

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

1. Details of the Institution

1.1 Name of the Institution

Smt. Kapila Khandvala College of Education

1.2 Address Line 1

Relief Road

Address Line 2

Juhu, Santacruz (West)

City/Town

Mumbai

State

Maharashtra

Pin Code

400054

Institution e-mail address

kkbed54@gmail.com

Contact Nos.

02226608747

Name of the Head of the Institution:

Dr. Vandana Maheshwari

Tel. No. with STD Code:

022 - 26608747

Mobile:

9967405105

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHCOCN 18879)

1.4 NAAC Executive Committee No. & Date:

For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner-bottom of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	2.84 (88%)	2004	5
2	2 nd Cycle	B+	2.84	2010	5
3	3 rd Cycle	A	3.16	2016	5
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (for example 2010-11)

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011))

- i. AQAR_2010 – 2011 submitted to NAAC on 12th June 2012
- ii. AQAR_2011 – 2012 submitted to NAAC in September 2012
- iii. AQAR_2012 – 2013 submitted to NAAC on 30th October 2013
- iv. AQAR_2013 – 2014 submitted to NAAC on 28th August 2014
- v. AQAR 2014 – 2015 submitted to NAAC on 09th September, 2015
- vi. AQAR 2015 – 2016 submitted to NAAC on 22nd June, 2016

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No NCTE
(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid +Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI(Phys Edu)

TEI (Edu) Engineering Health Science Management

Others(Specify)

1.12 Name of the Affiliating University (for the Colleges)

University of Mumbai

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes (Specify)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

IQAC successfully guided and coordinated within the institution during visits by various inspection committees including NAAC Peer Team, University Academic Audit, NCTE verification committees for B. A. B. Ed. and M. Ed.

With concerns for quality enhancement, IQAC also initiated deliberations within the institution on subject of Institutional Autonomy. A number of discussions were held among the staff members and also some sessions by Experts were organized for the staff to have better understanding about the concept of Autonomy. All these efforts were directed to organize State Level Seminar on “Institutional Autonomy – Issues, Concerns and New Directions” which received a good participation and appreciation from the educational fraternity.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Curricular Aspects	<ul style="list-style-type: none"> • Collaborations with national level organizations for workshops and seminars • Increase the scope of stakeholders feedback: continue with parent feedback, seek feedback from alumni • Increase collaborations with organizations for sustainable development • Continue with the Add-on certificate courses on Life Skills, Basic counseling, Yoga and other such courses for students • Organize workshop to enhance professional skills of the students • Encourage the use of OERs among faculty • Enhanced use of Moodle LMS for uploading of learning material for students under the new B.Ed curriculum and promote its use as a learning resource. • Use of English language lab for better communication for the current

	<p>students</p> <ul style="list-style-type: none"> • Continue extension of language lab services to the community through collaborations • Continue with the reflective practices for faculty and students • Conduct relevant workshops, seminars and guest lectures for enhanced understanding of the course • Use of innovative methods to transact curriculum • Conduct activities based on the theme of the year • Conduct orientation for school principals and supervisors about their role in school internship programme
Teaching Learning and Evaluation	<ul style="list-style-type: none"> • Admission process and student profile • Information dissemination online (updating of website) and through regional news papers • Update college events regularly on college website • Qualitative assessment of needs of the student before commencing teaching-learning • Improvement of Mentoring based on last year's student feedback • Training of staff and students in use of smart boards for enhancing teaching learning • Upgrading method rooms • Continue with the orientation for CET programme for A.Y. 2015-2016 • Encourage students to use the gymnasium • Encourage participatory, interactive and innovative methods of teaching (ICT, Co-teaching, ALM, etc.) • Encourage majority of students to utilize the services of language lab • Observing the year of Sustainable Development through assemblies, workshops and guest lectures • Organise student activities pertaining to the theme of sustainable development • Student enrichment programmes through field visits and guest lectures • Organize staff development programmes • Continue with the set system of tutorials and remedial programme • Select practice teaching schools having inclusive practices and agree for mentorship model during internship • Encourage reflection during school internship and field learning • Develop structure/formats for reflection and orient the students for the same • Organize meaningful visits and excursions • Organise method club activities • Use of ICT to seek course and faculty feedback from students
Research	<ul style="list-style-type: none"> • Continue paper reading sessions by experts

<p>Consultancy and Extension</p>	<ul style="list-style-type: none"> • Conduct research training programs for students enrolled for Ph. D. at KKCE • Continue provision of enhanced infrastructural facilities to research scholars of KKCE • Continue with study circle sessions • Encourage staff to apply to funding agencies for minor and major projects • Encourage faculty members enrolled for Ph. D. to apply for FIP • Carry out the approved UGC major research to train school teachers for action research • Publish the 1st issue of ILLUMIND, a peer reviewed research journal of KKCE • Continue linkages with national and international level organizations like iEARN and establish new ones with theatre groups • Collaborate with organizations like ORF to organise workshops on sustainable development • Publication of yearly news letter as part of research cell activity • Continue with regular extension activities of the college • Continue to extend the language lab facility for school staff in the campus • Offer training programmes for in-service teachers in collaboration with Shree Vile Parle Kelavani Mandal • Provide consultancy to other educational institutions in areas of teaching and evaluation • Publish the abstract of outstanding action research projects • Organise street plays on social issues • Review of research and other articles by students
<p>Infrastructure and Learning Resources</p>	<ul style="list-style-type: none"> • Installation of elevator • Smart board training for staff and students • Air conditioners to be installed in rooms • Meet electricity requirements of the premises through solar energy generated by the solar plant • Installation of LED lights in the premises • Encourage use of gymnasium • Staff and students to be encouraged for extensive use of MOODLE LMS • Update the college website • Maintain the terrace for open air teaching-learning class • Upgrade method resource rooms, labs and sports room • Continue to encourage the staff to take up the UGC or University sponsored minor research projects • Optimum utilization of digital resources of library

	<ul style="list-style-type: none"> • Maintenance and up gradation of Computer lab
Student Support and Progression	<ul style="list-style-type: none"> • Provide notes to students • Continue with the established system of mentoring programme • Personality profiling of students in addition to the regular individual counselling sessions • Review processes followed by grievance cell • Orient the students to the functioning of Grievance Cell. Make it more visible. • Promote student participation in intercollegiate events • Encourage student participation in awareness campaigns, rallies and other such events • Conduct Value added courses, certificate courses for professional skill development • Organize workshops and seminars for enhancing students' knowledge and skill as teachers • Provision of infrastructural and ICT facilities for enhanced learning • Electing alumni core committee and increase their involvement in college activities • Screening movies on various educational themes • Organise tutorials to provide additional academic support to the students • Continue to maintain the average attendance of the students • Continue with the Book bank facility for students • Organizing co-curricular activities like Yoga, Sports, Cultural events, Community work for holistic development of the students • Group insurance for the students
Governance and Leadership	<ul style="list-style-type: none"> • Continue the services of additional faculty to sustain work efficiency of the IQAC • Appeal parents during PTM to contribute towards institutional development • Continue meaningful interaction with PTA and take their feedback • Conduct Alumni Meetings and explore ways to increase their involvement in the college • Continue with the internal audit by management • Apply for funding from varied agencies like UGC, ICSSE etc. to conduct various seminars and workshops • Collaborate with NGOs like Magic Bus for meaningful programmes on educational themes • Conduct workshops like Educational apps, theatre in education etc. for the staff • Conduct technology up gradation training programmes for students

	<ul style="list-style-type: none"> • Strengthen the Staff Grievance Cell • Enrolling students for Ph. D. at KKCE • Encourage faculty to apply for guide ship • Organize pre Ph. D. programme for Ph. D. students enrolled at KKCE • Install and upgrade facilities like elevator, air conditioners, sound system and other such amenities • Promote sustainable practices on the campus • Encourage the faculty to go for various professional development programmes
Innovative Practices	<ul style="list-style-type: none"> • Conduct workshops on innovative themes relevant to teacher education • Seek formal feedback from parents in addition to regular feedback • Procure feedback from students using ICT for the course as well as faculty • Continue the Language lab programme for the weaker students and extend the facility to school teachers • Observe the year as year of sustainable development by conducting varied programmes throughout the year • Encourage effective use of infrastructure for e-learning through LMS • Make student reflections more meaningful • Involve all faculty members in key IQAC meetings • Conduct co-curricular activities to promote gender sensitization under Women's Cell • Share the recording of college project on 'co-teaching for inclusion with SNTD' during the teaching-learning process of the course Learning and Teaching

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body: Yes No

Management Syndicate Any other body

Provide the details of the action taken

Suggestions are awaited.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1			
PG				
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	2			

Interdisciplinary				
Innovative				

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback: Online Manual Co-operating schools (for PEI)

****Please provide an analysis of the feedback in the Annexure – Annexure 2***

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

There was no revision of the syllabi in this academic year. However, the process of syllabus revision for the next academic year was started by the University of Mumbai. This was done to implement the Choice Based nature of the program.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Nil

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	4	4	1	1

2.2 No. of permanent faculty with Ph.D.

5

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors Principal		Others Librarian		Total	
R	V	R	V	R	V	R	V	R	V
00	00	00	00	00	00	00	00	00	00

2.4 No. of Guest and Visiting faculty and Temporary faculty

00

00

03

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	2	3	9
Presented	2	2	0
Resource Persons	1	1	0

2.6 Innovative processes adopted by the institution in Teaching and Learning:

All faculty members used learner centered methods to ensure effective teaching and learning. Methods like role play, seminar, group presentations, film viewing and discussion, self directed learning, dance and drama were used. ICT in the form of the LMS Moodle, as well as other modalities was used for effective transaction.

2.7 Total No. of actual teaching days during this academic year

225

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, On line Multiple Choice Questions)

Feedback on the written exam was scheduled in the time table.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

7

2.10 Average percentage of attendance of students

FY B Ed: 95%

SY B Ed: 92%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
F.Y. B.ED (I)	50	12	52	24	4	0
F.Y. B.ED (II)	50	0	20	27	1	0
S.Y. B. Ed (I)	50	0	56%	28%	2%	12%
S. Y. B. Ed. (II)	50	36%	56%	8%	0	0

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

All faculty members are a part of the internal IQAC. The strategies and their effectiveness are discussed in the internal IQAC meetings. IQAC regularly collects feedback from the students. This is conveyed to the faculty members, and the implementation is monitored.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	00
UGC – Faculty Improvement Programme	01
HRD programmes	00
Orientation programmes	01
Faculty exchange programme	00
Staff training conducted by the university	00
Staff training conducted by other institutions	00
Summer / Winter schools, Workshops, etc.	00
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	8	1	0	0
Technical Staff	1	0	0	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Shodh Sadhana, the research cell of the institution continued its efforts of promotion of research. Two faculty members received recognition as Ph. D. guides from the University of Mumbai. Three faculty members (One Permanent and Two Temporary) submitted their PhD thesis, and one faculty member received FIP for pursuing her research. The study circle activity involved discussion on an article on Portraiture. The cell also followed up the extension proposal for the Ph. D. Cell. The peer team visited the institution, and the extension is in the process.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number		01		
Outlay in Rs. Lakhs		7.76		

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil	Nil	Nil	Nil
Outlay in Rs. Lakhs				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	5	1	
Non-Peer Review Journals	1		
e-Journals	1	2	
Conference proceedings	1	1	

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2015 – 2018	UGC	Rs.7.76 lakhs	5.11 Lakh (2015-16)
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (<i>other than compulsory by the University</i>)				
Any other(Specify)				
Total				

3.7 No. of books published With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from (**Not Applicable**)

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges
Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number			1		
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs: From Funding agency

From Management of University/College Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	----
	Granted	----
International	Applied	----
	Granted	----
Commercialised	Applied	----
	Granted	----

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
				2		

3.18 No. of faculty from the Institution who are Ph. D. Guides

and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones) Nil

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: (NA)

University level State level
National level International level

3.22 No. of students participated in NCC events: **(NA)**

University level State level

National level International level

3.23 No. of Awards won in NSS: **(NA)**

University level State level

National level International level

3.24 No. of Awards won in NCC: **(NA)**

University level State level

National level International level

3.25 No. of Extension activities organized

University forum College forum

NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

To reach out to the community, this year KKCE networked with IDF (Indian Development Foundation) a registered NGO working for the cause of leprosy afflicted patients' and those with other health problems in India. Student-teachers volunteering with Indian Development Foundation for social responsibility projects made quilts and pillows for leprosy inmates of Vimala Centre. This gesture was part of IDF's cover of compassion drive, providing warm clothes to the poor and the needy during winter season. Student-teachers of S.Y. B.Ed. were trained to conduct a workshop on types of transactions for cashless economy – a Govt. of India initiative by one of the faculty members. Then in turn the student teachers conducted a training to sensitize the parents of students of SES's Malati Dalal High School. They had a successful program with several parents attending and interacting with KKCE students to understand the concept and message.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	12800 sq ft	20966 sq ft	**	33766 sq ft
Class rooms	04	Nil		04
Laboratories	04	Nil		04
Seminar Halls	01	Nil		01
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	25	Nil		25
Value of the equipment purchased during the year (Rs. in Lakhs)	30	Nil		30
Others	Nil	Nil		Nil

4.2 Computerization of administration and library

The *Library* uses SLIM 21 software package which is an integrated multi-user *library* management system that supports all in-house operations of the *Library*. The SLIM 21 consists of modules on acquisition, cataloguing, circulation, serials, article indexing and OPAC. OPAC (On-line Public Access Catalogue) it is powerful on-line search engine to search library catalogues: The repository of words, names, titles, keywords, etc. is available for on-line browsing while the search phrase is being entered. In addition to these conventional searching methods, OPAC indexes every word in the description of the item. KKCE library has WEB OPAC facility for every student. WEB OPAC facility gives complete bibliographic data to the user from anywhere and anytime. It is linked with KKCE college website (www.kkcoe.edu.in). Librarian has connected OPAC link with KKCE college website, so students access any book information from anywhere. This module allows the user to login as a library member and view his/her loans and reservations. He or She can even reserve an item available in the library. Along with all these features, catalogue browsing, circulation details, word / phrase search, view card etc. are also available. . Library has online Information centre and providing library services through LMS-MOODLE.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	50	17754	32	2935	82	20689
Reference Books	120	253313	185	126246	305	379559
Journals	47	30889	+1-2	31079	46	61968
e-Books	51746	5000		5750		10750
e-Journals	2154					
Digital Database	Nil	Nil	1	OSS-IR	1	OSS-IR
CD & Video	121	-	121	-	121	-
Others (specify)	5 (Newspaper)		5 (Newspaper)		5 (Newspaper)	

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	45	21	03	45	01	04	-	-
Added	01	00	-	-	-	-	-	-
Total	46	21	03	45	01	04	-	-

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

The student teachers were trained in the use of Moodle as the LMS through a workshop. They were also trained in the skills of internet referencing. Student teachers of S.Y. B.Ed. were trained to conduct a workshop on types of transactions for cashless economy - a Govt. of India initiative by one of the faculty members. Then in turn the student teachers conducted a training to sensitize the parents of students of SES's Malati Dalal High School. They had a successful program with several parents attending and interacting with KKCE students to understand the concept and message.

4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs. 40,450/-
ii) Campus Infrastructure and facilities	Rs. 3.34.216/-
iii) Equipments	Rs. 35,495/-
iv) Others	Rs. 25,692/-
Total :	Rs. 4,35,853/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC coordinated with and monitored the various departments for student support like the grievance cell, student's council, mentoring, tutorials as well as the counseling services. The feedback from the students was sought regularly and addressed.

5.2 Efforts made by the institution for tracking the progression

The institution uses multiple mechanisms to track student progression in the academic, practicum as well as the co-curricular areas. Mentorship sessions are organized where the mentors discuss the progress made by the student teachers on one-to-one basis and also provide support to solve academic and other issues. Referrals are made to the college counselor, who addresses the problems of emotional health, which may be deterring progress. Qualitative feedback is provided to the students regarding their internal assessment. Extra coaching is provided to the weaker students through faculty guidance as well guided practice. The student teachers progression after graduation is tracked through keeping in touch with the alumni, records maintained of the leaving certificate given to the students for further studies and through social media.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	--	24	---

(b) No. of students outside the state

4

(c) No. of international students

--

Men	No.	%	Women	No.	%
	4	4%		96	96%

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total
49	0	0	1	0	50	96	1	0	3	0	100

Demand ratio

Dropout % 0

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

In the current year, we conducted CET Orientation Programme. Around 23 student aspirants participated in the programme.

No. of students beneficiaries: 23

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
 IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

The counseling cell of KKCE continued its services of providing individual and group guidance to the students. The personality of the students was analysed through the 16 PF Inventory of Catell. Based on this the counselor helped the students gain self awareness and self development. Group counseling session on the common issues faced by the students was held. Workshops on Self awareness and Mindfulness helped students gain strategies for enhanced mental health.

No. of students benefitted

5.7 Details of campus placement

	<i>On campus</i>		<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
32	50	39	09

5.8 Details of gender sensitization programmes

The course on Gender, School and society gave teachers several opportunities to bring in women and gender issues through class room discussions, skits, etc. A session on POCSO Act (Prevention of children from Sexual offences) was organized on March 4th 2017. The international Women's day on the 8th of March, 2017 was celebrated in a unique and memorable way. The college celebrated the day by paying tribute to one of the founder members of the college Smt. Kapilaben Khandvala for her contribution to women's movement and Education. Two international academicians from the UTS University, Sydney, Prof Heather Goodhall and Dr. Devleena Ghosh both historical researchers presented their study on "*Smt. Kapilaben Khandvala and her contribution to the women's movement of India and Australia*". Several teacher educators, Principals and teachers from different schools attended the program. A workshop on Self Defense was conducted to empower the student teachers.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	0	0
Financial support from government	1	Rs. 18694/-
Financial support from other sources	0	0
Number of students who received International/ National recognitions	0	0

5.11 Student organised / initiatives

Fairs : State/ University level National level International
Exhibition: State/ University level National level International

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: Nil

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision: To be a premier institution that offers a distinctive teacher education to develop humane and progressive professionals

Mission: To nurture professionals with positive attitudes and values who excel in teaching–learning and research and serve as catalysts to create a just and caring society.

6.2 Does the Institution has a management Information System

Yes.

- For administrative purposes, the office uses MIS system prescribed by DHE.
- Tally 9 has been extended to other terminals
- Student database is maintained in digital form.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Faculty members are on the core committees for curriculum development.

6.3.2 Teaching and Learning

Use of learner centric methods like cooperative learning, case studies, experiential learning, seminars etc were used. ICT was extensively used in terms of videos and movies to facilitate learning, MOODLE as LMS and encouraging students to do their reference online for theory as well as their practice teaching lessons. Co-teaching with faculty members from other institutions helped students gain exposure to expertise from the greater teaching fraternity. The student teachers were trained in use of dance, drama and art through workshops facilitated by external resource persons who are experts in the field.

6.3.3 Examination and Evaluation

Practices like giving detailed and individual qualitative feedback for the practice lessons as well as the examinations, use of LCD for displays to save paper were continued. Tutorials were conducted for each course for guiding the student teachers for their theory papers.

Implementation of regular feedback system was continued.

6.3.4 Research and Development

The institution encouraged faculty to participate in workshops on research on interesting titles such as Action research for National Level Researchers' Meet 2017 organised by IQAC, Department of Education, University of Mumbai, 'Basics of referencing' etc.

Faculty also led sessions on research topics such as "Character Strengths for Ethical Research" and 'Action research in social and Industrial Psychology' and School based Action research for in-service teachers.

The research cell organized a study circle based on the article '*Reflections on Portraiture: A Dialogue between Art and Science.*' by Sarah Lightfoot, at Smt. Kapila Khandvala College of Education facilitated by Mr. Gopal Midha, a researcher from the university of Virginia on 11th January, 2017.

A talk on historical method of research was also organized on the 8th of March, 2017. Experts from University of Technology (UTS) Prof. Heather Goodhall and Dr. Devleena Ghosh spoke of the methods involved in historical research. They presented a study on "*Smt. Kapilaben Khandvala and her contribution to the women's movement of India and Australia*" as a woman leader and an educator. Several educators from other institutions attended the program. The historical approach method was explained with several examples and a Q & A session at the end of the session.

Under the UGC major research project this year several workshops were held to train in-service teachers for action research. A batch of 30 teachers was certified by the college for their work.

The college organized the formal Interview to facilitate the teacher fellowship for Ph.D studies under FIP scheme for one of the faculty member in January 2017. One faculty member has been awarded the Teacher Fellowship under the UGC FIP scheme. While 2 faculty members were recognized Ph. D. Guides in Education for Mumbai University in this academic year.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The Librarian continued practices like orientation programme for introducing the students to the library collection, Open access catalogue, resources, services, activities and facilities of the library, library tour was conducted to make them aware of different sections of the library. They were also informed about the rules and regulations of the library. The library has been providing various services through MOODLE LMS system and also developed Institutional repository for faculty. New arrivals were displayed in the library throughout the year. During the year 183 books were added to the library collection taking the total collection to 18300. The practice of giving the best library user award was also continued.

6.3.6 Human Resource Management

The institution continued various initiatives to facilitate optimal development of the faculty, staff and students of the institution. Workshops and guest lectures on topics like Mindfulness, Secularism and drama were organized. Yoga training was given to the students for maintaining their physical and mental health. Self-defence course was organized for the students. Value added courses like graphology were organized for them. Various programs like study circle and paper reading sessions were organized under the research cell for faculty development. One faculty member was partially sponsored to participate in a training program on inclusion held in Israel. The faculty was also encouraged to participate in National level Seminar on Institutional Autonomy. The counseling services were extended to the non-teaching staff.

6.3.7 Faculty and Staff recruitment

Two faculty members, recruited by the Management were retained

6.3.8 Industry Interaction / Collaboration

KKCE collaborated with SVKM group of institutions for consultancy. Collaboration was also done with the Experiential learning Institute for running the Diploma in Experiential Education and Practice.

6.3.9 Admission of Students

- Admissions according to new policy for the 2 year programme. Total intake reduced to 50 students due to NCTE guidelines and minority admission rules continued (at 50%) as per prescribed norms.
- CET Orientation conducted for B. Ed. aspirants
- Online registrations through the college website was initiated

6.4 Welfare schemes for

Teaching	---
Non teaching	Insurance
Students	Insurance

6.5 Total corpus fund generated

----Nil---

6.6 Whether annual financial audit has been done

Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Mumbai University		
Administrative	Yes	Statutory Auditors, Govt. Auditors	Yes	Internal Auditors

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

The alumni were invited for guest lectures and workshops. A workshop on mobile filming was conducted by the alumnus. Also a one day workshop on dance was conducted for the students. Alumni were also invited as the judges for the cultural day program.

6.12 Activities and support from the Parent – Teacher Association

A PTA meeting was organised at the beginning of the year, to orient the parents and guardians of the students to the nature of the B Ed course and the commitment expected from the students.

6.13 Development programmes for support staff

Counselling sessions by a trained counsellor were held for the non-teaching staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The institution continued using its practice of using solar power for its energy requirements.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Collaborations were initiated for initiatives in different areas. The institution collaborated with Dept of Education, University of Mumbai and St. Xavier's Institute of Education for the celebration of the National Education Day. A MOU was signed with Experiential Education India to conduct the Diploma in Experiential Education and Practice (DEEP) in the year 2017 2018. Extension work was carried out in collaboration with IDF.

International experts from Australia were invited to conduct sessions on Smt. Kapilaben Khandvala on International Women's day. There are plans to collaborate with these researchers for historical research.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of Action	Achievements	Achievement
Curricular Aspects	Collaborations with national level organizations for workshops and seminars	Achieved
	Increase the scope of stakeholders feedback: continue with parent feedback, seek feedback from alumni	Achieved

	Increase collaborations with organizations for sustainable development	Partially Achieved
	Continue with the Add-on certificate courses on Life Skills, Basic counseling, Yoga and other such courses for students	Achieved
	Organize workshop to enhance professional skills of the students	Achieved
	Encourage the use of OERs among faculty	Achieved
	Enhanced use of Moodle LMS for uploading of learning material for students under the new B. Ed. curriculum and promote its use as a learning resource.	Partially Achieved
	Use of English language lab for better communication for the current students	Achieved
	Continue extension of language lab services to the community through collaborations	Achieved
	Continue with the reflective practices for faculty and students	Achieved
	Conduct relevant workshops, seminars and guest lectures for enhanced understanding of the course	Achieved
	Use of innovative methods to transact curriculum	Achieved
	Conduct activities based on the theme of the year	Achieved
	Conduct orientation for school principals and supervisors about their role in school internship programme	Done by the University; College participated in planning and execution
Teaching Learning and Evaluation	Admission process and student profile	Achieved
	Information dissemination online (updating of website) and through regional news papers	Partially Achieved
	Update college events regularly on college website	Not done

Qualitative assessment of needs of the student before commencing teaching-learning	Partially Achieved
Improvement of Mentoring based on last year's student feedback	Achieved
Training of staff and students in use of smart boards for enhancing teaching learning	Achieved
Upgrading method rooms	Partially Achieved
Continue with the orientation for CET programme for A.Y. 2015-2016	Achieved
Encourage students to use the gymnasium	Achieved
Encourage participatory, interactive and innovative methods of teaching (ICT, Co-teaching, ALM, etc.)	Partially Achieved
Encourage majority of students to utilize the services of language lab	Achieved
Observing the year of Sustainable Development through assemblies, workshops and guest lectures	Achieved
Organise student activities pertaining to the theme of sustainable development	Achieved
Student enrichment programmes through field visits and guest lectures	Achieved
Organize staff development programmes	Achieved
Continue with the set system of tutorials and remedial programme	Achieved
Select practice teaching schools having inclusive practices and agree for mentorship model during internship	Achieved
Encourage reflection during school internship and field learning	Achieved
	Achieved

	Develop structure/formats for reflection and orient the students for the same	Achieved
	Organize meaningful visits and excursions	Achieved
	Organise method club activities	Achieved
	Use of ICT to seek course and faculty feedback from students	Achieved
Research Consultancy and Extension	Continue paper reading sessions by experts	Achieved
	Conduct research training programs for students enrolled for Ph. D. at KKCE	Achieved
	Continue provision of enhanced infrastructural facilities to research scholars of KKCE	Achieved
	Continue with study circle sessions	Partially Achieved
	Encourage staff to apply to funding agencies for minor and major projects	Not done
	Encourage faculty members enrolled for Ph.D to apply for FIP	In the process
	Carry out the approved UGC major research to train school teachers for action research	Achieved
	Publish the 1 st issue of ILLUMIND, a peer reviewed research journal of KKCE	Work in progress
	Continue linkages with national and international level organizations like iEARN and establish new ones with theatre groups	Achieved
	Collaborate with organizations like ORF to organise workshops on sustainable development	Not done
	Publication of yearly news letter as part of research cell activity	Achieved
	Continue with regular extension activities of the college	Achieved
	Continue to extend the language lab facility for school staff in	Achieved

	<p>the campus</p> <p>Offer training programmes for in-service teachers in collaboration with Shree Vile Parle Kelavani Mandal</p> <p>Provide consultancy to other educational institutions in areas of teaching and evaluation</p> <p>Publish the abstract of outstanding action research projects</p> <p>Organise street plays on social issues</p> <p>Review of research and other articles by students</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
Infrastructure and Learning Resources	<p>Installation of elevator</p> <p>Smart board training for staff and students</p> <p>Air conditioners to be installed in rooms</p> <p>Meet electricity requirements of the premises through solar energy generated by the solar plant</p> <p>Installation of LED lights in the premises</p> <p>Encourage use of gymnasium</p> <p>Staff and students to be encouraged for extensive use of MOODLE LMS</p> <p>Update the college website</p> <p>Maintain the terrace for open air teaching-learning class</p> <p>Upgrade method resource rooms, labs and sports room</p> <p>Continue to encourage the staff to take up the UGC or University sponsored minor research projects</p> <p>Optimum utilization of digital resources of library</p>	<p>Achieved</p> <p>Not done</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Partially Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Partially Achieved</p> <p>Partially Achieved</p> <p>Partially Achieved</p> <p>MRP underway</p> <p>Partially Achieved</p>

	Maintenance and up gradation of Computer lab	Achieved
Student Support and Progression	Provide notes to students	Achieved
	Continue with the established system of mentoring programme	Achieved
	Personality profiling of students in addition to the regular individual counselling sessions	Achieved
	Review processes followed by grievance cell	Achieved
	Orient the students to the functioning of Grievance Cell. Make it more visible.	Achieved
	Promote student participation in intercollegiate events	Achieved
	Encourage student participation in awareness campaigns, rallies and other such events	Achieved
	Conduct Value added courses, certificate courses for professional skill development	Achieved
	Organize workshops and seminars for enhancing students' knowledge and skill as teachers	Achieved
	Provision of infrastructural and ICT facilities for enhanced learning	Achieved
	Electing alumni core committee and increase their involvement in college activities	Achieved
	Screening movies on various educational themes	Partially Achieved
	Organise tutorials to provide additional academic support to the students	Achieved
	Continue to maintain the average attendance of the students	Achieved
Continue with the Book bank facility for students	Achieved	
Organizing co-curricular activities like Yoga, Sports, Cultural	Achieved	

	events, Community work for holistic development of the students	
	Group insurance for the students	Achieved
Governance and Leadership	Continue the services of additional faculty to sustain work efficiency of the IQAC	Achieved
	Appeal parents during PTM to contribute towards institutional development	Achieved
	Continue meaningful interaction with PTA and take their feedback	Achieved
	Conduct Alumni Meetings and explore ways to increase their involvement in the college	Achieved
	Continue with the internal audit by management	Achieved
	Apply for funding from varied agencies like UGC, ICSSE etc. to conduct various seminars and workshops	Achieved
	Collaborate with NGOs like Magic Bus for meaningful programmes on educational themes	Achieved
	Conduct workshops like Educational apps, theatre in education etc. for the staff	Achieved
	Conduct technology up gradation training programmes for students	Not done
	Strengthen the Staff Grievance Cell	Achieved
	Enrolling students for Ph. D. at KKCE	Achieved
	Encourage faculty to apply for guide ship	Achieved
	Organize pre Ph. D. programme for Ph. D. students enrolled at KKCE	Achieved
	Install and upgrade facilities like elevator, air conditioners, sound system and other such amenities	Partially Achieved
Promote sustainable practices on the campus	Partially Achieved	

	Encourage the faculty to go for various professional development programmes	Achieved
Innovative Practices	Conduct workshops on innovative themes relevant to teacher education	Achieved
	Seek formal feedback from parents in addition to regular feedback	Achieved
	Procure feedback from students using ICT for the course as well as faculty	Achieved
	Continue the Language lab programme for the weaker students and extend the facility to school teachers	Achieved
	Observe the year as year of sustainable development by conducting varied programmes throughout the year	Partially Achieved
	Encourage effective use of infrastructure for e-learning through LMS	Achieved
	Make student reflections more meaningful	Achieved
	Involve all faculty members in key IQAC meetings	Achieved
	Conduct co-curricular activities to promote gender sensitization under Women's Cell	Achieved
Share the recording of college project on 'co-teaching for inclusion with SNTD' during the teaching-learning process of the course Learning and Teaching	Achieved	

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

- Handholding of first year students by the second year students.
- Collaboration with NGOs for extension work.

(*Detailed description in Annexure 3*)

****Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

7.4 Contribution to environmental awareness / protection

Issues on environmental awareness were included while dealing with environmental education as a special field. The students conducted an awareness program on the theme of Environmental literacy.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

- The University Academic audit was conducted.
- Inspection committees for the new courses, M Ed and BA B Ed visited the institution.

8. **Plans of institution for next year**

- Alumni involvement for training, guest lectures.
- Alumni involvement in content enrichment.
- Offer certificate courses in graphology, life skills , content enrichment and ICT including use of smartboards.
- Continue the current value added courses.
- Increase consultancy offered through identification of expertise of areas of consultancy for individual faculty members, publicity of these through the college website.
- Possibilities of provision of scholarships to needy students.
- Equity and Justice need to be included as a parameter for Quality Assurance.
- Student profiling would be undertaken.

Name Dr. Gauri Hardikar

Name Dr. Vandana Maheshwari

G. Hardikar

V. Maheshwari

Signature of the Coordinator, IQAC



Signature of the Chairperson, IQAC

Annexure I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Annexure 1

Academic Calendar 2016-2017

F.Y. B.Ed

Date	Activity
October 3rd	Induction Programme for F.Y.B.Ed Batch
October 4th	Orientation to Moodle by Mrs. Ashima Deshmukh
October 5th	Orientation to Counselling Cell & Library
October 7th	Navratri Celebration
October 13th	Workshop on developing Radio Lessons By Mr. Pankaj Athavale
October 14th	Orientation to Mentoring & Tutorials
October 19th	Commencement of Mentoring Sessions
October 20th	Personality Testing (16PF)
October 24th	Orientation to E-Resources
October 25th	Talent Search & Cultural Day
November 15th	Orientation to Extension Work
November 16th	Commencement of Tutorials for Semester I
November 17th	Student Council Canvassing
November 18th	Visit to Nehru Science Center, Nehru Center & Nehru Planetarium
November 19th	Parents Teachers Meet
November 21st	Celebration of National Education Day
November 22nd	Commencement of Language Lab (Beginners Batch)
November 23rd	Commencement of Essay for Semester I, Student Council Elections
November 26th	Commencement of Extension Work
November 30th	Farewell to Mrs. Ashima Deshmukh
December 2nd	Introduction to Method Club
December 14th	Content Test
December 17th	Commencement of Class Test for Semester I
December 22nd	Visit To Tamilnadu Darshan Event
December 23rd	Christmas Celebration
January 9th	Workshop on Mindfulness By Dr. Subbalakshmi Kumar
January 12th	Makar Sankranti Celebrations
January 13th	Workshop on Self Awareness by Ms. Dolly K.
January 16 th	NCTE Verification Visit, Commencement of Remedial Program for Semester I
January 23rd	Semester I University Exams
January 30th	Orientation to School Internship for Semester II
January 31st	Commencement of School Internship for Semester II
February 4th	Picnic to Essel World
February 7th	NCTE Verification Visit to College for B.A.B.Ed.
February 18th	Workshop on Roots of Secularism in India By Mr. Irfan Engineer
March 1st	Commencement of Yoga
March 4th	Workshop on Self Defence by Mr. Ravi Mishra & Team
March 6 th	Motivational lecture by Ms. Deepa Dhavan, Orientation to the Use of Sanitary Dispenser

March 8th	International Women's Day Celebrations with UTS, Sydney Researchers
March 14th	Cultural Day & Holi Celebrations
March 15th	Film Appreciation Workshop by Mr. Arindam Mitra
March 16th	Dance workshop
March 17th	Art Workshop by Mr. Ashutosh Ram Apte
March 18th	Annual Sports Day
March 20th	Commencement of Tutorials for Semester II
March 21st - 24th	Value Added Course (Dance, Calligraphy & Graphology)
March 24th	Commencement of Essay for Semester II
March 29th	State Level Seminar on "Institutional Autonomy - Issues, Concerns and New Directions.
March 30th - April 1st	Theatre Workshop by Mr. Gerish Khemani
April 7th	Annual Prize Distribution & Farewell to S. Y. B.Ed.
April 19th	Commencement of Class Test for Semester II
May 15th	Semester II University Exams

S.Y. B.Ed

Date	Activity
June 6th	Orientation to Practice Teaching for Semester 3
June 9th	Orientation to Groupwork for Literacy Awareness Programme
June 13th	Training workshop for iEarn by Dr. Sunita Bhagwat, Mentoring commences for Semester 3
June 14th	Method Club Activities for Semester 3
June 20th	Practice Teaching commences for Semester 3
June 25th	Workshop on Dance and Music organised by Nirantar
June 27th - 28th	Workshop on Net Logo by Mrs. Ashima Deshmukh
June 29th	Workshop on Google Earth by Mrs. Ashima Deshmukh
July 1st	Workshop on Geogebra by Mrs. Ashima Deshmukh
July 2nd	Orientation to the use of Library Software by Mrs. Deepali Pakhare
July 7th	Commencement of Language Lab Advance Batch & Counselling Sessions for S. Y. B.Ed.
July 9th	Workshop on Mathematics & Origami by Ms. Krupali Parekh
July 14th	Workshop on Use of manipulatives for Mathematics teaching by Navnirmiti, Smart Board Training
July 25th - 26th	NAAC Team Visit
July 27th	Orientation to Teaching Skills
September 20th	Academic Audit
September 30th	Farewell to Dr. Savita Manchekar
October 1 st	Gandhi Jayanti & Lal Bahadur Shastri Celebrations, Shramdaan & Commencement of Tutorials for Semester 3
October 3 rd	Induction Programme for F.Y.B.Ed Batch

October 6th	Orientation to Action Research
October 7th	Navratri Celebration, Commencement of Essay for Semester 3
October 13th	Workshop on developing Radio Lessons By Mr. Pankaj Athavale
October 17th - 18th	Webinar with SNTD
October 24th	Commencement of Class test for Semester 3
October 25th	Talent Search & Cultural Day
November 15th	Orientation to Extension Work for S. Y. B.Ed.
November 25th	Semester - III University Exams
November 29th	Student Leadership Programme Session by IDF
November 30th	Farewell to Mrs. Ashima Deshmukh
December 4th - 8th	Educational Tour for S.Y.B.Ed to Jaipur (Group 1), Workshop on Google Apps (Group 2)
December 20th	Commencement of Tutorials for Semester 4
December 23rd	Christmas Celebration
January 3rd	Commencement of Essay for Semester 4
January 7th	Orientation to Resume Making by Dr. Smita Gupta
January 12th	Makar Sankranti Celebrations
January 16th	NCTE Verification Visit, Workshop on Interviews - Tips, Advice, Etiquettes by Ms. Vidula Gaitonde
January 17th	Commencement of Practice teaching for Semester 4
February 1st & 2nd	Campus Interviews
February 7th	NCTE Verification Visit to College for B.A.B.Ed.
February 18th	Workshop on Roots of Secularism in India By Mr. Irfan Engineer
March 4th	Guest Lecture on POCSO by Mr. Rajesh Trosky
March 6th	Motivational lecture by Ms. Deepa Dhavan
March 8th	International Women's Day Celebrations with UTS, Sydney Researchers
March 14th	Cultural Day & Holi Celebrations
March 15th	Film Appreciation Workshop by Mr. Arindam Mitra
March 18th	Annual Sports Day
March 22nd	Commencement of Class Test for Semester 4
March 29 th	State Level Seminar on "Institutional Autonomy - Issues, Concerns and New Directions.
April 7th	Annual Prize Distribution & Farewell to S. Y. B.Ed.
April 18th	Semester - IV University Exams

Course No. and Name Sem III and Sem IV		Average Score out of 5
Course 7.1	Pedagogy of school subjects	4.18
Course 7.2	Pedagogy of school subjects	4.12
Course 8.1	Educational Management	4.30
Course 8.2	Creating Inclusive School	4.11
EPC III	ICT	3.98
Course 9.1	Gender, School and Society	4.10
Course 9.2	Language across curriculum	4.0
EPC IV	Understanding the Self	4.3

The above feedback indicates the average score in each course in the four semesters of the 2 year B.Ed programme. The score of every item is on a five point rating scale.

Faculty feedback was also taken and on an average, everybody scored between the range of 3.5 – 4.5 on a 5 point rating scale.

The parent feedback was overall positive .

Annexure 2
Analysis of Feedback

Course No. and Name Sem I and Sem II	
Course 1	Childhood and Growing Up
Course 2	Contemporary India and Education
Course 3-1	Pedagogy of School Subject
Course 3-2	Understanding Disciplines and School Subjects
EPC I	Reading and Reflection on Texts
Course 4	Knowledge and Curriculum
Course 5	Learning and Teaching
Course 6	Assessment for Learning
EPC II	Drama and Art in Education

**B.Ed Course Sem I Course I Childhood and Growing up Feedback
Feedback 2016-17**

1. The adequacy of the syllabus 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 14.5% 11.3% 35.5% 38.7%

Not Satisfactory 0
Satisfactory 9
Good 24
Very Good 22
Excellent 7

2. The relevance of the course 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.3% 41.9% 40.3%

Not Satisfactory 0
Satisfactory 4
Good 25
Very Good 26
Excellent 7

3. The ease with which you could understand the course 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 12.9% 53.2% 29%

Not Satisfactory 0
Satisfactory 8
Good 18
Very Good 33
Excellent 3

4. The adequacy of the Library materials for the prescribed reading 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 22.6% 14.5% 27.4% 35.5%

Not Satisfactory 0
Satisfactory 14
Good 22
Very Good 17
Excellent 9

5. The ease with which you could get the materials and facilities for the course 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 22.6% 40.3% 25.8%

Not Satisfactory 3
Satisfactory 16
Good 25
Very Good 14
Excellent 4

6. The extent to which you used MOODLE for the course 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 12.9% 9.7% 33.9% 40.3%

Not Satisfactory 2
Satisfactory 25
Good 21
Very Good 6
Excellent 8

7. Overall opinion of the course delivery 62 responses

Not Satisfactory Satisfactory Good Very Good Excellent 27.4% 29% 38.7%

Not Satisfactory 0
Satisfactory 3
Good 24
Very Good 18
Excellent 17

F Y B.Ed Sem I Course II Contemporary India and Education Feedback 2016-17

B.Ed Course Sem I Course II Feedback 2016-17

1. The adequacy of the syllabus 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 25.4% 35.6% 30.5%

Not Satisfactory 3

Satisfactory 18

Good 21

Very Good 15

Excellent 2

2. The relevance of the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.9% 23.7% 32.2% 27.1%

Not Satisfactory 7

Satisfactory 16

Good 19

Very Good 14

Excellent 3

3. The ease with which you could understand the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 16.9% 16.9% 20.3% 40.7%

Not Satisfactory 3

Satisfactory 10

Good 24

Very Good 12

Excellent 10

4. The adequacy of the Library materials for the prescribed reading 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 8.5% 30.5% 27.1% 30.5%

Not Satisfactory 2

Satisfactory 18

Good 16

Very Good 18

Excellent 5

5. The ease with which you could get the materials and facilities for the course 59 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	10.2%	23.7%	27.1%	39%
Not Satisfactory	0							
Satisfactory	6							
Good		23						
Very Good			16					
Excellent				14				

6. The extent to which you used MOODLE for the course 59 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	20.3%	33.9%	37.3%	
Not Satisfactory	2							
Satisfactory	22							
Good		20						
Very Good			12					
Excellent				3				

7. Overall opinion of the course delivery 59 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	15.3%	27.1%	15.3%	39%
Not Satisfactory	2							
Satisfactory	9							
Good		23						
Very Good			9					
Excellent				16				

B.Ed Course F Y B.Ed Sem I Course III Sec I Pedagogy of School subject I Feedback 2016-17 Feedback 2016-17

1. The adequacy of the syllabus 59 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	11.9%	10.2%	39%	37.3%
Not Satisfactory	1							
Satisfactory	7							
Good		22						
Very Good			23					

Excellent 6

2. The relevance of the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 15.3% 16.9% 40.7% 25.4%

Not Satisfactory 1
Satisfactory 9
Good 15
Very Good 24
Excellent 10

3. The ease with which you could understand the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 16.9% 23.7% 25.4% 30.5%

Not Satisfactory 2
Satisfactory 10
Good 18
Very Good 15
Excellent 14

4. The adequacy of the Library materials for the prescribed reading 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 18.6% 16.9% 23.7% 39%

Not Satisfactory 1
Satisfactory 11
Good 23
Very Good 14
Excellent 10

5. The ease with which you could get the materials and facilities for the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.9% 15.3% 33.9% 35.6%

Not Satisfactory 2
Satisfactory 7
Good 21
Very Good 20
Excellent 9

6. The extent to which you used MOODLE for the course 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 22% 25.4% 39%

Not Satisfactory 4
Satisfactory 23
Good 15
Very Good 13
Excellent 4

7. Overall opinion of the course delivery 59 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.9% 30.5% 37.3% 18.6%

Not Satisfactory 1
Satisfactory 7
Good 11
Very Good 22
Excellent 18

F Y B.Ed Sem I Course III Sec II Understanding Disciplines and school subjects Feedback 2016-17

B.Ed Course Sem I Course III Sec II Feedback 2016-17

1. The adequacy of the syllabus 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 7.8% 21.6% 35.3% 29.4%

Not Satisfactory 4
Satisfactory 15
Good 18
Very Good 11
Excellent 3

2. The relevance of the course 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 9.8% 17.6% 37.3% 35.3%

Not Satisfactory 0
Satisfactory 18
Good 19
Very Good 9
Excellent 5

3. The ease with which you could understand the course 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 7.8% 23.5% 39.2% 23.5%

Not Satisfactory 4
Satisfactory 12
Good 20
Very Good 12
Excellent 3

4. The adequacy of the Library materials for the prescribed reading 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 7.8% 7.8% 11.8% 35.3% 37.3%

Not Satisfactory 4
Satisfactory 19
Good 18
Very Good 6
Excellent 4

5. The ease with which you could get the materials and facilities for the course 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 7.8% 17.6% 45.1% 27.5%

Not Satisfactory 1
Satisfactory 14
Good 23
Very Good 9
Excellent 4

6. The extent to which you used MOODLE for the course 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.8% 9.8% 31.4% 41.2%

Not Satisfactory 6
Satisfactory 21
Good 16
Very Good 5
Excellent 3

7. Overall opinion of the course delivery 51 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.8% 21.6% 37.3% 23.5%

Not Satisfactory	3
Satisfactory	12
Good	19
Very Good	11
Excellent	6

F Y B.Ed Sem I EPC 1 Reading & Reflecting on Text Feedback 2016-17

B.Ed Course Sem I EPC 1 Feedback 2016-17

1. The adequacy of the syllabus 53 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	22.6%	7.5%	24.5%	45.3%
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Not Satisfactory	0
Satisfactory	12
Good	24
Very Good	13
Excellent	4

2. The relevance of the course 53 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	24.5%	11.3%	20.8%	43.4%
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Not Satisfactory	0
Satisfactory	13
Good	23
Very Good	11
Excellent	6

3. The ease with which you could understand the course 53 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	20.8%	7.5%	18.9%	52.8%
------------------	--------------	------	-----------	-----------	-------	------	-------	-------

Not Satisfactory	0
Satisfactory	11
Good	28
Very Good	10
Excellent	4

4. The adequacy of the Library materials for the prescribed reading 53 responses

Not Satisfactory Satisfactory Good Very Good Excellent 9.4% 11.3% 32.1% 45.3%

Not Satisfactory 5
Satisfactory 24
Good 17
Very Good 6
Excellent 1

5. The ease with which you could get the materials and facilities for the course 53 responses

Not Satisfactory Satisfactory Good Very Good Excellent 7.5% 15.1% 47.2% 30.2%

Not Satisfactory 0
Satisfactory 16
Good 25
Very Good 8
Excellent 4

6. The extent to which you used MOODLE for the course 53 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.3% 11.3% 22.6% 50.9%

Not Satisfactory 6
Satisfactory 27
Good 12
Very Good 6
Excellent 2

7. Overall opinion of the course delivery 53 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.3% 7.5% 18.9% 62.3%

Not Satisfactory 0
Satisfactory 6
Good 33
Very Good 10
Excellent 4

F Y B.Ed Sem II Course 4 Knowledge & Curriculum Feedback 2016-17
B.Ed Course Sem II Course 4 Feedback 2016-17

1. The adequacy of the syllabus 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 17.3% 9.6% 26.9% 44.2%

Not Satisfactory 1
Satisfactory 9
Good 23
Very Good 14
Excellent 5

2. The relevance of the course 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 23.1% 11.5% 25% 40.4%

Not Satisfactory 0
Satisfactory 12
Good 21
Very Good 13
Excellent 6

3. The ease with which you could understand the course 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 19.2% 17.3% 23.1% 38.5%

Not Satisfactory 1
Satisfactory 10
Good 20
Very Good 12
Excellent 9

4. The adequacy of the Library materials for the prescribed reading 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 17.3% 17.3% 13.5% 50%

Not Satisfactory 1
Satisfactory 9
Good 26
Very Good 7

Excellent 9

5. The ease with which you could get the materials and facilities for the course 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 13.5% 15.4% 26.9% 44.2%

Not Satisfactory 0

Satisfactory 7

Good 23

Very Good 14

Excellent 8

6. The extent to which you used MOODLE for the course 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.5% 11.5% 25% 48.1%

Not Satisfactory 6

Satisfactory 25

Good 13

Very Good 6

Excellent 2

7. Overall opinion of the course delivery 52 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.5% 23.1% 25% 40.4%

Not Satisfactory 0

Satisfactory 6

Good 21

Very Good 13

Excellent 12

F Y B.Ed Sem II Course 5 Learning & Teaching Feedback 2016-17

B.Ed Course Sem II Course 5 Feedback 2016-17

1. The adequacy of the syllabus 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 8% 44% 44%

Not Satisfactory 0
Satisfactory 4
Good 22
Very Good 22
Excellent 2

2. The relevance of the course 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 6% 52% 38%

Not Satisfactory 0
Satisfactory 3
Good 19
Very Good 26
Excellent 2

3. The ease with which you could understand the course 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 14% 10% 46% 30%

Not Satisfactory 0
Satisfactory 7
Good 15
Very Good 23
Excellent 5

4. The adequacy of the Library materials for the prescribed reading 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 20% 8% 20% 50%

Not Satisfactory 1
Satisfactory 10
Good 25
Very Good 10
Excellent 4

5. The ease with which you could get the materials and facilities for the course 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 10% 16% 28% 42%

Not Satisfactory 2
Satisfactory 5
Good 21
Very Good 14
Excellent 8

6. The extent to which you used MOODLE for the course 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 10% 14% 34% 38%

Not Satisfactory 5
Satisfactory 19
Good 17
Very Good 7
Excellent 2

7. Overall opinion of the course delivery 50 responses

Not Satisfactory Satisfactory Good Very Good Excellent 6% 20% 42% 32%

Not Satisfactory 0
Satisfactory 3
Good 16
Very Good 21
Excellent 10

F Y B.Ed Sem II Course 6 Assessment for Learning Feedback 2016-17

B.Ed Course Sem II Course 6 Feedback 2016-17

1. The adequacy of the syllabus 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 11.1% 27.8% 53.7%

Not Satisfactory 2
Satisfactory 6
Good 29
Very Good 15

Excellent 2

2. The relevance of the course 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 1 1.1% 9.3% 24.1% 53.7%

Not Satisfactory 1

Satisfactory 6

Good 29

Very Good 13

Excellent 5

3. The ease with which you could understand the course 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 1 4.8% 20.4% 20.4% 40.7%

Not Satisfactory 2

Satisfactory 8

Good 22

Very Good 11

Excellent 11

4. The adequacy of the Library materials for the prescribed reading 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 9 9.3% 14.8% 48.1% 25.9%

Not Satisfactory 1

Satisfactory 14

Good 26

Very Good 8

Excellent 5

5. The ease with which you could get the materials and facilities for the course 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 1 6.7% 7.4% 27.8% 46.3%

Not Satisfactory 1

Satisfactory 9

Good 25

Very Good 15

Excellent 4

6. The extent to which you used MOODLE for the course 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 13% 9.3% 37% 38.9%

Not Satisfactory 7
Satisfactory 21
Good 20
Very Good 5
Excellent 1

7. Overall opinion of the course delivery 54 responses

Not Satisfactory Satisfactory Good Very Good Excellent 20.4% 22.2% 48.1%

Not Satisfactory 1
Satisfactory 4
Good 26
Very Good 12
Excellent 11

F Y B.Ed Sem II EPC 2 Drama & Art in Education Feedback 2016-17

B.Ed Course Sem II EPC 2 Feedback 2016-17

1. The adequacy of the syllabus 49 responses

Not Satisfactory Satisfactory Good Very Good Excellent 20.4% 32.7% 32.7%

Not Satisfactory 3
Satisfactory 4
Good 16
Very Good 16
Excellent 10

2. The relevance of the course 49 responses

Not Satisfactory Satisfactory Good Very Good Excellent 8.2% 22.4% 30.6% 28.6%

Not Satisfactory 4
Satisfactory 5
Good 14
Very Good 15
Excellent 11

3. The ease with which you could understand the course 49 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	14.3%	14.3%	32.7%	32.7%
Not Satisfactory	3							
Satisfactory	7							
Good		16						
Very Good			16					
Excellent				7				

4. The adequacy of the Library materials for the prescribed reading 49 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	12.2%	12.2%	28.6%	38.8%
Not Satisfactory	6							
Satisfactory	19							
Good		14						
Very Good			4					
Excellent				6				

5. The ease with which you could get the materials and facilities for the course 49 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	10.2%	18.4%	18.4%	28.6%	24.5%
Not Satisfactory	5								
Satisfactory	12								
Good		14							
Very Good			9						
Excellent				9					

6. The extent to which you used MOODLE for the course 49 responses

Not Satisfactory	Satisfactory	Good	Very Good	Excellent	18.4%	20.4%	49%
Not Satisfactory	9						
Satisfactory	24						
Good		10					
Very Good			3				
Excellent				3			

7. Overall opinion of the course delivery 49 responses

Not Satisfactory Satisfactory Good Very
 Good Excellent 8.2% 14.3% 30.6% 20.4% 26.5%

Not Satisfactory 4
 Satisfactory 7
 Good 13
 Very Good 10
 Excellent 15

Annexure 3

Best Practices 2016-2017

Best Practice 1

Title of the Practice	Hand holding by senior peers
Context that required initiation of the practice	This was the first year when two batches of B.Ed students were together. The practice of hand holding by senior peers has shown positive results in the corporate field. We proposed to try this practice to train the senior students to guide the juniors
Objectives of the Practice	The objectives of this practice were: <ul style="list-style-type: none"> • To train the 2nd year students to support the 1st year students in curricular and co-curricular aspects • To help the 1st year students navigate the new terrain of the B.Ed course through continued peer support
The Practice	A few 2 nd year students were selected based on their academic credentials and teaching skills as well as positive and empathetic attitude. They were introduced to 1 st year students as peer support members. The 1 st year students were encouraged to contact the 2 nd year students for help regarding academic and other issues.
Obstacles faced and strategies to overcome	The practice proceeds well when there is time for interaction. But there are times during the year, when the second year students were involved in number of activities with a tight deadline. At those times, it was difficult for the first year students to contact them. This was partially overcome by the students' own efforts to get the guidance that they needed.
Impact of the project	There is a feeling of bonhomie between the two batches and increased cooperation. The second year students become more responsible. First year students find it easier to approach a peer for guidance at times.
Resources required	A meeting place for initial discussion
Contact person	Dr. Gauri Hardikar

Best Practice 2

Title of the Practice	Collaboration with NGO (IDF) for community work.
Context that required initiation of the practice	Extension of services to the underprivileged section of the society is the responsibility of every educator. There are NGOs working in the field, who provide services to the underprivileged sections. Training with these NGOS would give our student teachers the skills and the exposure to working for up-liftment of the under privileged sections.
Objectives of the Practice	The objectives of the practice were: <ul style="list-style-type: none">• To sensitise student teachers to the underprivileged sections of the society.• To collaborate with NGOs in the field for training student teachers to work with the underprivileged sections.
The Practice	The institution collaborated with an NGO, IDF for extension work for student teachers. IDF works with schools and trains the school students in leadership skills. They also are involved in making articles from waste. Students of both the batches worked with IDF. The 2nd year students were given a short training in using the developed modules for leadership training. They were then placed in schools where they delivered these modules. The 1 st year students were involved in making rugs from used garments.
Obstacles faced and strategies to overcome	At times there were problems in IDF coordination, like the students not receiving the training material in time. Feedback was given to IDF regarding this.
Impact of the project	The students are trained and sensitized to working with school students from the underprivileged sections.
Resources required	Time slots for the training as well as the work in the schools were the resources provided by the institution. IDF provided the students with training materials.
Contact person	Dr. Smita Gupta