SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LATE KHATIJA COLLEGE OF EDUCATION (B. ED) (ENGLISH MEDIUM) M. H. MOHANI ROAD KAUSA MUMBRA DIST. THANE.

H. NO. 2, KHASARA NO. 9, AT. POST. KAUSA, MUMBRA, TALUKA DIST. THANE
400612
www.hewscity.com/lkbedcollegemumbra

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Habib Educational and Welfare Society was established in 1993 by the visionary Mr. Er. Mohammed Shoeb Habibullah Khan, aims to enhance educational and social advancement within the Muslim community. What began with the humble Shoeb Urdu Primary and High School has blossomed into a network of over 150 institutions, spanning from pre-primary schools to graduate and postgraduate levels.

Late Khatija College of Education (B. Ed) situated in Kausa, Mumbra, Thane was established in Year 2009 and is affiliated with the University of Mumbai. It is a self-financed college governed by Habib Educational and Welfare Society's. The college was established to fulfil the paucity of trained teachers in the Muslim Minority but the doors are open to people of all religions and casts. We have achieved remarkable results every year. The college has with its beautiful arch and a well-furnished classroom, well-equipped Labs, a well-established Computer Lab with an internet connection and Wi-Fi facilities, a library with collections of Reference Books etc.

The functions of the college are decentralized through various committees and cells, Representatives from the Management, Principal, Teaching and Non - Teaching Staff Members, students and Alumni are part of committees and cells. Transparency in the working system is one of the best features of our Institution.

Executive Body and Statutory body of the college play an important role in framing policies and executing them.

Under the supervision of our Principal, the faculty members and students plan and execute all the curricular and co-curricular activities meticulously. The college practices a well-structured system of mentoring which provides proper guidance to the students not only in choosing career paths but also to help them to become confident and emotionally secure individuals.

Vision

The upliftment of Muslim Minority students through quality education.

Mission

"Education for All"
We admit students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Experienced Principal Committed to Excellence
- Interactive Feedback System in ICT-equipped Classrooms
- Government Scholarships for Economically Disadvantaged Students

- Personalized Counselling and Student Support
- Environmentally Friendly Campus
- Modern Infrastructure: Libraries, Labs, and Educational Facilities
- Advanced Computer Lab with 78 Computers and Internet and Wi-Fi facility.
- Highly Qualified and Experienced Faculty
- Rich Curricular and Co-curricular Programs
- Campus-wide CCTV Surveillance
- Fair and Transparent Admission Process
- Robust Internship and Teaching Practice Opportunities
- Well-maintained Sports Ground and Cultural Auditorium
- Community-focused Education Provider
- Strong Partnerships with Local Schools and Communities

Institutional Weakness

- We need to emphasize developing research initiatives and organizing seminars and workshops related to research projects.
- Retaining qualified faculty is challenging due to the location.

Institutional Opportunity

- Launch a four-year integrated B.Ed. program.
- Establish additional Memorandums of Understanding (MoUs) with other colleges and universities.
- Organize seminars and workshops at both national and state levels.
- Present research papers in national and international seminars.
- Engage in collaborative activities with other institutes.
- Introduce online programs or certificate courses.
- Partner with schools and educational organizations for student teaching practice and internships.

Institutional Challenge

- Addressing the needs of a diverse student body with varied educational backgrounds and learning requirements.
- Ensuring graduates are job-ready and competitive in a fiercely competitive job market.
- Staying updated with technological advancements and maintaining modern infrastructure to enhance teaching and learning effectiveness.
- Preparedness in accordance with the NEP 2020.
- Collaborating with the local community to identify and fulfil their educational requirements effectively.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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Late Khatija College of Education in Mumbra follows a systematic approach to curriculum planning and implementation. Affiliated with the University of Mumbai, the college adheres closely to the university's curriculum and academic schedule throughout the year. The curriculum is enriched through comprehensive academic calendars and balanced timetables that incorporate both curricular and co-curricular activities.

Faculty engagement is key, with regular meetings to plan and assess annual delivery, ensuring accountability through meticulous documentation of events and academic work. Assessments and internal examinations are aligned with university guidelines to track student progress effectively.

The college emphasizes hands-on learning through internships and engagement with schools, integrating practical experiences into their programs. Educational technology is integrated into the curriculum to equip student teachers with modern teaching tools and methodologies. Additionally, the curriculum places significant emphasis on inclusive education, professional ethics, and reflective practice, preparing graduates to meet diverse educational needs.

Through a detailed study of the Indian education system and exposure to different board policies and educational practices, students gain a broad understanding of regional and cultural diversity. The institution aims to graduate educators who are well-rounded, committed to professional growth, and capable of making meaningful contributions to their classrooms and communities.

The college's approach includes theory courses, project-based learning, mentorship by experienced educators, and the creation of teaching aids. Reflective journaling, community engagement, and field visits further enrich students' educational experiences. Specialized courses, ability courses in ICT and literacy, and audit courses in self-exploration and creative expression round out the comprehensive teacher education program.

Teaching-learning and Evaluation

Late Khatija College of Education in Mumbra follows a comprehensive approach to B.Ed. education, ensuring holistic development and effective preparation of future educators. Admission is based on the Maharashtra State CET scores, which assess students' readiness for the program. Personal meetings with faculty help identify individual strengths and weaknesses, guiding entry-level assessments to tailor support.

The college emphasizes continuous assessment and remediation through internal marks and personalized learning style tests. Faculty provide guidance and conduct workshops on communication, soft skills, and personality development. Question banks and bilingual instruction accommodate diverse linguistic backgrounds, while co-curricular opportunities and support for average learners ensure inclusive education.

Experiential learning is promoted through internships, cultural activities, and participative learning such as multilingualism assignments and seminars. Problem-solving methodologies like action research and workshops enhance teaching strategies and innovation. The college utilizes online platforms for teaching continuity, fostering a dynamic learning environment.

Continual mentoring by teachers is integral, focusing on goal-setting, resilience, and ethical conduct. Internships are meticulously planned with pre-internship orientations, supervision by experienced teachers, and structured activities like observation and reflection. Ethical and professional values are instilled to prepare students for their careers.

Professional development of faculty is prioritized through seminars, workshops, and peer collaboration, ensuring updated teaching practices. Continuous internal evaluation supports student-centered learning and provides feedback mechanisms for improvement.

The college aligns teaching-learning processes with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), enhancing educational coherence and effectiveness. Monitoring mechanisms during internships include mentorship, peer observation, and structured assessments, promoting practical skill development.

An academic calendar guides planning and coordination of activities, promoting time management and community engagement. Grievance redressal mechanisms ensure transparency and student satisfaction. Result analysis informs teaching strategies, while diverse teaching methods cater to varied learning needs.

Overall, Late Khatija College of Education, B.Ed in Mumbra fosters creativity, innovation, and intellectual skills through collaborative learning, practical activities, and supportive environments. It prepares students holistically for successful careers in education, underpinned by a commitment to continuous improvement and excellence in teacher education.

Infrastructure and Learning Resources

Late Khatija College of Education, B.Ed. in Mumbra boasts a robust infrastructure aimed at fostering a conducive teaching and learning environment.

The college features spacious and well-equipped classrooms designed to accommodate diverse teaching methodologies and enhance student comfort. Essential for practical learning, laboratories such as those for Science, Psychology, and Curriculum are equipped with necessary apparatus and materials. These facilities support hands-on experiments and research, crucial for student development.

Physical education is integral, facilitated by a sports field for outdoor activities and a sports room for indoor games. These spaces not only promote physical fitness but also cultivate teamwork and leadership skills among students.

With a focus on technological integration, the college provides advanced computing facilities including computer labs with 78 Computers, high-speed internet, printers, scanners, and relevant software. This infrastructure supports research, online learning, and digital teaching methods.

The library offers a diverse collection of books and resources essential for academic enrichment and research. While currently lacking remote access, efforts are underway to introduce this feature, enhancing accessibility for students and faculty.

Regular updates to ICT facilities, including Wi-Fi services and licensed software like Microsoft Windows and Office, are managed by dedicated IT support staff. This ensures seamless operation and maintenance of desktops, printers, CCTV, and other infrastructure.

Administratively, the college maintains well-equipped offices, meeting rooms, and staff rooms essential for coordinating admissions, examinations, and student services. Notices boards are strategically placed to communicate important information, ensuring discipline and adherence to regulations.

Overall, Late Khatija College of Education, B.Ed prioritizes the upkeep and utilization of its facilities to provide a supportive environment for teaching, learning, and professional growth. Regular monitoring and maintenance uphold standards of cleanliness, safety, and functionality across all aspects of campus life, ensuring an optimal experience for students and faculty alike.

Student Support and Progression

Late Khatija College of Education, B.Ed. in Mumbra places significant emphasis on student leadership and alumni engagement, both integral to its educational framework.

The student council at the college serves as a pivotal platform for student representation and engagement. It acts as a voice for students, effectively communicating their concerns and suggestions to the administration. Beyond representation, the council actively fosters student involvement through organizing a variety of activities such as cultural festivals and academic seminars. This proactive approach not only enriches campus life but also

nurtures essential leadership skills among students, including communication and problem-solving.

Similarly, the alumni association, though currently non-registered, plays a vital role in the college's development. Alumni achievements serve as a testament to the quality of education provided, enhancing the institution's reputation. Alumni networks provide valuable support to current students, offering mentorship, career advice, and networking opportunities. This interaction bridges the gap between academia and industry, potentially leading to collaborations and guest lectures that enrich students' learning experiences.

The mission of the Alumni Association is to maintain a mutually beneficial relationship between the institute and its graduates. Regular alumni meets facilitate networking and brainstorming sessions, contributing to the continuous improvement of the college. Alumni involvement extends to curriculum enhancement, career guidance, and fostering a sense of social responsibility among students.

Overall, both the student council and alumni association at Late Khatija College of Education, BEd play integral roles in creating a vibrant and supportive educational environment. Their contributions not only enhance student development but also strengthen the institution's standing within the community.

Governance, Leadership and Management

Late Khatija College of Education, established in 2009, aims to uplift Muslim minority students through quality education. The college's vision emphasizes "Education for All," focusing on admitting students with lower percentages and nurturing them to enhance their academic and overall development. Governance is structured around effective leadership and participatory mechanisms, with committees like College Development, Examination, and Women Development Cell ensuring smooth functioning.

Decentralization and participative management are key aspects, involving various levels of stakeholders in decision-making processes. The institution maintains transparency across financial, academic, and administrative functions, adhering strictly to government and university guidelines.

Strategic initiatives include infrastructure enhancements, ICT facilities, and the establishment of labs and auditoriums. The college emphasizes welfare measures for staff, including performance appraisals and leave provisions. It conducts annual financial audits for transparency and strategic fund mobilization.

Committees like College Development and Grievance Redressal ensure effective institutional functioning, while cultural and sports activities enrich student life. The college reviews its teaching-learning processes through feedback mechanisms, results analysis, and self-appraisals to continually improve educational outcomes.

In conclusion, Late Khatija College of Education is committed to holistic student development, transparent governance, and continuous improvement through strategic planning and participative management.

Institutional Values and Best Practices

Late Khatija College of Education in Mumbra demonstrates a commitment to sustainable practices, education empowerment, and community engagement through various initiatives.

The college prioritizes energy conservation by ensuring all stakeholders switch off unnecessary electrical equipment and utilize natural light and ventilation. LED lights replace traditional bulbs to further reduce energy consumption. Waste management practices involve minimizing solid waste through digital means, segregation of wet and dry waste, and proper e-waste management. Liquid waste is handled through organized drainage systems.

Maintaining cleanliness and a green campus is a priority, evidenced by daily cleaning, tree plantation drives,

and segregation of waste bins. The college engages in environmental campaigns and activities like Swachh Bharat Abhiyan and tree planting.

Community involvement is a cornerstone, with activities leveraging local knowledge and resources. The college empowers Muslim girls through quality education, providing scholarships and vocational training tailored to their needs. Cultural events and mentorship programs further support students.

Founded in 2009, the college serves as a hub for higher education for Muslim girls in Mumbra and surrounding areas. It offers value added courses beyond academics, focusing on health, nutrition, and stress management, enriching the students' educational experience.

Research and Outreach Activities

Late Khatija College of Education, B.Ed. in Mumbra is dedicated to fostering student engagement with social issues and community development. Through a variety of initiatives, including visits to old age homes to promote empathy, yoga workshops for holistic health, cleanliness drives on campus, agricultural visits to connect with rural life, tree plantation programs for environmental sustainability, vocational skill training for women empowerment, and corruption awareness through street plays, the college cultivates a sense of social responsibility among students. These activities not only educate students about societal challenges but also empower them to contribute positively to their communities. Additionally, the college maintains linkages with other institutions for faculty exchange programs, cultural activities, and faculty development, enhancing the overall educational experience for both students and staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LATE KHATIJA COLLEGE OF EDUCATION (B. ED) (ENGLISH MEDIUM) M. H. MOHANI ROAD KAUSA MUMBRA DIST. THANE.
Address	H. No. 2, Khasara No. 9, At. Post. Kausa, Mumbra, Taluka Dist. Thane
City	MUMBRA
State	Maharashtra
Pin	400612
Website	www.hewscity.com/lkbedcollegemumbra

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority latter.pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	NA
Any Other	NA

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	31-05-2015	96	

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	H. No. 2, Khasara No. 9, At. Post. Kausa, Mumbra, Taluka Dist. Thane	Urban	1.3	2520

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,EDUCATION	24	UG DEGREE	English	100	100

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				16			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				16			

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	3	2	0	5
Yet to Recruit				3

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	12	0	0	0	12
	Female	75	0	0	0	75
	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	1	0
	Female	1	0	2	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	2	0	1	0
	Others	0	0	0	0
General	Male	11	8	19	4
	Female	85	91	76	96
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To develop the all-round capacities of the students The college is preparing to include multidisciplinary subjects as per the National Educational Policy-2020. The college is planning to introduce new Certificates and Skills Development Courses for students. The aim is to make the students equipped so that they don't need to rely on Government jobs but instead pave the way towards self-employment. The College is also preparing itself to have more of multi-disciplinary Courses.
2. Academic bank of credits (ABC):	As per the provision of the National Education Policy 2020 (NEP 2020) is the introduction of the AcademicBank of Credit (ABC). The University of

	Mumbai.has registered on the ABC portal. The students are informed to register themselves on the ABC portal. Many students are registered on the ABC portal and have the ABC ID.
3. Skill development:	The college conducts various programs and activities for the skill development of the students. One-day workshops on Skills development have been conducted by the college. Being the teacher of education college we focus on developing the Communication Skill, Speaking Skill, and teaching skills of the students during the lecture.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college encourages Hindi learners and understand the cultural values permeated by the literary works in Hindi, being a Muslim minority college students belong to the Muslim category and they speak Hindi, Marathi, and English,.Indian culture and heritage in the curriculum of B.Ed. teaches cultural values in Indian tradition. Through Drama and art in education, we provide them with exposure to Indian culture. The college organizes 'The Gung' events, to promote the integration of the Indian Knowledge System. The college also celebrates 'Hindi Divas' to promote the Indian language
5. Focus on Outcome based education (OBE):	Learning Outcomes have been appropriately defined by Programme & course level(PLOs/CLOs), Learning outcomes are analyzed by the result analysis. The results are communicating between the students and teachers, and help teachers to improve their skill in their teaching. The curriculum of B.Ed is designed with the outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	The teachers and students are familiar with the online education. In the COVID 19 all teachers were teaching through online mode. All the examinations, lectures and meeting were conducted through online mode hence, the college is ready for online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Late Khatija College of Education, B.Ed. Mumbra has not yet launched an Electoral Literacy Club. It

	will soon initiate this initiative which aligns with the Election Commission of India's Systematic Voters Education, which promotes ethical voting and enthusiastic engagement in electoral processes. The club will educate students about their voting rights and responsibilities, organize field activities to promote voter turnout, and uphold democratic values
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral Literacy Club (ELC) at Late Khatija College of Education, B.Ed. Mumbra is not currently functional or representative in character
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No innovative programs have been undertaken as the Electoral Literacy Clubs (ELCs) is yet to be formed. Once the Club is launched we will conduct programs and initiatives that could be implemented to promote active participation in electoral processes
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	First program was initiated on 09th/03/2024 named "Mera Pehla Vote Desh Ke Liye" awareness campaign in the college. It was aimed to ignite a sense of civic duty among students. It fostered awareness and participation in democracy. The campaign empowered students to uphold democratic values and contribute positively to the nation's electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Most of the students at Late Khatija College of Education, B.Ed. Mumbra are already enrolled as voters in the electoral roll.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	163

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	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..

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	03	01	03

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	61

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	89	100	100	60

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

2 Teachers

2.1

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

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
36.95	24.13	41.02	50.52	51.32

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

3.2

Number of Computers in the institution for academic purposes..

Response: 78

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:

Our institution Late Khatija College of Education, Mumbra has a robust system in place for curriculum planning and implementation. These are the in house practices followed by the institution:

Curriculum: Late Khatija College of Education, Mumbra is affiliated to the University of Mumbai. The University sets forth the curriculum and terms of the academic year. Our entire year is well planned in accordance with the curriculum.

Academic Calendar and Time Table: Our institution provides a comprehensive overview of the B.Ed. course through its academic calendar, which is planned and executed after the discussions and suggestions during the Staff meeting. The time table strikes a balance between curricular and co-curricular activities.

Faculty Meetings and Documentation: Regular faculty meetings are held to discuss annual planning and delivery, with minutes shared afterward. Documentation of events, internship reports, lesson plans, and research work ensures accountability and provides valuable records for future reference.

Assignments and Internal Examinations: Assignments and internal examinations are aligned with the curriculum, allowing for assessment of academic progress in accordance with university guidelines.

Curricular Activities: Faculty members engage in regular curricular activities to plan, review, and revise the practices. Faculty members collaborate to ensure that the curriculum reflects current educational standards, pedagogical best practices, and emerging trends in the field of education. It includes course activities like demonstration lessons, workshops, seminars, guest lectures, research project and other projects.

Co-curricular Activities:

- Co-curricular activities are integrated into the curriculum to enhance students' learning experiences and promote holistic development.
- These activities may include, educational field visits and community engagement initiatives. It includes observing important national and social days. (for e.g. Gandhi Jayanti Celebration, Hindi Diwas, Marathi Bhasha Din Science Day, International Women's Day, Workshop on Internship Program, Workshop on Blueprint, Swacchta Abhiyan, Silver Jubliee of Habib Educational and Welfare Society's etc.
- Co-curricular activities are designed to go with the classroom learning and provide students with

opportunities to apply theoretical knowledge in practical contexts, develop critical thinking skills, and engage with real-world issues and challenges.

Internships and Engagement with Schools: Our institution fosters connections with schools, engaging in discussions with authorities to ensure alignment with curricular and co-curricular activities, thus integrating practical experiences into the curriculum. B.Ed. program require students to complete internships in schools to gain practical experience and develop teaching skills. This may involve working with diverse student populations, planning and delivering lessons, and engaging in collaborative projects with school staff.

Educational Technology Integration: The curriculum incorporates training in educational technology integration, equipping student teachers with skills to effectively integrate technology into teaching and learning. This includes using digital tools and online resources to enhance instruction and engage students.

Assessment and Evaluation: B.Ed. programs emphasize training in assessment and evaluation methods to help student teachers effectively measure student learning and progress. This includes designing assessments, analysing data, providing constructive feedback, and using assessment results to inform instructional decisions.

Research Project or Thesis: Students have to complete action research project as a culminating experience. This allows students to explore a topic of interest in-depth, apply research methodologies.

Our institution affiliated with the University of Mumbai ensures that their programs remain relevant, effective, and responsive to the needs of students, faculty, and the broader community**.**

File Description	Document
Plan developed for the last completed academic year	[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: B. Any 4 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](#)

1.1.3

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

1.   Website of the Institution

2.   Prospectus

3.   Student induction programme

4.   Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

File Description	Document
Data as per Data Template	[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: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	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](#)

1.2.3

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

Response: 23.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	0	55	57

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 25.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)

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:

Late Khatija College of Education, Mumbra is affiliated to the University of Mumbai. The University designs the curriculum and terms of the academic year. The Curriculum is designed to provide students with opportunities to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas.

Foundational Knowledge: The curriculum includes courses that provide students with foundational knowledge in areas such as educational psychology, child development, learning theories, curriculum design, assessment and evaluation, and educational technology. These courses lay the groundwork for understanding the principles and theories that underpin effective teaching and learning.

Subject-Specific Knowledge: B.Ed. programs offers subject-specific courses that enable students to deepen their knowledge and expertise in specific teaching disciplines, such as mathematics, science,

social studies, language arts, and others. These courses cover subject content, pedagogical approaches, and instructional strategies tailored to the needs of each subject area.

Pedagogical Skills: The curriculum includes courses and practicum experiences that focus on developing pedagogical skills and competencies. Students learn how to plan and deliver effective lessons, use a variety of teaching methods and instructional strategies, create engaging learning experiences, and assess student learning outcomes.

Inclusive Education: The curriculum emphasizes the importance of inclusive education and provides students with the knowledge and skills needed to effectively teach diverse learners. Students learn about differentiating instruction, supporting students with special needs, addressing cultural and linguistic diversity, and creating inclusive learning environments that accommodate the needs of all students.

Educational Technology Integration: The curriculum includes training in educational technology integration to equip students with the skills to effectively use technology in teaching and learning. Students learn how to integrate digital tools, online platforms, and other technologies into their instructional practice to enhance student engagement, collaboration, and learning outcomes.

Assessment and Evaluation: B.Ed. programs emphasize the importance of assessment and evaluation in the teaching-learning process. Students learn how to design assessments, analyse student performance data, provide constructive feedback, and use assessment results to inform instructional decision-making and improve student learning outcomes.

Professional Values and Ethics: The curriculum emphasizes the development of professional values, ethics, and attitudes essential for effective teaching. Students learn about professional responsibilities, ethical conduct, cultural competence, social justice, and advocacy for students' rights and well-being.

Reflective Practice: B.Ed. programs encourage students to engage in reflective practice to critically analyse their teaching experiences, identify areas for growth and improvement, and develop strategies for professional development. Students learn how to reflect on their teaching practice, seek feedback, set goals, and continuously improve their teaching skills and effectiveness.

Community Engagement: The curriculum provides opportunities for students to engage with the larger community and gain practical experience through fieldwork, internships, and community-based projects. Students collaborate with schools and community organizations to apply their learning in real-world contexts and make meaningful contributions to the community.

Late Khatija College of Education, B.Ed. Mumbra provide the students with opportunities to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas. We prepare future educators to meet the diverse needs of students, schools, and communities and make positive contributions to the field of education.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

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

Response:

Late Khatija College of Education, B.Ed. Mumbra ensures that students familiarize with the diversities in school system in India as well as in an international and comparative perspective through various ways as follows:

Study of Indian Education System:

The curriculum of the B.Ed. College consists of Subjects like Educational Management, Contemporary India and Education that enables students to explore the structure, organization, policies, and practices of the Indian education system. Students learn about the different levels of education (primary, secondary, higher secondary education), types of schools (government, private, international), educational governance, curriculum frameworks, and assessment systems in India.

Development of School System:

Students engage in self-learning activities and make assignments to understand the curricula and educational approaches of various boards such as SSC, CBSE, IGCSE, and IB. This allows students to explore the nuances and differences between these educational systems.

Different Policies and Board Pattern:

Subjects like Gender, School and Society, Learning and Teaching, Creating and Inclusive School, Educational Management engages the student in understanding the management systems. It also helps the students in learning the evaluation patterns of different boards, helping them understand board pattern in educational practices. Furthermore, students explore policies adopted for children with special needs, promoting inclusivity and equity in education.

Norms and Standards:

Students are encouraged to visit schools affiliated with different boards for internships, allowing them to observe first-hand the norms and standards followed in these institutions. Additionally, students are directed to explore board websites, educational news, and social media platforms to gain insights into the policies and standards of different boards.

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Regional and Cultural Diversity: Subjects like Contemporary India & Education and Creating An Inclusive School allows students to learn about the diverse languages, cultures, religions, and socio-economic backgrounds of students across different states and regions of India, and how these factors influence educational practices and outcomes.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

Late Khatija College of Education, B.Ed., Mumbra helps the students to graduate with a well-rounded understanding of teaching and learning processes, a commitment to professional growth, and the confidence to make a positive impact in their classrooms, schools, and communities

Theory Courses: Students gain theoretical knowledge and practical skills through a combination of core courses, and specialized courses. These courses provide students with a strong foundation in educational theory and research while equipping them with practical tools and strategies for effective teaching and learning.

Project-Based Learning: Students engage in project-based learning activities that allow them to apply theoretical knowledge to real-world situations. By working on projects related to teaching, assessment and educational research, students develop problem-solving skills, critical thinking abilities, and a deeper understanding of educational concepts and practices. This integration is crucial for developing a deep understanding of educational principles and their practical applications.

Mentorship by Expert and Experienced Teacher Educators: Students benefit from mentorship and guidance provided by our expert and experienced faculty members. Our Mentors (Teacher) offer support, feedback, and professional advice to help students navigate their teacher education journey, overcome challenges, and reach their full potential as future teachers.

Internship Program: The internship program provides students with hands-on experience in educational settings, allowing them to observe and participate in teaching, classroom management, and other professional activities under the guidance of experienced educators. This practical experience helps students develop pedagogical skills, build confidence, and establish connections between theory and practice.

Making Teaching Aids and Learning Resources: Students learn to design and create teaching aids to enhance teaching and learning experiences. This hands-on activity fosters creativity, innovation, and resourcefulness while equipping students with practical skills for classroom instruction. Students learn to design, develop, and evaluate learning resources such as lesson plans, instructional materials, learning modules, and educational games. This activity enhances students' teaching skill, content knowledge, and ability to create engaging and meaningful learning experiences for their students.

Reflective Journal Writing: Students are encouraged to maintain reflective journals where they document their experiences, insights, challenges, and growth throughout their internship program. Reflective journal writing promotes self-reflection, self-awareness, and continuous professional development by encouraging students to critically analyze their teaching practice and identify areas for improvement.

Community Work and Field Visits: Engaging in community work and field visits exposes students to diverse educational contexts, social realities, and community needs. By interacting with students, parents, teachers, and community members, students develop cultural competence, empathy, and an understanding of the broader social and cultural dimensions of education.

Ability Courses: Ability courses, such as understanding ICT (Information and Communication Technology) and reading and reflecting on text, provide students with essential skills and competencies relevant to modern teaching practices. Students learn how to integrate technology into teaching, enhance students' literacy skills, and promote critical thinking and reflection through text-based activities.

Audit Courses: Audit courses, such as understanding the self and drama and art in education, offer students opportunities for personal and professional growth beyond traditional academic subjects. These courses encourage self-exploration, creativity, and expression, fostering holistic development and enriching students' understanding of themselves and their role as educators.

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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[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: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report 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: 100

File Description	Document
Data as per Data Template	View Document

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	03	01	03

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**

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

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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:

Students are enrolled in the B.Ed. course on the basis of **Common Entrance Test** conducted by the **State CET Cell, Government of Maharashtra**. The CET scores enable to assess the readiness among students to undergo the programme. Our Principal and Faculty members meet the students in person to know their expectations from the course and the institution which help in identifying students' strengths, weaknesses. . Entry-level assessments help gauge students' readiness for professional courses.

Assessment and Remediation: Internal marks are given for various activities, and remedial measures are taken based on student performance to improve in different areas. The incorporation of multiple intelligence and learning styles tests further ensures a personalized approach to education.

Training and Development: Assigning teachers as mentors foster a supportive learning environment where students can collaborate; seek guidance, and clear doubts. Peer learning during internships and motivational talks further enhance students' professional development. The opportunities for self-learning through projects, seminars, and competitions reflect a holistic approach to education, preparing students not only for academic success but also for their future careers Special training is provided throughout the course on communication, soft skills, and personality development for holistic student development.

Question Banks and Bilingual Instruction: Subject faculty create question banks, and bilingual instruction is provided to accommodate students from various language backgrounds.

Co-Curricular Opportunities: Students with skills in art, craft, and other areas are given opportunities to showcase their talents and provide training to others. Advanced learners are involved in research activities.

Support for Average Learners: A well-framed timetable that includes various activities and classes is provided as a priority for average learners. Remedial lectures and extended library hours demonstrate a commitment to academic support, ensuring that no student is left behind.

Alumni engagement: The emphasis on alumni engagement through annual meets and expert talks provides valuable insights into industry practices and career opportunities, enriching students' learning experiences.

Overall, our institution's approach to assessment and academic support is comprehensive and well-

rounded, aiming to empower students with the skills and knowledge needed for success in their professional journeys.

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
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: Whenever need arises due to student diversity

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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:

Late Khatija College of Education, B.Ed Mumbra has a comprehensive approach to education.

1.   Experiential Learning:

Value-Based Assembly: our institution holds regular assemblies focused on values foster a sense of community and shared purpose among students. It involves students in planning and leading these assemblies to promote leadership skills and ownership of the college's values.

Internship Program: The internship program seems robust and hands-on, incorporating various teaching approaches and techniques. To further enrich this experience, ensure that students receive constructive feedback and reflection opportunities to enhance their teaching skills.

Community Work and Cultural Activities: Engaging in community work and cultural activities fosters social responsibility and cultural appreciation among students. National Days and Special Days, Poster Making Competition, Tree Plantation,

2.   Participative Learning:

Multilingualism: Catering to students from diverse language backgrounds is essential for inclusivity and effective communication. Providing resources and support in English, Urdu, Hindi, and Marathi ensures that all students can fully engage with the curriculum.

Paper Presentation and Seminar: These activities promote research, critical thinking, and presentation skills among students. To maximize their effectiveness, our teachers provide guidance and mentorship to students as they prepare for these presentations and seminars.

Workshop: Workshops are excellent opportunities for professional development and learning new teaching strategies. Faculties design workshops that address emerging trends and challenges in education, such Blue Print Work shop, Lesson Plan making Workshop and more.

Value-Added Courses and Outreach Programs: Offering value-added courses and outreach programs expands students' skill sets and exposes them to diverse educational contexts. Encourage students to participate in these programs to broaden their perspectives and enhance their professional networks.

3. **Focused Group discussion**

Orientation Program: The orientation program seems thorough and beneficial for setting expectations and preparing students for their coursework and other activities throughout the program. To enhance this, we incorporate interactive sessions where students can ask questions and engage with the faculty and their peers.

Classroom Teaching and Learning: The variety of teaching methods mentioned, such as lecture-cum-discussion, group discussions, role-playing, etc., cater to different learning styles and promote active engagement. We encourage our faculty to continue experimenting with innovative teaching techniques keeps the learning environment dynamic and engaging.

4. **Problem Solving Methodologies:**

Action Research: Action research allows students to investigate real-world issues in education and develop practical solutions. Teachers encourage students to select research topics that align with their interests and career goals, and provide support for conducting research and analysing data.

Book Review and Movie Review: These activities encourage students to engage critically with educational resources and group discussions. Variety of themes and ideas presented in the books and movies deepen students' understanding.

5. **Online Mode:**

Our teachers and students stay connected through WhatsApp. We have a group for students of both the year. During the Covid -19 our teachers conducted online Zoom Lectures, Google meet to deliver lectures. Our ICT teacher teaches the students to make blog, Story Board and gather information about the OERs.

6. **Brainstorming** is used in classroom teaching and learning by the teacher.

By continuing to prioritize student engagement, diversity, and hands-on learning experiences, Our College provides a rich and supportive environment for future educators to thrive.

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: 114.29

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Data as per Data Template	[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: 200

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Continual mentoring by teachers plays a crucial role in developing professional attributes in students. The College has a unique mentoring system it recognises the diverse backgrounds of students, the college ensures their needs are met through mentorship and informal assistance.

Guidance and Support: Teachers act as mentors by providing guidance, support, and encouragement to students as they navigate their academic and professional journey. They offer advice on career paths, academic goals, and personal development.

Setting Goals and Action Plans: Through mentoring, teachers help students set realistic goals and develop action plans to achieve them. They assist in identifying strengths, weaknesses, and areas for improvement, fostering self-awareness and self-management skills.

Building Confidence and Resilience: The College organizes various events and activities where students work in teams, such as National Days and Special Days celebrations, Cultural Activities, debates, discussion, brainstorms and more. This fosters collaboration, leadership, and communication skills among students. Teachers provide constructive feedback and help students learn from setbacks, empowering them to persevere and grow.

Internship and Action Research: The students are grouped for internship activities and action research project. During internships and field projects, precautions are taken to prevent stress, and lecturers accompany students to offer guidance. Mentors track students' progress, provide academic and personality development support, and prepare them for the future.

Ethical and Professional Conduct: Mentoring also involves instilling ethical values and professional conduct in students. Teachers serve as role models, demonstrating integrity, professionalism, and ethical decision-making, and guiding students to uphold these principles in their academic and professional pursuits.

Overall, continual mentoring by our teachers nurtures the holistic development of students, equipping them with the knowledge, skills, and attitudes needed to succeed academically and professionally. It fosters a supportive learning environment where students feel empowered to achieve their goals and make meaningful contributions to their chosen fields.

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: B. Any 4 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
Any other relevant information	View Document

2.3.7

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

Response:

Late Khatija College of Education, B.Ed. Mumbra, places a strong emphasis on fostering creativity, innovativeness, and intellectual and thinking skills among its students. Here's a breakdown of how these aspects are encouraged:

Creativity: Students are provided with opportunities to create instructional resources such as charts, models, flashcards, and Power Point presentations. They collaborate with teachers to develop lesson plans and explore various teaching methodologies. The curriculum includes tasks like changing text

structures and using different teaching methods to encourage creative thinking. Encouraging students to think outside the box, explore new ideas, and express themselves creatively through various mediums such as art, music, writing, and problem-solving tasks. Providing opportunities for brainstorming, project-based learning, and open-ended assignments can stimulate creative thinking.

Innovativeness: The College promotes innovative thinking by organizing events and celebrations where students can showcase their creativity, such as Human Rights Day, Women's Day, and Science Day. Students also participate in exhibitions and socially useful productive work to innovate and create awareness through social media. Engaging students in real-world challenges and encouraging them to develop innovative solutions. Promoting an environment of experimentation, risk-taking, and learning from failure can cultivate an innovative mind-set among students.

Intellectual and Thinking Skills: Teachers at the college employ various strategies to enhance students' intellectual and thinking skills. This includes activities like brainstorming, debates, student participation, organizing events, and leadership roles in practice teaching. Additionally, students learn to design concept maps and prepare notes, which aids in developing their analytical and critical thinking abilities.

Empathy: Integrating activities that promote understanding, compassion, and perspective-taking. Encouraging students to engage in community service, role-playing scenarios and discussions on social issues can help foster empathy and interpersonal skills.

Life Skills: Incorporating lessons and activities that teach practical skills such as communication, teamwork, problem-solving, time management, and decision-making. Providing opportunities for students to work collaboratively, take on leadership roles, and navigate real-life situations can empower them with essential life skills.

Overall, the college's approach towards nurturing creativity, innovativeness, and intellectual skills involves providing students with practical opportunities, encouraging collaboration between students and teachers, and integrating these skills into various aspects of the curriculum and extracurricular activities.

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: D. Any 2 or 3 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](#)
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: D. Any 2 or 3 of the above

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File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Data as per Data Template	[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](#)

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: B. Any 3 or 4 of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[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](#)

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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our Principal takes keen interest in the planning of the internship program. Teachers meticulously plan and execute the program as it is crucial for ensuring that students gain practical experience and are well-prepared for their future careers in education.

Pre-Internship Orientation: Before the internship begins, students undergo a comprehensive orientation sessions to familiarize them with the goals, expectations, and procedures of the internship, the roles and responsibilities of students ,guidelines for professional conduct, and an overview of the process.

Observation of Experienced Teachers: Students start their internship by observing the demonstration lessons of the experienced teachers in the classroom. This allows them to gain insights into effective teaching practices, classroom management techniques, and instructional strategies.

Placement Process: The College collaborates with schools and Junior colleges where student teachers complete their internships. These Schools are carefully selected to provide a diverse range of learning experiences and opportunities for student teachers to apply their knowledge and skills in real-world settings.

Supervision and Mentorship: Throughout the internship, students receive on-going support and guidance from qualified supervising teachers or mentors. Mentors provide regular feedback, observe student teaching sessions, and offer assistance with lesson planning, classroom management, and other aspects of teaching practice.

Structured Internship Activities: The internship program includes a variety of structured activities designed to help student teachers develop their teaching competencies. It includes observing experienced

teachers, co-teaching, theme lessons, leading small group instruction, designing and implementing lesson plans, and organising activities and participating in school-related activities and events

Reflection and Feedback: Students engage in regular reflection on their internship experience, teaching practice and receive feedback from mentor teachers and supervisors. They reflect on their strengths and areas for growth, identify strategies for improvement, and set goals for their professional development. They maintain reflective journal throughout the internship.

Assessment and Evaluation: Students learn about different assessment methods and techniques for evaluating student learning. They administer a test and assess assignments, grade student work, and providing feedback to students on their progress.

Classroom Management: Students gain experience in managing the classroom environment, maintaining discipline, and creating a positive and inclusive learning atmosphere. They learn strategies for managing student behaviour, resolving conflicts, and promoting a culture of respect and cooperation.

Professional Collaboration: Throughout the internship, students collaborate with mentor teachers and school administrators.. They participate in school events to gain a broader understanding of the educational system and their role within it.

By engaging in these activities during their internship, students gain valuable practical experience, develop their teaching skills, and prepare themselves for successful careers in education.

2.4.9

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

Response: 12.5

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

Response: 8

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)

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: E. Any 1 or none of the above

File Description	Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The Late **Khatija** College of Education adopts effective monitoring mechanisms during internship programme as follows:

Supervision by Mentor Teachers: Experienced mentor teachers are assigned to oversee and support student teachers during their internship placements. Mentor teachers observe student teachers in the classroom, provide constructive feedback on their teaching practice, and offer guidance on lesson planning, classroom management, and professional conduct.

Regular School Visits: Regular school visits are conducted by faculty members or internship coordinators to monitor the progress of student teachers and provide on-going support. These visits include classroom observations, meetings with mentor teachers, and discussions with student teachers to assess their experiences and address any concerns.

Feedback Sessions: Organizing regular feedback sessions where student teachers can discuss their experiences, challenges, and achievements with mentor teachers, faculty members, and peers. These sessions provide an opportunity for student teachers to reflect on their practice, receive constructive feedback, and identify areas for improvement.

Performance Assessments: It includes observations of teaching practice, analysis of lesson plans and instructional materials, and evaluations of student learning outcomes.

Internship Workshops: Offering Internship workshop and seminar to enhance the skills and knowledge

of student teachers during their internship program. These workshops covers topics such as classroom management strategies, differentiated instruction, assessment techniques, and culturally responsive teaching practices.

Peer Observation: Student teachers engage in peer observation sessions where they observe and provide feedback on each other's teaching practice. This collaborative approach allows student teachers to learn from their peers, gain new perspectives, and reflect on their own teaching methods.

Shadow Teacher Observations: Student teachers shadow experienced teachers in the classroom, observing their teaching techniques, interactions with students, and classroom management strategies. These observations provide valuable insights into effective teaching practices and help student teachers develop their own teaching style.

Internship Report: Requiring student teachers to maintain internship report documenting their experiences, achievements, and reflections throughout the internship program. These reports serve as a comprehensive record of student teachers' professional growth and development and provide evidence of their readiness for the teaching profession.

Writing Reflective Journals: Student teachers maintain reflective journals where they document their thoughts, feelings, and experiences related to teaching and learning. These journals encourage self-reflection, critical thinking, and continuous improvement, allowing student teachers to identify strengths and areas for growth and set goals for their professional development.

Collaborative Learning Communities: Creating opportunities for student teachers to engage in collaborative learning communities with their peers, mentor teachers, and faculty members. These communities provide a supportive and nurturing environment where student teachers can share ideas, resources, and best practices, and learn from each other's experiences.

By implementing these monitoring mechanisms, our institution ensures that student teacher internship program is effectively managed, and student teachers receive the support and guidance they need to succeed in their future careers as educators.

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](#)

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: C. Any 3 of the above

File Description	Document
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 87.5

File Description	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: 7.14

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: 42.5

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

Response: 595

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:

In the Late **Khatija** College of Education, Mumbra , the teaching faculty are encouraged to stay updated professionally for their effectiveness in the classroom and their contribution to the education field.

In-House Discussions: Teachers organize regular in-house discussions or professional development sessions to explore current developments and issues in education. These discussions provide opportunities for sharing insights, exchanging ideas, and learning from each other's experiences. They cover topics such as new teaching methodologies, educational trends and policies, and educational research.

Sharing Information with Colleagues: Teachers actively share information, resources, and best practices with their colleagues. This collaborative approach fosters a culture of continuous learning and professional growth among educators. Teachers share lesson plans, instructional materials, assessment strategies, and effective teaching techniques to support each other's professional development.

Whatsapp Group: Every teacher is connected in Whatsapp Group which are created for particular academic purpose like separate groups for F.Y.B.Ed and S.Y.BEd. students, where all teachers' shares the information regularly.Its helps teachers to keep updated professionally.

Participation in Seminars and Workshops: The teachers of the college always participate in workshop and seminar conducted by various colleges. They get valuable insights through such programme to stay updated.

Overall, teachers' efforts to keep themselves updated professionally through in-house discussions and collaboration with colleagues are essential for ensuring high-quality education and continuous improvement in the teaching profession.

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) of student learning is a valuable practice as it allows for on-going assessment and feedback to support students' academic progress and development as future educators.

Assessment Tools and Methods: The College employs a variety of assessment tools and methods to evaluate student learning continuously. These include quizzes, assignments, projects, presentations, portfolios, reflective journals, classroom observations, peer assessments, class test, essay test and content test.

Formative Assessments: Formative assessments are integrated into the teaching and learning process to monitor student progress and provide feedback for improvement. These assessments occur throughout the semester and focus on identifying strengths and areas for growth in students' understanding, skills, and competencies.

Feedback Mechanisms: Teachers provide timely and constructive feedback to students based on their performance in assessments. Feedback is provided orally or written, and it emphasizes specific areas of improvement, strategies for enhancement, and encouragement for continued growth.

Self-Assessment and Reflection: Students are encouraged to engage in self-assessment and reflection on their learning experiences. They evaluate their own progress, identify learning goals, assess their strengths and weaknesses, and reflect on their teaching practice through reflective journals.

Peer Assessment: Peer assessment activities allow students to evaluate and provide feedback on each other's work. This fosters collaborative learning, promotes critical thinking and communication skills, and encourages students to take ownership of their learning process.

Adaptation and Adjustment: Based on on-going assessment data and feedback, teachers adapt their instructional strategies, learning activities, and assessments to better meet students' needs and optimize their learning experiences.

Overall, the implementation of Continuous Internal Evaluation (CIE) supports student-centred learning, promotes academic excellence, and enhances the quality of teacher education by providing students with regular feedback, opportunities for reflection, and support for their professional growth and development.

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Late Khatija College of Education, B.Ed. Mumbra ensures an effective mechanism for grievance redressal related to examinations in maintaining transparency, fairness, and student satisfaction.

Establishment of Grievance Redressal Cell: The College has established a dedicated Grievance Redressal Cell responsible for handling examination-related grievances. This cell consist of faculty members, administrative staff trained in grievance handling procedures.

Clear Communication Channels: Clear communication channels are established to inform students about the grievance redressal process. Information regarding how to file a grievance, whom to contact, and the expected timeline for resolution is readily available and accessible to all students.

Accessibility and Availability: The Grievance Redressal Cell is easily accessible to students, both physically and virtually. Office timing is displayed near the admin office, and contact information is provided to facilitate communication between students and the grievance redressal authorities.

Prompt Response: Grievances related to examinations are addressed promptly to minimize any disruption to students' academic progress. The Grievance Redressal Cell acknowledges the receipt of grievances promptly and initiates the investigation process without delay.

Resolution and Remedial Measures: Once a grievance has been substantiated, appropriate remedial measures are implemented to address the issue effectively. This includes revaluation of answer scripts, conducting supplementary examinations, or rectifying administrative errors.

Feedback and Follow-Up: Following the resolution of grievances, students are provided with feedback on the outcome of their grievance and any remedial actions taken.

Documentation and Record-Keeping: All grievances received, actions taken, and outcomes are documented systematically for future reference and accountability purposes. This includes maintaining records of correspondence, investigation reports, and resolution outcomes.

By implementing an effective mechanism for grievance redressal related to examinations, our College demonstrates its commitment to upholding academic integrity, student welfare, and institutional accountability. This fosters a positive learning environment conducive to academic success and personal growth.

2.6.4

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

Response:

At Late Khatija College of Education, B.Ed. Mumbra, We prepare academic calendar in the beginning of the academic year. It serves as a roadmap for the entire academic year, outlining important dates, events, and activities for students, faculty, and staff. All the stakeholders are asked to follow the academic calendar.

Planning and Organization: The academic calendar provides the faculty with a structured framework for planning and organizing all academic activities throughout the year. This includes scheduling classes, assessments like giving assignments and projects, submission of Mega file, class test, essay test and content test, internship program and other events, ensuring that everyone involved is aware of their responsibilities and deadlines.

Time Management: By clearly outlining the schedule of classes, assessments, and other activities, the academic calendar helps our students and faculty to manage their time effectively. It allows them to allocate time for studying, preparation, and other commitments, helping to minimize stress and maximize productivity.

Coordination and Communication: The academic calendar serves as a central source of information for all stakeholders, facilitating communication and coordination between students, faculty, staff, and administrators. It ensures that everyone is on the same page regarding important dates and events, reducing the likelihood of misunderstandings or conflicts.

Flexibility for Adjustments: While the academic calendar provides a framework for the conduct of internal evaluations, it also allows for flexibility to accommodate unforeseen circumstances or changes in instructional plans. Faculty members have the discretion to reschedule assessments or modify assessment formats as needed, provided that students are given adequate notice and support.

Supporting Academic Progress: The academic calendar helps students track their academic progress and plan their studies accordingly. It allows them to anticipate upcoming assessments, prepare for examinations, and stay on track with their coursework throughout the semester.

Term Planning: In addition to outlining the schedule for the current academic year, the academic calendar also provides advance notice of important events, such as holidays, breaks. This allows students and faculty to plan ahead and make informed decisions about their academic and personal schedules.

Promoting a Sense of Community: By including cultural events, extracurricular activities, and other

social gatherings in the academic calendar, our college fosters a sense of community and belonging among students, faculty, and staff. These events provide opportunities for networking, collaboration, and engagement outside of the classroom.

Overall, adherence to an academic calendar for the conduct of internal evaluation ensures efficiency, consistency, and accountability in the assessment process within the institution.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[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:

Aligning the teaching-learning process of the institution with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for ensuring that students acquire the knowledge, skills, and competencies necessary for success in their future careers as educators.

Understanding PLOs and CLOs: Faculty members have clear understanding of the PLOs and CLOs established in the B. Ed. Curriculum stated by the University of Mumbai.

Instructional Design: Faculty members design the instructional activities and learning experiences that are aligned with the stated PLOs and CLOs. This includes incorporating active learning strategies, real-world applications, and collaborative projects that help students develop the knowledge, skills, and competencies outlined in the learning outcomes.

Assessment Strategies: Assessment methods and tools are aligned with the stated PLOs and CLOs to measure student achievement and progress effectively. This involves using a variety of assessment techniques, such as quizzes, exams, projects, presentations, and reports that directly assess the intended learning outcomes.

Feedback and Reflection: Our teaching faculty provides timely and constructive feedback to students for supporting their learning and growth. Faculty members use assessment data to provide feedback that is aligned with the stated PLOs and CLOs, helping students understand their strengths and areas for improvement and guiding them towards achieving the desired learning outcomes.

Continuous Improvement: Late Khatija College of Education, B.Ed. Mumbra regularly reviews and evaluates the effectiveness of their teaching-learning process in relation to the stated PLOs and CLOs.

By aligning the teaching-learning process with the stated PLOs and CLOs, our institution ensures that

students receive a high-quality education that prepares them for the challenges and demands of the teaching profession. This alignment helps foster coherence, consistency, and effectiveness in the educational experience, ultimately benefiting both students and the broader education community.

2.7.2

Average pass percentage of students during the last five years

Response: 97.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	89	100	100	61

File Description	Document
Data as per Data Template	[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:

Late Khatija College of Education, B.Ed, Mumbra, diligently monitors students' progressive performance and their attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This information is utilized for continuous improvement.

In the teaching-learning process, teachers base their approach on students' achievements, employing a student-centric methodology that emphasizes experiential, participatory learning, problem-solving, and other innovative pedagogical methods.

Practical activities and assessments are designed to enrich student learning experiences and are aligned with PLOs. These include assignments, seminar presentations, observations, reflective journals, and textbook reviews. Assessment is conducted using rubrics provided by the affiliated university.

Teaching methods focus on the cognitive dimension, encouraging reflection through readings, discussions, inquiry, participatory and collaborative approaches, and the use of ICT. Internal assessments and semester examinations help identify and support students needing remedial assistance in disciplinary knowledge whenever possible.

Faculty members provide academic and personal mentoring to students based on result analysis and attainment data.

The college facilitates job placements for B.Ed. graduates, with many alumni employed in various sectors, contributing to society.

2.7.4

Performance of outgoing students in internal assessment

Response: 87

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

Response: 87

File Description	Document
Data as per Data template	[View Document](View%20Document)

2.7.5

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

Response:

Late Khatija College of Education B.Ed Mumbra, find out the learning level of student at entry level. After the admission, the faculty takes various assessments on various key aspects to know what the position of student at entry level. These practices help the faculty to know the learning needs of the student. After knowing the position of the students and learning needs of the students we conduct following activities to fulfill the learning need of students:

Assignment and Task Allocation: Assignments and tasks are tailored to students' abilities, ensuring they are appropriately challenged and supported in their learning journey.

Cooperative Learning and Group Work: Cooperative learning techniques are employed to encourage collaboration and teamwork among students, fostering a supportive learning environment.

Roles and Responsibilities in Co-curricular Activities: Students are given roles and responsibilities in

co-curricular activities based on their abilities, allowing them to develop talents, confidence, and creativity.

Community Service Programs: Students are motivated to participate in community service programs, promoting civic engagement and social responsibility.

Supervised Study Sessions and Tutorials: Study sessions and tutorials are scheduled according to students' requirements, providing additional support where needed.

Submission of Lesson Plans: Students prepare and submit their lesson plans according to the guidelines provided by the pedagogy subject teacher. These lesson plans outline the objectives, instructional strategies, assessment methods, and resources for a particular lesson or unit.

Feedback and Suggestions: After reviewing the lesson plans, the pedagogy subject teacher provides constructive feedback to students. This feedback include suggestions for improvement, clarification on certain aspects, or recommendations for alternative teaching approaches.

Revision by Students: Based on the feedback received, students revise their lesson plans, making necessary adjustments and enhancements to address the identified areas of improvement.

Tests and Presentations: Sessions are organized like essay test, content test, class tests, seminar presentations, and workshops, helping students develop research, speaking, and technological skills.

Teaching Skills Workshops: Workshops are conducted to enhance various teaching skills, including communication, Administration of Unit Test, Blue Print Making and ICT skills.

Reading and Writing Activities: Students are encouraged to select books for reading and writing reviews, promoting critical thinking and writing skills development.

Continuous Feedback: Continuous feedback is provided to students after each activity to help them understand their performance and make improvements.

Various Assessment Methods: Formative evaluation is conducted through a variety of methods including class tests, assignments, practice teaching lessons, and community work, while summative evaluation is done through university exams.

Supportive Learning Environment: Brainstorming sessions, group study, self-study, and supervised study sessions are conducted to support student learning and facilitate understanding of course material.

The aforesaid practices help students to improve their personality and communication skills. The art and craft help to enhance their creative thinking. All these practices throughout the year makes the students excellent future teacher.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.13

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

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: E. None of the above

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	2	2

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

05-05-2025 12:55:47

3.3.2

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

Response: 48.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	118	0	122	104

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

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: 51.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	133	0	122	121

05-05-2025 12:55:47

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

3.3.4

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

Response:

Late Khatija College of Education, B.Ed. Mumbra aims at influencing and sensitizing students to social issues and contributing to community development. We provide students with diverse learning experiences and opportunities for personal growth. Activities such as

Visit to Old Age Home: Our College organizes a visit to old age home Rajput Foundation to promote empathy and understanding towards the elderly in society. It helps our students appreciate the challenges faced by older adults and encourages them to engage in meaningful interactions. They spend quality time with the elders by entertaining them, serve food to them and do regular health checkup.

International Yoga Day –At our college we encourage students to take good care of their mind and body. College arranges Yoga Workshop for teaching staff, non-teaching staff, and students to teach them different exercises, breathing techniques etc. They are encouraged to pass this information to others in their family, to their friend and society.

Swachch Bharat Abhiyan - Cleanliness Drive in the Campus: This initiative instills a sense of responsibility for maintaining cleanliness and hygiene among students. It also contributes to creating a cleaner and healthier environment within the campus community.

Connect with Farmers - Agricultural Farm Visit in Kudus: This visit provided students with insights into agricultural practices and rural livelihoods. It promoted appreciation for agriculture and rural life, fostering a connection between urban and rural communities. The students value the food and its sources.

Tree Plantation Program - Plant a Sapling: At Our College we arrange tree plantation activity to promote environmental sustainability and encourages students to take proactive steps towards conservation. It raises awareness about the importance of trees in ecosystem balance. We encourage them to grow plants in their surroundings and share its importance with the society.

Teaching Vocational Skill - Tie Dye Activity for Women: At Late Khatija College of Education, Mumbra women empowerment is given a lot of importance. Teaching vocational skills like tie-dyeing empowers women with practical skills for income generation.

Corruption Awareness Program - Street Play: The street play was organized to raise awareness about

corruption and engage students creatively in addressing social issues. It encourages them to become advocates for transparency and accountability in governance and raises awareness among the audiences.

Each of these activities not only sensitizes students to various social issues but also encourages them to actively contribute to community development through their actions and learning experiences. They empower students to make positive changes in society.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	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: 0.6

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

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

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: 2

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: 2

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

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:

Late Khatija College of Education, B.Ed. Mumbra has adequate facilities that are essential to provide a comprehensive and effective teaching-learning environment.

Classrooms: Spacious and well-equipped classrooms are fundamental for lectures, discussions, and group activities. They are designed to accommodate various teaching methodologies and provide a comfortable learning environment for students.

Laboratories: Science, Psychology, and Curriculum laboratories are crucial for practical demonstrations, experiments, and research activities. These laboratories are equipped with the necessary apparatus, instruments, and materials to facilitate hands-on learning experiences.

Sports Field and Sports Room: Physical education is an integral part of the curriculum. A sports field provide facilities for outdoor sports like Volleyball, Kabaddi, Kho-Kho, Cricket, Basketball, Throw ball, Shot-put, Disc-throw, Javelin throw. Sports room provides facilities for indoor games. These spaces promote physical fitness, teamwork, leadership skills, and overall well-being among students.

Computing Facilities: With the increasing integration of technology in education, our College has computing facilities such as computer labs with internet access and bandwidth of 100 Mbps, printers, scanners, and software applications relevant to the curriculum. These facilities support research, online learning, and digital teaching methods.

Library: A well-stocked library with a diverse collection of books and educational resources is essential for academic enrichment and research. It provides students and faculty with access to information and promotes self-directed learning and scholarly activities. The College library has well ventilated seating area. It accommodates 50 students at a time. The library consists of 8 computers for the students and faculties.

Administrative Facilities: Administrative offices, meeting rooms, staff rooms, and other administrative facilities are necessary for the smooth functioning of the college. It supports in the coordination, communication, and administrative tasks related to admissions, examinations, student services, and faculty management.

Equipment: Our Institution has various equipment and resources to support teaching and learning activities. It includes multimedia projectors, audio-visual aids with internet facility.

Our college believes in creating an environment conducive to effective teaching and learning, enabling

students to acquire knowledge, skills, and competencies necessary for their professional growth and development as future teachers.

File Description	Document
Geo tagged photographs	[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: 42.86

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

Response: 03

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

Response: 07

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

4.1.3

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

Response: 9.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.74	1.17	1.166	5.32	3.28

File Description	Document
Data as per Data Template	[View Document](#)

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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 institution has adopted automation of the library using the Integrated Library Management System (ILMS). The library uses the

E-granthalaya software for the ILMS. By using through this software manages library functions which contain Cataloguing of Books-Textbooks, Reference Books, Rare Books, CD/DVD, Maps, Transition Issues, Return, Renew, Issue-On premises, and Return-On premises. The Library software also gives User notifications to Import library members and withdraw library collection and development. The Magazines/Journals entries, Periodicals check-in entries, and New members entries are done through this software. Different types of reports like cataloging basic reports for the book's basic information based on subject heading, Title, Collection type, and Location, Transaction reports of Issue history, Items issued over a period, Items received over a period, Overdue item list, On-premise issue/return OPAC facilities are also available in a college library.

4.2.2

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

Response:

Late Khatija College of Education B.Ed., Mumbra has a well-equipped library but currently lacks the ability for students and teachers to access library resources remotely, However, the college is working towards introducing this feature soon. Inside the library, there are eight computers available for both teachers and students who regularly utilize these computers to work on their projects and assignments, such as those related to ICT understanding and action research. They also use them for taking notes. Teachers also make use of these computers to update their academic information and to create PowerPoints for lectures. Additionally, teachers use free educational websites for their academic needs.

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: E. None of the above

File Description	Document
Data as per Data template	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: 1.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.14	0.0	3.32	2.43	2.14

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

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: 1.37

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: 54

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: 58

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: 62

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: 57

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: 63

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](#)

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The Late Khatija College of Education B.Ed. updates its ICT facilities including Wi-Fi facilities regularly. The college management has made the AMCs with the service providers for Hardware and Software. United and I-On internet services providers provide the Wi-Fi facility to the college. The college has 100 Mbps of internet speed. The Wi-Fi facility is updated regularly. The management has also appointed full-time staff for IT Support. The staff oversees the maintenance of Desktops, Printers, Software, CCTV and Biometrics, and Intercom. He updates all ICT facilities from time to time. The Management has purchased licensed software like Microsoft Windows and Microsoft Office. The appointed staff does the Software and Hardware that need to be changed or updated.

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.56

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

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
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	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: E. None of the above

File Description	Document
Data as per Data Template	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: 58.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.49	1.73	100.22	6.35	3.42

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

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:

Our institution Late Khatija College of Education, B.Ed. Mumbra has a comprehensive system in place for maintaining and utilizing the physical, academic, and support facilities at our institution.

Well Placed Notices Board:

Timetables are framed and displayed on notice boards which is placed in the entrance of the building,

outside the staff room and classroom. Notices regarding various aspects like discipline, cleanliness, electricity usage, rules, and regulations are displayed and communicated through notice boards.

Optimum Utilization of Resources:

There's a policy in place to optimize the use of physical and human resources in the college. Faculty and students are encouraged to innovate in curriculum delivery, with allocation of technological and print resources to support this.

Library:

Equipped internet facilities for various library tasks. A well-stocked library with a diverse collection of books and educational resources is essential for academic enrichment and research. Book issuance and return are managed through a card system, with book bank facilities for needy students.

ICT Infrastructure:

Technical staff maintains computers, with engineering servicing as needed.

Fire Extinguisher:

Annual service contracts are maintained for fire extinguisher services.

Furniture and Fixtures:

Repair of furniture and fixtures is done as needed in classrooms, offices, staff rooms, library, and ICT rooms.

Water Cooler and Electrical Appliances:

Repairs are conducted by local electricians, plumbers, and carpenters as required.

Cleanliness and Maintenance:

Support staff conducts daily cleanliness and maintenance activities. Implement a schedule for regular inspections and maintenance of all facilities. This includes routine checks for safety, cleanliness, functionality, and any necessary repairs. Addressing issues promptly helps prevent larger problems from arising.

Security:

Security agency is retained on an annual contract basis.

Monitoring:

Regular monitoring of all the above aspects is conducted to ensure smooth functioning.

This system ensures that all facilities are well-maintained, resources are effectively utilized, and the

environment is conducive to learning and working.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: E. Any 4 or less of the above

File Description	Document
Geo-tagged photographs	[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: B. Any 5 of the above

File Description	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](#)

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](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	06	08	15	15

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 18.37

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

Response: 16

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

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

Response: 2

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](#)

5.2.3

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

Response: 0.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[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 Late Khatija college of Education, B.Ed. Mumbra, we believe that the purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out various activities. Following are the tasks performed by them:

Representation: The student council serves as the voice of the student body, representing their interests,

concerns, and suggestions to the college administration and faculty. This ensures that student perspectives are taken into account in decision-making processes.

Student Engagement: A proactive student council assists teachers in organizing various events, activities, and initiatives to engage students outside of the classroom. This includes cultural festivals, academic seminars, and community service projects, fostering a vibrant campus life, promoting student involvement. The student council helps the faculty in organizing internal competitions and managing participant lists, assigns responsibilities, and compiles reports on events.

Leadership Development: Serving on the student council provides students with valuable opportunities for leadership development and experiential learning. Through organizing events, managing budgets, and collaborating with peers and faculty they develop essential leadership skills such as communication, teamwork, and problem-solving.

Community Building: The student council plays a crucial role in fostering a sense of community and belonging among students. By assisting teachers in organizing social gatherings, orientation programs for new students, and peer support initiatives, the council helps create a supportive and inclusive campus environment where students feel connected to each other and the college.

Overall, the student council is deeply involved in various aspects of college life, contributing to the overall development and welfare of students while actively supporting the institution's goals and initiatives. Their proactive approach enhances the college experience and fosters a vibrant campus community.

File Description	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

5.3.2

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

Response: 6.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	02	06	07

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association/Chapter at Late Khatija College of Education, B.Ed. Mumbra is non-registered but functional. It plays a crucial role in the development of our college. Following are the contributions highlighted:

1. **Brand Building and Recognition:**
   - Alumni achievements and success stories serve as testimonials to the quality of education provided by the college.
   - Positive alumni experiences and accomplishments contribute to the reputation and brand image of the institution, attracting prospective students and enhancing its visibility.
2. **Networking and Support:**
   - The Alumni Association serves as a valuable network of former students who provide support and guidance to current students and faculty members.
   - Alumni offer mentorship, career advice, and networking opportunities, contributing to the holistic development of students.
3. **Industry Collaboration:**
   - Alumni who have excelled in their respective fields can facilitate collaborations and partnerships between the college and industries.
   - This collaboration can lead to internship opportunities, guest lectures, and research projects, exposing students to real-world experiences and enhancing their employability.
4. **Professional Development:**
   - Alumni may conduct workshops, seminars, and training programs for students, sharing their expertise and insights from the professional world.
   - These initiatives contribute to the enhancement of skills, knowledge, and competencies among students, aligning with the college's academic objectives.
5. **Feedback and Continuous Improvement:**
   - Alumni provide valuable feedback on their educational experiences, curriculum relevance, and institutional practices.
   - This feedback aids in the continuous improvement of teaching-learning processes, curriculum design, and overall governance of the college.

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6. **Professional Growth:** Alumni networks provide opportunities for professional growth and recruitment, with emerging prospects occasionally presented through platforms like WhatsApp groups. This not only benefits current students but also supports alumni in their careers.

Overall, the active involvement of alumni demonstrates a strong sense of community and commitment to the alma mater, benefiting both current and future generations of students.

File Description	Document
Details of office bearers and members of alumni association	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
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 9

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

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

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

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 mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is conducted once or twice a year. Regular meetings of the association have contributed to the growth and development of the institution. The active involvement of the alumni association in our college is commendable, as it greatly enhances the overall educational experience and development of the students. Here's how various aspects of the alumni association's activities contribute to the growth and success of the institution:

Regular Alumni Meets: Conducting alumni meets once or twice a year provides a platform for former students to reconnect with their alma mater and contribute to its growth. These meetings facilitate networking, sharing of experiences, and brainstorming on ways to improve the institute.

Facilitating Organizational Activities: Involving students in organizing activities fosters leadership skills, teamwork, and a sense of responsibility. It also allows them to explore their interests beyond academics.

Curriculum Enhancement: The alumni's input in redefining the curriculum process is invaluable. Their real-world experiences and insights help ensure that the curriculum remains relevant and prepares students for the challenges of the modern workforce.

Orientation on School Functions and Record-keeping: Understanding the operations of the school and how records are maintained prepares students for administrative roles and instils professionalism

Women Empowerment and Social Responsibility: Addressing issues such as women empowerment reflects the alumni association's commitment to social causes. By advocating for inclusivity and equality, they contribute to creating a more diverse and equitable learning environment.

Career Guidance and Placements: Alumni play a crucial role in guiding students through career choices and preparing them for placements. Their first-hand experiences and advice help students navigate the job market and develop the necessary skills for success.

Sharing Expertise through Talks and Workshops: Alumni engagement through talks, workshops, and lectures on various topics like soft skills, communication, and personality development enriches the educational experience of students and prepares them for life beyond academia.

International Connections and Opportunities: Alumni living abroad serve as valuable resources for students interested in pursuing higher education or career opportunities internationally. Their guidance and insights open up new avenues for students to explore.

Guest Faculty and Industry Collaboration: Leveraging alumni who are accomplished professionals as guest faculty members enhances the learning experience by bringing real-world expertise into the classroom. Additionally, alumni connections can facilitate industry collaborations and internships for students.

By integrating these elements into the support system, the alumni association contributes significantly to the holistic development of students, preparing them for future challenges and opportunities.

Overall, the alumni association's multifaceted contributions significantly enrich the educational journey of students and strengthen the institution's reputation and impact in the broader community.

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

The Late Khatija College of Education, Mumbra, is established in 2009 with the following Vision and Mission

Vision

The upliftment of Muslim Minority students through quality education.

Mission

"Education for All"

We admit students with low percentage and nurture them to improve in intelligence and wit by improving their performance and honing their skills in all respects for an overall development.

Nature of Governance:

The governance of the institution is reflective of an effective leadership and participatory mechanism. The college has established various committees for effective leadership and participatory mechanisms. The institute has formed College Development Committee, Internal Compliance Committee, Anti-Ragging Committee, Examination Committee, Student Grievance and Redressal Committee, Women Development Cell, etc.

The Principal and Management members of Habib Educational & Welfare Society actively participate in College Development Committee to fulfill the vision and mission of the college. The Academic Calendar is prepared at the beginning of the academic year. The Principal and Incharge / Coordinators of various committees organize various activities as shown in the academic calendar for the smooth functioning of the college.

The Principal conducts staff meetings for the planning and growth of the college. Decisions taken in the meeting are taken for further action. Being a Muslim minority college, we give the preference of Muslim students at the time of admission. This practice fulfills our vision of our college.

6.1.2

Institution practices decentralization and participative management

Response:

The college has practices decentralization and participative management in the following stages:

College Development Committee: -

The College has formed the College Development Committee (CDC) . It consists of all department heads and representatives of various committees and office staff. This committee also has the management representative to discuss the various issues concerning academic and administrative problems. The CDC is formed as per the norms of the University of Mumbai.

The meetings of the CDC are called when required. The members of the CDC are from different departments and actively participate in CDC meetings, which shows decentralization and participative management.

2. **Decentralization and Participative Governance of Institution:,**

The institution has decentralization in the governance at various levels like the Management, Principal, Teaching Staff, Non-Teaching Staff, and Students. The members of the management make the decisions related to the financial and overall development of the college. The principal is the academic and administrative head of the college. She takes decisions with consideration of the management to run the college smoothly. She calls the staff meetings to plan and executive the academic planning.

 The head of the various departments has the authority to conduct the program. The head of the administrative office looks after the admission process as well as University work. Alumni are also active they are invited to organize various programs in the college like Guest Speaker, Examiner, etc. Students of the college actively participate in all programs like Celebrate the days and Annual Function.

6.1.3

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

Response:

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

Financial Transparency:

 Late Khatija College of Education, B.Ed, Mumbra is an unaided institute. It is a self financed institution. The institute preserves transparency in its financial, academic, administration, and other functions. The institute takes the payment through the bank account. Students are advised to take proper receipt of their fees. Such notices to take the receipt are displayed on the college premises. The yearly audit is done by

the chartered accountant that ensures financial transparency.

Academic Transparency:

The college prepares the academic calendar at the beginning of the academic year in tune with the University of Mumbai. This calendar is displayed on a notice board and communicated to all stakeholders. The admission process is transparent and all admissions are done as per the CET score. The rules and guidelines of the Government of Maharashtra and the University are strictly followed in the admission process. All the activities and internal projects are prepared under the guidance of the teacher. All the national and international days are celebrated in the college timely. The activities like elocution, quizzes, and essay writing are also organized in the college.

The dates and guidelines of the examination are strictly followed by the college. Internship programs are pre-planned and taken as per time table.

Administrative Transparency:

To maintain the transparency in administrative work we display the admission programme on the college notice board, The college admissions are given as per CET score and selected students list is displayed on the notice board. All the notices regarding all stakeholders are displayed on the college notice board as well as the website of the college.

Transparency In Other Function:

The faculty of the college always treat all students equally. All students are given the equal opportunity in co -curricular and extracurricular activities. Notice of Sports and Cultural activities are displayed on the notice board to maintain the transparency.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution has effectively deployed a strategic plan as follows:

1. The college conducted a Green Audit.

2. The college has signed MoUs with the Late Khatija College of Education, Wada.

3. The Computer Lab ,Science Lab, Psychology Lab, Curriculum Lab, Language Labs are established.

4. LCD projectors are purchased to increase ICT facilities.

5. Well, equipped 'Cofrance Room ' is prepared for the programme.

6. Well, equipped 'Audiotorium ' is prepared for the cultutral and other activities.

7. The teacher has been appointed as 'Paper Setter'

8. A well-maintained 'Sport Court' has been prepared for the students.

9. CCTV cameras are installed in college premises for the safety and security of the students.

10. Security Guards have been appointed for safety and security.

11. Eight computers with internet connectivity are made available in the library for stuendts and teachers.

12. A Wi-Fi facility is available in the staff room.

13. Seventy Computers are made available in the computer lab with Internet facility for students.

14. The management appointed experienced and qualified teachers

15. Value added courses has been introduced.

16. 'Girls Common Room' for girl students.

6.2.2

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

Response:

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

Governing Body:

Late Khatija College of Education,Mumbra is a permanently non-aided college. This college is run by Habib Educational & Welfare Society. The chairman of the society heads the governing body and the executive committee of the college. The Management Body is the decision-making body of the institute. The management body and principal work on the development of the college to achieve the vision and mission of the college.

Administrative Set Up:

The principal looks forward to the day-to-day management of the college. Various committees are formed for the smooth working of the institution. The heads of various committees work on their given task under the guidance of the principal. The non-teaching staff complete their academic work like admissions and university work regularly. All the academic and other work ard being done timely. Apart from the teaching staff, all non-teaching staff like Clerk, Librarian, Sweepers, Security Guards, and Technical Staff are appointed in the college.

Appointment, Service Rules, and Procedure:

The appointment of teaching and non-teaching staff is done as per the norms of the Government of Maharashtra and the University of Mumbai. The procedure for the appointment of the staff is as per the guidelines given by the University of Mumbai. Rules of the service are also the same as those given by the Government of Maharashtra and the University of Mumbai. Service rules and procedures given by the government of Maharashtra and the University of Mumbai are strictly followed by the institution.

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: E. Any 1 or none 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](#)

6.2.4

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

Response:

Late Khatija College of Education, Mumbra has formed various committees like the College

Development Committee, Curriculum Planning Committee (implementation and execution of the course) Examination Planning Committee (to carry out internal work and university examination) Grievances Redressal Cell (deals with complaints of students) Alumni Committee (helps the college to conduct activities for development) these committees help to smooth functioning of the college. The principal and the head of the committee call the meeting of the department/ committee when required. Minutes of such meetings are taken for the action to the development of the college.

College Development Committee: The College Development Committee is the main committee. This committee includes representatives from all Departments, Management, Students, Alumni, and Social activists. The meetings of this committee are called quarterly. The decisions taken in this meeting are recorded in the form of minutes and taken for action for the development of the college.

Examination Planning Committee: The head or incharge of the examination committee, calls the meeting of Exam. Committee, before starting every examination. The guidelines to conduct transparency and fair examination are given to the teacher/ supervisors/examiners. The minutes and meetings of this committee are recorded and taken action on it.

Grievance Redressal Cell: The Grievance Redressal Cell registered the grievances of students related to examinations and others. The college resolves their grievances within the time. The meeting of this committee are called by the head of this committee and principal.

Alumni Committee: The college has an Alumni Committee. The meeting of the alumni committee has been called when required. The suggestions given by the alumni in the meeting are recorded for future action plans.

There are many committees are place in the college. The meetings of these committees are called by their respective heads and the principal.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Effective implementation of welfare measures for teaching and non-teaching staff are as follows:

Staffroom Facility: The college has well-furnished staffrooms with an internet connection. Staff is provided with separate lockers and washrooms.

Teaching and Learning Facility: Library resources, Journals, and ICT facilities are made available for the staff to enrich their content and deliver the best.

Leave Sanctioned: Duty leave is provided for attending Workshops, Seminar and Conferences.

Casual Leave: Teaching Staff can avail 13 days of casual leave and medical leave or Sick leave if necessary and Non-teaching staff can avail 11 days of casual leave and medical leave if required. Female teaching and non-teaching staff can take maternal leave for 3 months.

Performance Appraisal: The performance of the staff is appraised annually. Annual appraisal is rewarded to all the staff members. Teachers who took innovative initiatives are additionally rewarded with salary enhancement based on their performance.

Recreational Facility: A conducive learning environment is created to give job satisfaction to the employees. activities are planned in coordination with the staff members.

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: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

6.3.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[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: 4.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	1	0

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

6.3.5

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

Response:

 Late Khatija College of Education, Mumbra has its appraisal system. The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of

improvement and provide necessary opportunities for the staff.

At the end of the college, we distribute the appraisal form to the teaching and non-teaching staff . The staff is asked to fill up and submit such a form to the principal. After the principal remark such forms are forwarded to the management.

Performance Appraisal form focuses on the following points:

1. **Education Qualification**
2. **Experience**
3. **Participation in research Work**
4. **Participation in extracurricular activity**
5. **Professional Development**

Final performance remarks are communicated by management through the principal to all staff.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institute Late Khatija College of Education conducts its financial audit once every academic year by an external auditor. The income and expenditure receipts and payment bills are submitted to the accounts department of the college. This department prepares the balance sheet. This balance sheet is given to the auditor at the time of the external audit. The auditor conducts an audit based on all payment vouchers, necessary bills, books of accounts, voucher files, and bank statements. The college maintains complete transparency by doing the audit of every financial year. It helps the college to be transparent in the governance which is very helpful for growth and development of the institute.

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

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

1. The Late Khatija College of Education is a permanently non-aided Muslim minority college. The college receives financial support from student fees.

2. Most of the received fees are used for the salaries of teachers and non-teaching staff.

3.

4. The University share has been paid from these collected of fees

5. The fund is also used to regularly repair and maintain the college infrastructure like computers, Electronic gadgets, CCTV cameras, etc.

6. The College also utilizes these funds for purchasing the library's books, Infrastructural Improvements, Learning material for activities, Security Purposes, Housekeeping, Repair & Maintenance, and Electricity, .Internet Charges,

7. University expenditures towards eligibility, enrolment, and registration fees are paid.

8. Major proportion of funds is allocated for remuneration to the teaching and administrative staff.

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 college does not have formed IQAC. It will form after the first Cycle of accreditation of NAAC. The College has formed the CDC (College Development Committee) as per the guidelines of the University of Mumbai. The college has also formed various committees and the work done by all over the committees ensures the quality to develop the college as per the needs of stakeholders.

The College Development Committee: The CDC meetings are called by the Principal and all requirements are discussed in the meeting. After the approval by the management requirements are fulfilled. It helps to the college development in various areas like infrastructural development, improvement in academic facilities, etc.

The Committees:

The coordinators of various committees conduct various activities for the sustainable development of the college. The committees like Examination, Sports, and Cultural, WDC, Student Council Grievance, and Redressal, etc. are formed. The head of the committee organizes various activities. The examination committee conducts all the examinations, notices to the students, results, etc. The admission committee looks after fulfilling the admission as per the intake capacity. The Student Council and Alumni give the active support to conduct the Cultural and Sports activities. The committee also organizes Blood Donation Camps, Field Visits, etc. The cultural committee celebrates the birth and death anniversaries of great personalities. Staff meetings are also called by the principal as when required.

6.5.2

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

Response:

Late Khatija College of Education, Mumbra, reviews its teaching-learning process as follows:

Feedback on Teachers:

The feedback on teachers is asked by the students. If any teachers join the college he has asked to deliver the demo lecture. The experienced teacher observes the demo lecture and the student's feedback is considered. Feedback regarding communication skills, preparation of the subjects, lecture delivery, punctuality, class control, etc. is observed. Teaching-learning of teachers is also observed by the principal.

Self Appraisal :

The college has self appraisal system. The self-appraisal forms are collected from all teaching staff. These appraisal forms help to know the improvement areas of teachers. This is also important to know the yearly performance of the teacher.

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: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	00	02	04

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

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

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

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

6.5.5

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

Response:

The college has formed various committees and through the committees, all the records are maintained which is achieved in academic and administrative work over the year.

The institute has also formed the CDC (College Development Committee) which looks after the growth and development of the college. The meetings are called by the CDC. The decisions taken in the meeting are taken for the action. The action plan is reviewed by the principal. The feedback is collected from students on the curriculum. The analysis is also done of the collected feedback and communicated to the teacher for the improvement of the Teaching and Learning. The Cultural department organizes cultural activities. The cultural committee also celebrates the Birth anniversaries of the national heroes. The Department of Sports organizes sports activities.The various committees Like Library WDC, Student Council, Grievance and Redressal Cell take initiative for the overall improvement of the college. The College has also functional MOUs with vicinity colleges. The activities are organized under the MOUs.

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:

The Late Khatija College of Education, Mumbra does not have any alternative energy sources. The college has a policy to save energy as follows:

- All stakeholders are given the instructions to switch off all equipment when it is not required ie. Fans, Tube lights, computers etc.
- Students are given strict notice to switch off the lights and fans whoever will be the last in the classroom.
- The teaching and non-teaching staff are also instructed to switch off all electrical equipment whenever not required.
- 'Save Energy' Notices are displayed in the classrooms and college premises.
- The college building has large airy classrooms with maximum utilization of natural light and cross ventilation. This reduces the need for fans and lights during most of the day and also minimizes the use of air conditioners which in turn reduces electricity consumption.
- The college has replaced all the tube lights and bulbs with LED lights.

7.1.2

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

Response:

The college has a stated policy and procedure for implementation of waste management as follows:

 Solid waste management:

The teacher and students are instructed to reduce the waste and use off all the soft copies. All stakeholders are made aware of proper waste management practices through lectures, and displaying slogan boards in the campus to reduce waste at the college. The college has appointed the staff for waste management. Teachers encourage students to reuse the waste materials. The 'Best out of Waste' policy is accepted by the college.

Segregation of Dry and Wet waste :

To segregate the Dry waste and Wet waste the college has the practices to separate dustbins which are used for different types of wastes. The Wet waste and Dry waste are segregated properly in the dustbin.

After this process, all the waste is taken out from the college by the Mumbra Municipal Corporation.

E-waste management:

The college makes many efforts to reduce E-waste. We have a reuse policy to reduce such e-waste. The college has appointed a reputed company for e-waste management. Old monitors and CPUs are repaired by our technician and reused. All the equipments are repaired by this company and non-working parts are taken away by these providers as a part of e-waste management.

Liquid Waste Management:

Liquid waste from the points of generation like the water tanks and toilet etc is let out as sewage into proper drainage to avoid stagnation. All the liquid waste from the washroom and bathroom is collected into soakage pits through organized drainage. Regular maintenance is done by the appointed staff.

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: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[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: E. None of the above

7.1.5

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

Response:

The college is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment by following practices:

- The 'Swach Bharat Abhiyan' campaign is organized by the college.

- The college has appointed the staff for the cleanliness of the campus. It ensures that the campus is cleaned every day.It is taken care that the campus is clean and healthy..

- Separate dustbins are used for different types of waste. Segregation of the waste is done in the campus, dustbins are well placed in the campus and labeled as Wet Waste and Dry Waste.

- The college campus is covered with trees. The trees are grown on the campus. The staff always takes care of the tree. Forty trees are there in the college campus.

- The college also conducts Tree Plantation Activities.

- Students are taught to keep the environment pollution-free and healthy. Necessary posters and notices are displayed in the college campus.

- Notices regarding the cleanliness of the campus are displayed in the college premises.

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: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	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: 109345.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
80000	0	95000	48000	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

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

Response:

The Late Khatija College of Education, Mumbra organizes various activities in its undertaking to leverage the local environment, locational knowledge and resources, community practices, and challenges. The institution has conducted the following activities:

Leveraging Local Environment:

The college is situated in Mumbra, The college is providing higher education for the poor people in the vicinity students. The college is empowering Muslim girls in higher education. Many girls have completed there B.Ed from our college. The college organizes awareness Rallie. Street plays for the people. The college also conducts activities like 'Swachh Bharat Abhiyan', Tree Plantation, Blood Donation and visits to orphanage homes.

Locational Knowledge and Resources:

The people in the vicinity speak Marathi and Hindi, Most of the people belong to the Muslim religion hence the college has selected the English medium. A green and healthy atmosphere is available for students. The college arranges a visit to special centers like old age homes, orphanages, and children with special needs. Thereby it develops social values. The institution spreads awareness through Poster competitions on Environmental Issues, Uses of Paper and Cloth bags, the Celebration of Environment Day.

Community Practices and Challenges:

The college conducts rallies and street plays to create awareness among the people on various issues like Courruption, Girl Child Education, Inclusive Education etc . Yoga Day is celebrated at the community level.

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: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of Best Practice: Empowering Muslim Girls through Quality Education

2. Objective: To empower Muslim girls by providing them with quality education and skills development that enhance their academic, personal, and professional growth.

3. The Context: Our College is located in Mumbra, Thane. Mumbra has a large Muslim population. Therefore the college receives a lot of applications from Muslim girls who enroll for B.Ed.

4. The Practice: At Late Khatija College of Education, B.Ed. Mumbra our focus is on creating an inclusive and supportive environment within the institution that specifically addresses the needs and challenges faced by Muslim girls. Our College provides scholarships specifically tailored to support Muslim girls, considering socio-economic backgrounds that may hinder access to education. Our Faculty members conduct workshops on soft skills, leadership, communication, and provide them with vocational training that are relevant and beneficial to the girls. We organize events, seminars, or cultural festivals that celebrate diversity, promote intercultural understanding, and highlight the achievements of Muslim girls. This practice positively impacts the community by promoting education and empowerment among Muslim girls, leading to broader social and economic benefits.

5. Evidence of Success: Success Stories of our Students who have achieved various positions in the field of Education.

6. Problems Encountered and resources required: We feel there is a need to establish mentorship programs where senior students or alumni mentors will provide them guidance on academics, career choices, and personal development.

1. Title of Best Practice: Inclusive Education for Multilingual Students

2 . Objective: It aims to provide support systems, resources, and opportunities that facilitate effective teaching and learning for students who speak and opt for different languages.

3,The Context: Our College provides admission to students who opt for different languages of Answer i.e., English, Hindi, Marathi, Urdu.

4. Description: This best practice focuses on recognizing and accommodating the linguistic diversity among students enrolled in the B.Ed. program. We promote cultural sensitivity and respect for linguistic diversity among students and faculty. Our faculty organizes cultural events and celebrations that highlight the linguistic and cultural heritage of students like Hindi Diwas, Marathi Bhasha Din, Urdu Poetry Competitions etc. We foster a supportive learning community where students feel comfortable practicing and using multiple languages during curriculum transaction and while mentoring and counseling.

5. Evidence of Success: Improved academic achievement of our students. Our students understand and appreciate diverse cultures and languages within the college community.

6. Problems Encountered and resources required: We feel there is a need of extensive library books and resources to cater to the needs of the students

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Late Khatija College of Education, Mumbra was founded in 2009 by the Habib Educational and Welfare Society. It is located in an urban area with easy access from Navi Mumbai, Kalyan, Thane, and Panvel. The college aims to provide higher education specifically to Muslim girls from the nearby area. Every year, about 90-95% of the students admitted are girls from the Muslim community. Approximately 1200 girls have benefited from the college so far. These students go on to become teachers, supervisors, principals, counselors, and more, contributing to society. Many of them are economically independent and support their families. The college's alumni hold various positions and many of them continue to work at the institution. They feel secure and comfortable working at their alma mater.

The college has introduced additional courses known as value-added courses, focusing on health and nutrition, as well as stress management. These courses are designed to provide students with practical knowledge and skills beyond their regular academic curriculum.These value-added courses are intended to enhance the educational experience of students, preparing them not only academically but also in terms of practical life skills that are valuable in their future careers and personal lives

05-05-2025 12:55:47

5. CONCLUSION

Additional Information :

Habib Educational and Welfare Society was established in the year 1993, and since then it has been dedicated to imparting knowledge, educating students and service to the community. The society operates multiple institutions and schools, collectively providing education to over 10,000 students across a wide range of courses. These institutions include M.S Arts, Science, and Commerce College, BMS Degree College, M.S College of Law, Shoeb College of Education (D.El.Ed), Shoeb High School and Jr. College, City Convent High School & Junior College, M.S Public High School & Junior College, M.S International School, M.S College of Pharmacy, and more.

Concluding Remarks :

Late Khatija College of Education in Mumbra was established in the year 2009. The approved intake of students in the course is 100.The college aims to provide higher education specifically to Muslim girls from the nearby area. Every year, about 90-95% of the students admitted are girls from the Muslim community. Approximately 1200 girls have benefited from the college so far.The College focuses on training teachers effectively. They create a balanced curriculum, support students comprehensively, maintain strong facilities, and actively involve the community. Affiliated with the University of Mumbai, the college adheres strictly to academic standards. They combine classroom learning with practical experiences to enhance learning results.

The college's success comes from careful planning and execution of its curriculum. They prepare educators for different educational environments by following university guidelines and including hands-on learning opportunities like internships. They stress inclusive education, professional ethics, and reflective teaching to ensure graduates become skilled and caring professionals who can adjust to changing educational needs.

Late Khatija College of Education also values student well-being through personalized assessments, continuous mentoring, and a variety of extracurricular activities. Their facilities include well-equipped classrooms, specialized labs, and computing resources that support both theoretical learning and practical experiments for student growth.

Beyond academics, the college promotes community development by encouraging students to take on social responsibilities. They participate in projects such as environmental sustainability, vocational training for women, and cultural activities, enriching student experiences and strengthening connections with the local community.

Administratively, the college is committed to transparency and governance excellence. Late Khatija College of Education is recognized for empowering educators. They provide a nurturing environment where aspiring teachers can thrive academically and professionally. By integrating rigorous academics with practical experience and community engagement, the college prepares educators to contribute meaningfully to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and 2 of above option has been selected as we have received document of Developing Teaching Competencies and Community Engagement
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 Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and 2 of above option has been selected as we have received document of Evolving ICT based learning situations and Lesson planning
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and 1 of above has been selected as we have received supporting of Classroom teaching
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
19	13	03	13	12 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
10	07	02	06	07	 Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as events under closure date has been counted as one
6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development**

	2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made changes as per supporting document shared by HEI and 1 of above option has been selected as we have received supporting of Biometric / digital attendance for staff
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per supporting documents shared by HEI and any 2 of above options has been selected as we have received supporting of There is a committee to monitor adherence to the Code of Conduct and Students and teachers are oriented about the Code of Conduct

2.Extended Profile Deviations

ID	Extended Questions
1.5	**Number of graduating students year-wise during last five years..** Answer before DVV Verification:
2.1	**Number of full time teachers year wise during the last five years..** Answer before DVV Verification:

For 1.5 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	89	100	100	92

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	89	100	100	60

For 2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30.70	20.42	40.13	88.00	50.15

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.95	24.13	41.02	50.52	51.32