serves as the nucleus of our quality assurance framework. The IQAC's primary responsibility is to monitor, evaluate, and recommend measures for the improvement of teaching-learning processes.

Periodic reviews are conducted with a structured approach. The process involves comprehensive assessments of various facets of our educational system. This encompasses a thorough examination of curriculum design, pedagogical methodologies, assessment practices, faculty development initiatives, and student performance indicators.

Furthermore, our institution leverages additional mechanisms to supplement the efforts of the IQAC. These include regular faculty meetings, subject-specific committees, and peer evaluations. These forums serve as platforms for open discourse, enabling the exchange of

best practices, insights, and challenges faced in the teaching-learning process. In addition to these internal mechanisms, external expert opinions are sought periodically. We engage with distinguished academicians, educationists, and industry experts to conduct

independent assessments of our educational practices. The feedback received from these processes serves as the cornerstone for driving meaningful improvements. Recommendations and action plans are formulated based on identified areas of strength and areas in need of enhancement. Our students benefit from a dynamic and enriched learning environment, characterized by innovative pedagogies, updated curriculum, and a student-centric approach. Faculty members are empowered with opportunities for professional development, equipping them with the latest teaching methodologies and

subject-specific knowledge. In response to the challenges posed by the pandemic, the IQAC took proactive measures

based on the feedback received. These steps included: Organizing Academic Support Sessions: Special sessions were conducted online to address any academic difficulties faced by the students.

Facilitating Connectivity Solutions: Recognizing that some students encountered internet connectivity issues, dedicated time slots were allocated to offer technical support and ensure seamless participation in online classes.

Offering Counselling Services: This support aimed to address any emotional or psychological concerns and provide motivation during this period of uncertainty.

Boosting Research and Publication Efforts: This aimed to foster a culture of academic inquiry and contribute to the body of knowledge in the field.

Promoting Professional Development: Faculty members were encouraged to participate in various online programs to enhance their digital teaching skills and upgrade their toolkit for teaching, learning, and evaluation in the virtual environment.

These measures were implemented to address the unique challenges presented by the pandemic and to ensure that both students and faculty could continue their academic pursuits effectively and with support. In conclusion, R.R.E. T's B.Ed. College is committed to the systematic review and refinement of its teaching-learning process. The combined efforts of the IQAC and various other mechanisms ensure that our educational practices remain aligned with the highest standards of quality and effectiveness.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	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: 7

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
7	7	7	7	7

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
Any additional information	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: C. Any 2 of the above

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

6.5.5

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

Response:

R.R.E.T.'s B.Ed College places a paramount emphasis on tracking and achieving incremental

improvements in both academic and administrative spheres through rigorous quality assurance initiatives. This commitment to continuous enhancement is rooted in our dedication to providing an exceptional educational experience for our students. Through systematic assessments, feedback loops, and targeted interventions, we ensure that every facet of our institution operates at its optimal level. This approach not only elevates the quality of education but also strengthens the overall effectiveness of our administrative processes. By adhering to these principles, we strive to uphold the highest standards of excellence in education.

Academic Excellence: R.R.E.T.'s B.Ed. College places a strong emphasis on academic improvement through meticulous tracking and quality assurance initiatives. This ensures that our educational programs consistently meet and exceed established standards.

Continuous Assessment: We implement regular assessments and evaluations to gauge the effectiveness of our teaching methods, curriculum, and learning outcomes. This ongoing feedback loop allows us to identify areas for enhancement.

Faculty Development: We prioritize the professional growth of our educators through workshops, seminars, and training sessions. This empowers our faculty with the latest pedagogical techniques and ensures they remain at the forefront of their respective fields.

Feedback Loops: We actively seek input from our students, faculty, and stakeholders. Their perspectives are invaluable in identifying strengths and areas of improvement, enabling us to tailor our approach accordingly.

Resource Allocation: By closely monitoring academic and administrative functions, we ensure that resources are allocated efficiently. This includes faculty allocation, classroom utilization, and budgeting for various educational activities.

Technology Integration: We leverage cutting-edge educational technology to enhance the learning experience. This includes the incorporation of digital resources, e-learning platforms, and interactive tools that facilitate a dynamic and engaging educational environment.

Student-Centric Approach: Our quality assurance initiatives are designed with the student's well-being and academic success in mind. We strive to create an inclusive and supportive learning environment that caters to diverse learning styles and needs.

Efficient Administrative Processes: In addition to academic improvements, we focus on refining administrative functions. This encompasses streamlining enrollment procedures, optimizing scheduling, and enhancing communication channels to facilitate a seamless experience for all stakeholders.

Outcome-Based Education: Our quality assurance efforts are geared towards achieving specific learning outcomes. This means that every academic endeavour is purposefully designed to equip students with the knowledge, skills, and values needed for success in their chosen field.

Stakeholder Engagement: We actively involve all stakeholders, including parents, alumni, and the community, in our quality assurance endeavours. Their insights and support are instrumental in driving positive change within the institution.

In conclusion, R.R.E.T's B.Ed. College is dedicated to a systematic and comprehensive approach to quality assurance. By monitoring and improving both academic and administrative domains, we aim to provide an enriching educational experience that prepares our students for success in their future endeavours.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

In all of its operations, R.R. Educational Trust's B.Ed College, Mulund (East) adheres to and promotes sustainable development. The Sustainable Practices Policy (SPP) serves as the college's resource available for all events, activities, and advancements. SPP's goal is to create, carry out, promote, and direct eco-friendly activities by developing a pattern of environmental friendly practice and fostering an urge to save our environment, this strategy seeks to bring in a societal shift towards behaviors that are sustainable for the environment.

Aims:

1. Create an Eco-friendly college campus and its associated activities.
2. Maintain the ethos and experience of student and academic life while being ecologically mindful and safe.
3. Plan Eco-friendly activities that inspire pupils to develop a more earth-conscious and durable mentality.
4. Implement a reliable waste management strategy by segregating waste.

Objectives:

1. To make plans to minimize trash production.
2. To make plans to decrease garbage production.
3. To optimize how much energy is used by the institution.
4. To support awareness campaigns and Eco- friendly behaviours through various activities.

Steps:

1. Attempts to lessen energy consumption and, consequently, their ecological footprint.
2. Efforts to decrease off waste production and resource utilization, such as water. Electricity, plastic.
3. Efforts made to reuse and recycle as much of the waste as possible in order to avoid sending it to landfills.
5. Invest in energy efficient technology such as LED lighting, HVAC Systems and renewable energy sources.
7. Debris segregation, with dry waste and wet waste being separated.
8. Environmentally friendly e-waste handling.
9. Reduce waste through resource management and technology
10. Water efficiency
11. Generating Green Coverage by determining which plant species are appropriate for the campus environment and which plant species are good for the campus as a whole.
12. Promote activities such as “Best out of the Waste”

The stakeholders ensures that all activities at R.R. E. T’S B.Ed. College Mulund are ecofriendly and ensures conservation of energy are as follows:

1. To conserve energy, every new light fixture on campus is an LED.
2. Every employee and student make sure that electric gadgets are only utilized when necessary.
3. It is customary for the last person to leave the room to turn off the lights and fans.
4. Minimum Power 30 Minutes: Every Saturday is observed as the Minimum Power 30 Minutes, during this time all the electric devices are switched off in the classroom and the activities taken care off in the middle terrace during this time.
5. To prevent energy wastage, electric equipment undergo routine inspections and prompt repairs are made.
6. Students participate in workshops on sustainable practices. The seminars are then led by the students in their own classrooms.
7. Workshop on paper bags to spread an awareness on “No Plastic”
8. Sessions on save fuel, awareness on car pool, cycling, walking.

9. “Grow Green” aspect of conservation is also promoted.

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

7.1.2

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

Response:

The “Decrease Waste Management Policy” is followed by R.R. E.T.'s B.Ed. College Mulund (East). The college encourages paperless transactions and the reuse of items like files and other items. R.R. E.T.'s B.Ed. College Mulund (East) meticulously adheres to the policy that all waste kinds can be disposed of properly by using appropriate waste segregation mechanisms at the source. R.R. E.T.'s B.Ed. College Mulund (East) is a firm believer in minimizing waste, reusing, and recycling. Every individual needs to abide by the rules, including visitors, non-teaching personnel, and students.

Policy Objectives:

1. Make sure that waste disposal is carried out ethically.
2. Minimize waste production in the institution and encourage recycling and reuse.
3. Appropriate use of resources when disposing of garbage.
4. Managing waste will be handled by the Stakeholder.
5. Engage the students and teachers in Swachh Abhiyaan programs.
6. Follow the MGNCRE's {Mahatma Gandhi National Council of Rural Education under the Ministry of Human Resource Development} Swachhta Action Plan Policy.
7. A Swachhta action plan and garbage handling seminars should be organized.
8. Assure that garbage is handled and stored appropriately at the college.
9. Give staff, students, and other stakeholders the necessary instruction and guidance on waste management challenges.

Action Plan:

The Stakeholder ensures that all activities at R.R. E.T.'s B.Ed. College Mulund (East) are Eco-friendly.

Waste is divided into two containers on each floor of the college that are designated as “Wet Waste” and “Dry Waste,” ensuring that it is disposed of properly.

The Brihan Mumbai Municipal Corporation's garbage collection division receives dry and wet waste generated on campus.

Faculty and experts educate students about waste management and water management through seminars

and presentations.

For the benefit of the learners, management of waste training is provided. The seminars are then led by scholars in their own classrooms.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Any 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: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5

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

Response:

and providing a pollution free healthy environment

Cleanliness: With a variety of programs, R.R. Educational Trust's B.Ed. College, Mulund (East) has demonstrated its dedication to a cleaner, greener environment. The institution has organized clean-up campaigns for garden, play ground, Street cleaning on a local level. Swachh Bharat Abhiyaan events were held at the college and campus levels.

Sanitation: On the floor of B.Ed college, there are two trash cans with the labels "Wet Waste" and "Dry Waste" that are used to separate the debris. The Brihanmumbai Municipal Corporation's waste collection service receives dry and wet waste generated on campus. It is essential that restrooms, classrooms, and the college campus be kept clean. In accordance with COVID guidelines, hand sanitizers were kept on each floor and at each entry. The cleanliness incharge monitors the frequent cleaning of the restrooms.

Plantation: In contemporary society, planting trees is quite important, especially when it is done in educational institutions like colleges and schools. Our institution has started implementing tree plantations because it understands how important they are for improving the environment and giving staff and students a variety of benefits. The benefits - Improved physical and mental health, pollution reduction, and better air quality.

Green Cover: In addition to basic cleanliness and sanitation initiatives, the institute is dedicated to encouraging sustainable habits by encouraging the use of cloth bags and paper bags through awareness drives for bag production, designing the bags, and other initiatives to promote a plastic-free environment. The goal was to promote sustainable practices. The community and students have been made aware of the importance of a pollution-free environment through street plays, presentations, workshops, and sessions by experts.

Pollution free healthy environment: The college runs a range of classes and events under the Nai Talim Experiential Learning. The institution as a whole is reached out to by holding sessions for students on gardening, sanitation, and cleanliness. The purpose of these sessions was to increase the students' awareness of good hygiene practices as well as their respect for and interest in sustainable environmental practices. To raise awareness about a variety of concerns, students perform street plays outside local community centres, train stations, etc. One of the subjects of the street plays performed by students as part of the environmental awareness campaigns is Save Food, Save Life.

Another significant occasion on the academic calendar of R.R. Educational Trust's B.Ed. College, Mulund (East) takes place on September 5, Teachers' Day. It comprises a range of activities, debates, discussions, and seminars, as well as the importance and role of teachers in day-to-day life.

Students learned about sustainable practices to keep the environment clean during a session that included a comprehensive activity. In order to preserve a clean, healthy environment, efforts to maintain and practise Swachh Bharat on a daily basis was also included.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.17**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
8000	4000	4000	6000	8000

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:**

R.R. Educational Trust's B.Ed. College, Mulund (East) executed a number of activities as part of its effort to take advantage of the local environment, location-based assets and knowledge, community ethics. The institution's overarching topic for all of its work is the SDGs (Sustainable Development Goals):

Local Environment:

Location-based assets and knowledge: The institution has endeavored to spread awareness on environmental issues through a Poster competition on sustainable living, cloth bag making competition, debates, discussion, think pair share, activities to make best out of the waste, food for wellness, Environment Day, celebrations etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process Various sessions, webinars, seminar, street plays,

videos, short movies prepared by one of our faculty were conducted on highlighting important issues such as gender equality, human trafficking, human rights, social wellness, physical wellness.

Community ethics:

The institution has made extensive use of the local expertise and resources by hosting expert talk sessions on topics like good health and wellbeing, mental health, menstrual health and hygiene, nutrition, diet for wellness, overcoming stress and anxiety, and awareness of diseases like cancer measles, among others. To promote health and wellness among the student teachers and the community, a value-added on stress management course was held, with workshops on drugless therapies etc.

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: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
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:**

In order to eradicate poverty, safeguard the environment, and guarantee that everyone lives in peace and prosperity, the United Nations issued the Sustainable Development Goals in 2015. The objectives are connected and serve as the primary markers in educational institutions such as colleges, schools, and others.

Objectives of the practice:

1. To raise understanding of the 17 Sustainable Development Goals.
2. To help student teachers become proficient in SDG knowledge.
3. To create SDG sustainability activities

The practice:

The importance of addressing the Sustainable Development Goals in order to meet our global challenges will be explained to the students. This will involve having a thorough understanding of the 17 SDGs and how they will affect society. The core competencies for sustainability will be emphasized through exercises that encourage wise decision-making in each student teacher.

Specific skills, Critical Analysis, Standardizing, Strategic Partnership, Positivity Problem-solving

Impact of this practice:

- Be aware of SDGs; promote SDGs in practical lessons
- Enhance students' understanding of SDGs and their relevance to daily life.

Resources:

The tools, including the selection of films, debates, discussions, presentations, role-playing games, and other instructional techniques, that were required in cultivating SDG competences.

Feedback mechanism and future plans: Complete feedback had been gathered.

Title of Best Practice: Vocational Education Nai Talim Experiential Learning (VENTEL)

Context that required the initiation of the practice:

According to Mahatma Gandhi, education should foster students' intellectual, spiritual, and physical development. It should assist students become healthy, happy people who understand their place and roles in the society, country, nation, and globe and who can contribute to its growth in addition to teaching them the three R's and some skills to earn a living. Student teachers are aspiring educators who will work in several schools and have an impact on the lives of millions of kids.

-FDP (Faculty Development Program)

-Swachh Abhiyan

-NaiTalim Week

Objectives of the practice:

The objectives of this practice are as follows:

- To educate learners about Gandhian principles
- To improve learners interpersonal and teamwork skills
- To support learners development of fundamental skills
- To encourage students to treat their jobs with respect

Practice:

- Mahatma Gandhi National Council of Rural Education and R.R. Educational Trust's B.Ed. College, Mulund (East) organized the Faculty Development Programme on NaiTalim and Experiential learning.
- Swachh Abhiyaan
- NAI TALIM WEEK
- Workshop on Vocational Education NaiTalim Experiential Learning

5.Impact of the Best Practice:

Student instructors were exposed to Gandhian ideals through this exercise. They acquired new abilities that would help them become independent and self-sufficient. They were given the chance to develop their creative abilities while also learning the concept of labor dignity.

6.Resources Used:

Stationery, craft supplies, cleaning supplies, and institutional space are all provided, along with experts from many professions to lead programs.

7.Feedback Mechanism and Future Plans:

The teacher educator collected thorough input on the various exercises and corrective measures.

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:

R.R. Educational Trust's B.Ed. College, Mulund (East) has undertaken a number of efforts to improve both students and faculty in order to fulfill the mission of the institution, which is to develop responsible teachers with the assistance of qualified and committed faculty.

Create independent teachers - Atmanirbhar Shikshak

1.Enhance Teaching Skills:

- Provide professional development opportunities for teachers to improve their teaching skills.
- Encourage them to engage in lifelong learning, attend conferences, and collaborate with colleagues.

1. Professional Competence:

The institution is committed to training student teachers by giving them the tools they need to be successful professionals.

R.R. Educational Trust's B.Ed. College, Mulund (East) offers capacity-building activities like value-added courses, workshops on innovative practices, leadership development, event planning, interactive sessions with subject matter experts, short-term courses, taking part in cultural programs and competitions to sharpen their talents and creativity, etc. Research opportunities are provided to student teachers, and they are also given the chance to present papers at seminars and conferences, publish articles, and write chapters for books.

1. Curriculum development:

Participate teachers in the process of developing the curriculum. Encourage your students to create interesting, unique lesson ideas and assessments.

1. Critical thinking analysis:

Encourage instructors to use their critical thinking skills. Inspire them to critically study and assess material. Practice critical thinking as part of your professional development.

1. Technology literacy:

Give instruction on how to use technology for content development and research. Teach instructors how to efficiently use tools for detecting plagiarism.

1. Collaborations:

Through interactions and exchange of resources, ideas etc individuals and communities grow and advance and to enhance their skills and abilities.

1. Employability:

Teachers today must not only possess academic knowledge but also be equipped with soft skills, practical experience, and aptitude capacity in order to keep up with the rapidly changing trends in education.

1. SDG's:

By incorporating Sustainable Development Goals (SDG)-based activities into both curricular and extracurricular activities, we can save and protect the world in which we live.

1. Life Skills:

R.R. Educational Trust's B.Ed. College, Mulund (East) emphasizes equipping pupils with life skills education, including the ability to consider options, assess pros and cons, make logical judgments, speak clearly, and exercise assertiveness.

Students are urged to apply creative teaching and learning tactics throughout all of their activities, and via the B.Ed. curriculum, they are prepared to be professionals by using efficient teaching and learning techniques.

As a result, in light of the institutional distinctiveness, it makes an effort to empower students by introducing them to STEAM lessons, innovative teaching and learning strategies, professional development, and expert advice on furthering their education. They also hold counseling sessions and grooming sessions. Various activities, such as internship programs, value-added courses, one-on-one mentorship, peer tutoring, workshops and seminars, instilling research skills, etc., cover these topics.

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 :

At R.R.E.T's we are gearing for International Conference, National level College Festival, Computerization of library, Add on courses, Self study course, Integrated Teacher Education Programme, Digitization of classrooms, Newsletters.

Concluding Remarks :

R.R.E.T's B.Ed College, established in 2004, is dedicated to creating a dynamic and secure learning environment that nurtures the growth of every student. Our team of passionate and dedicated educators are committed to shaping young minds through experiential and relevant learning experiences.

We believe in an educational approach that is not only innovative but also inclusive, catering to a diverse range of academic abilities. Our goal is to engage students in a meaningful learning journey that aligns with their individual interests and aspirations. This hands-on approach not only imparts knowledge but also equips students with practical skills that they can apply in real-world situations.

At R.R.E.T's, we understand that education extends beyond the classroom. We aim to instill a sense of community engagement and values in our students. Our educators play a pivotal role in this process, acting as caregivers and mentors, and are equipped with a range of essential skills.

? Firstly, we emphasize a shift towards prioritizing learning over traditional teaching methods. Our teachers serve as facilitators, guiding students towards self-discovery and understanding. Additionally, we foster critical thinking skills, encouraging students to approach challenges with creativity and resourcefulness.

? Embracing diversity is a cornerstone of our philosophy. We promote an environment where multiculturalism is celebrated, and students learn to appreciate and respect different perspectives.

? Recognizing the importance of emotional and social well-being, we believe that teachers are not only educators but also caregivers. They are encouraged to foster emotional stability and social humility in their students, creating a nurturing learning environment.

In today's digital age, we understand the need for accessible and adaptable learning. Technology-driven education is integrated into our approach, ensuring that learning transcends the physical classroom.

Throughout our journey, R.R.E.T's B.Ed College has achieved significant milestones in scholastic, co-scholastic, and infrastructural development. We take pride in being a formative ground for nation-building and the cultivation of ideologies. Our commitment to excellence positions us at the forefront of educational institutions, poised to shape future leaders and contribute to the progress of our society.