Estd. 1962

Sadhana Education Society's

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Juhu Road, Santacruz (West),Mumbai – 400054.

Tel. : 022 26608747

SELF APPRAISAL REPORT

2014-2015

FOR

RE-ACCREDITATION

(3rd CYCLE)

Submitted to

National Assessment and Accreditation Council (NAAC)

A BRIEF HISTORY OF THE INSTITUTION

The College was established in the 60's by eminent educationists and social workers who joined hands to set up an educational Society under the banner name of ‘Sadhana Education Society’.

In June 1962, this college of education was established and came to be well known as the 'Sadhana School of Educational Research and Training'. In 1977 it was renamed as 'Smt. Kapila Khandvala College of Education' to honor and commemorate the memory of Smt. Kapilaben Khandvala, an eminent personality in the field of Education, who’s pioneering efforts helped to established this institution.

" It is better to light a Candle than to curse the darkness" was the motto of the founders Shri Vishnuprasad Desai, the then Mayor of Bombay, Shri C. M. Trivedi, Smt. Kapila Khandvala and Dr. Madhuri Shah, whose sincerity of purpose in the face of odds did not deter them from soaring to the heights of success.

During the second phase, Philanthropists, Industrialists, Business Magnates and Social Workers, to name a few, Shri Jayant Dalal, Shri G. L. Raheja, Shri C. L. Raheja and Shri Hans Bhugra were the invisible pillars on which the Sadhana Education Society flourished, expanded and developed in the three faculties of Arts, Commerce and Education.

The institution had the privilege of being led by an eminent educationist like Dr. Jyotiben Trivedi, Ex- Vice Chancellor of S.N.D.T. University until recently as a chairperson of the Sadhana Education Society. The institution in all these years has had very able and dedicated principals who have served as leaders since its inception.

OUR VISION

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

OUR MISSION

To nurture teacher professionals with positive attitudes and values, who excel in teaching - learning and research to serve as catalysts, for a just and caring society.

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Profile of the Institution

1. Name and address of the institution : **Smt. Kapila Khandvala College of Education**

2. Website URL : **www.kkcoe.org.in**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.Vandana Maheshwari Principal	**022 26608747**	**022 26608633**	**kkbed54@gmail.com vandana.maheshwari56@gmail.com**
Vice-Principal	NA		
Dr.Jayashree Inbaraj Self - appraisal Co-ordinator	**022 26608747**		**jayain2000@gmail.com**

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr.Vandana Maheshwari Principal	**022 28876276**	**09967405105**
Vice-Principal	**NA**	NA
Dr.Jayashree Inbaraj Self - appraisal Co-ordinator	**022 26650292**	**09820391893**

4. Location of the Institution:

Urban [✓] Semi-urban [ ] Rural [ ] Tribal [ ]

Any other (specify and indicate) [ ]

5. **Campus area in acres:** **0.775 acres**

6. **Is it a recognized minority institution?** Yes [✓] No [ ]

7. Date of establishment of the institution:

Month & Year

MM	YYYY
June	1962

8. University/Board to which the institution is affiliated:

University of Mumbai

9**. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.**

Month & Year

	MM	YYYY
2f	June	1984

Month & Year

	MM	YYYY
12B	June	1984

10. **Type of Institution**

a. By funding

i. Government ☐
ii. Grant-in-aid ☑
iii. Constituent ☐
iv. Self-financed ☐
v. Any other ☐
(specify and indicate)

b. By Gender

i. Only for Men ☐
ii. Only for Women ☐
iii. Co-education ☑

c. By Nature

i. University Dept. ☐
ii. IASE ☐
iii. Autonomous College ☐
iv. Affiliated College ☑
v. Constituent College ☐
vi. Dept. of Education of Composite College ☐
vii. CTE ☐
viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

YES [✓] No [ ]

If yes, has the institution applied for autonomy? Yes [ ] No [✓]

12. Details of Teacher Education programmes offered by the institution:

Level	**Programme/ Course**	**Entry Qualification**	**Nature of Award**	**Duration**	**Medium of instruction**
Pre-primary			Certificate		
			Diploma		
			Degree		
Primary/ Elementary			Certificate		
			Diploma		
			Degree		
Secondary/ Sr. secondary			Certificate		
			Diploma		
	B.Ed.	**Graduation**	Degree	**1 year (Current Batch 2 years)**	**English**
Post Graduate			Diploma		
			Degree		
Other (specify)			Certificate		
			Diploma		
	Ph.D.	**Post Graduation**	Degree	**Min. 2.5 years**	**English**

We are also a centre for M. A. (Education), IDOL, Mumbai

13. **Give details of NCTE recognition (for each programme mentioned in Q.12 above)**

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary		WRC/5-6/2k/10868 dtd 11.12.2000	Till 2015	100
		WRC/OAPW0596/113113/ 2015/141229 dtd 31.05.2015	2015 onwards	2 units of 50 Students
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

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Criterion I

CURRICULAR ASPECTS

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

2. Does the institution offer self-financed programme(s)?

Yes		No	✓

If yes,

a)	How many programmes?	N. A.
b)	Fee charged per programme	N. A.

3. Are there programmes with semester system | Yes |

Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✓	No	

4. If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority.

8+ 1

5. Number of methods/elective options (programme wise)

D.Ed.	--
B.Ed.	8 AND 4
M.Ed. (Full Time)	--
M.Ed. (Part Time)—	--

Any other (specify and indicate)	--

6. Are there Programmes offered in modular form

Yes	✓	No	

Number	2

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes		No	✓

Number	-

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	

Number	1

9. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	Yes	✓	No	
• Academic peers	Yes	✓	No	
• Alumni	Yes	✓	No	
• Students	Yes	✓	No	
• Employers	Yes	✓	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

Time period depends upon procedure & regulatory bodies

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓

Number	N.A.

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	

Number	1

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes [✓] No [ ]

14. Does the institution encourage the faculty to prepare course outlines?

Yes [✓] No [ ]

****

Criterion II

TEACHING LEARNING AND EVALUATION

1. How are students selected for admission to various courses?

a)	Through an entrance test developed by the institution	
b)	Common entrance test conducted by the Government	✓
c)	Through interview	
d)	Entrance test and interview	
e)	Merit at the previous qualifying examination	✓
f)	*Any other (specify)	

(If more than one method is followed, kindly specify the weightages)

- CET score + 50% marks at graduate level forms combine merit (as per the guideline issued by the centralized admission committee, Government of Maharashtra).

* 50% Minority seats are filled by the college on merit basis provided the candidate has cleared the CET of government

2. Furnish the following information (for the previous academic year):

a)	Date of start of the academic year	14/ 07/2014
b)	Date of last admission	02/ 09/2014
c)	Date of closing of the academic year	31/ 05/2015
d)	Total teaching days	184
e)	Total working days	236

*** As per the centralised admission procedure of government which was delayed.**

3. Total number of students admitted (2014-2015)

Programme	No. of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed.	6	94	100	1	6	**7**	**5**	**88**	100
M.Ed. (Full Time)	--	--	--	--	--	--	--	--	--
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

Yes	--	No	✓

If yes, how many? N. A.

5. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component Rs.7229

b) Unit cost including salary component Rs.155231

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year 2014-2015

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.						
B. Ed. (UG)	88.75	50	62.50	49.17	-	-
M.Ed. (Full Time)						
M.Ed. (Part Time)						

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes [✓] No [ ]

8. Does the institution develop its academic calendar?

Yes [✓] No [ ]

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	--	--	--
B.Ed.	50%	16.67%	33.33%
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	3	4
b) Minimum number of pre-practice teaching lessons given by each student	1	0

11. Practice Teaching at School

a) Number of schools identified for practice teaching	4	6
b) Total number of practice teaching days	3	0
c) Minimum number of practice teaching lessons given by each student	2	0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	Number	5
No. of Lessons Pre-practice teaching	Number	5

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes [✓] No [ ]

14. Does the institution provide for continuous evaluation?

Yes [✓] No [ ]

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	--	--
B.Ed.	50%	50%
M.Ed. (Full Time)	--	--
M.Ed. (Part Time)	--	--

16. Examinations

a)	Number of sessional tests held for each paper	0 / 2
b)	Number of assignments for each paper	0 / 1

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) Ernet		✓

18. Are there courses with ICT enabled teaching-learning process?

Yes [✓] No [ ] Number [2]

19. Does the institution offer computer science as a subject?

Yes [✓] No [ ]

If yes, is it offered as a compulsory or optional paper?

Compulsory [--] Optional [✓]

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Criterion III

RESEARCH, CONSULTANCY & EXTENION

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	5	%	56

2. Does the Institution have ongoing research projects?

Yes	✓	No	

If yes, provide the following details on the ongoing research projects: N. A.

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	7,79,600/-	3	Nil

3. Number of completed research projects during last three years.

04

4. How does the institution motivate its teachers to take up research in education? (Mark ✓for positive response and X for negative response)

- Teachers are given study leave ✓
- Teachers are provided with seed money X
- Adjustment in teaching schedule ✓
- Providing secretarial support and other facilities X
- Any other specify and indicate (FDP) ✓

5. Does the institution provide financial support to research scholars?

Yes [ ] No [✓]

6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	*4
b.	M.Phil.	*12

7. Does the institution support student research projects (UG & PG)?

Yes [✓] No [ ]

8. Details of the Publications by the faculty (Last five years)

	Yes	**No**	**Number**
International journals	✓		
National journals – referred papers Non referred papers	✓		
Academic articles in reputed magazines/news papers		✓	
Books	✓		
Any other (specify and indicate) Newsletter	✓		

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	✓
Number	N. A.		

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	35	
International seminars	7	
Any other academic forum	4	

11. What types of instructional materials have been developed by the institution? (Mark `✓' for yes and `X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate): Books (4)	✓

12. Does the institution have a designated person for extension activities?

Yes [✓] No [ ]

If yes, indicate the nature of the post.

Full-time [ ] Part-time [ ] Additional charge [✓]

13. Are there NSS and NCC programmes in the institution?

Yes [ ] No [✓]

14. Are there any other outreach programmes provided by the institution?

Yes [✓] No [ ]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

One

16. Does the institution provide consultancy services?

Yes [✓] No [ ]

In case of paid consultancy what is the net amount generated during last three years.

30000/-

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

****

Criterion IV

INFRASTRUCTURE & LEARNING RESOURCES

1. Built-up Area (in sq. mts.)

3137.79 Sq. mts

2. Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes ✓	No	
b)	Psychology lab	Yes ✓	No	
c)	Science Lab	Yes ✓	No	
d)	Education Technology lab	Yes ✓	No	
e)	Computer lab	Yes ✓	No	
f)	Workshop for preparing teaching aids	Yes	No ✓	

3. How many Computer terminals are available with the institution?

44

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs. 50,000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs. 10,830

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 6,608

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs. 152,000/-

8. Has the institution developed computer-aided learning packages?

Yes [✓] No [ ]

9. Total number of posts sanctioned: Being a minority institution rules regarding category reservation are not applicable to the institution

	Open		Reserved	
	M	F	M	F
Teaching	-	7*	1	2*
Non-teaching	3	1	4	-

7*=6+1 Principal

2*=1+1 Librarian

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-teaching	1	-	-	-

11. a. **Number of regular and permanent teachers** (Gender-wise)

	Open		Reserved	
	M	F	M	F
Associate Professors	-	3	-	1
	M	F	M	F
Assistant Professors	-	3	1	-
	M	F	M	F
Professors	-	1	-	-

b. **Number of temporary/ad-hoc/part-time teachers (Gender-wise)**

	Open		Reserved	
	M	F	M	F
	-	6*	-	-

*2 Adjunct Professors+1 Temporary+3 Part-time

	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from Same state | 10

Other states | Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:14
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	3	1	4	-
Temporary	M	F	M	F
	-	-	-	1

b. Technical Assistants

Permanent	M	F	M	F
	-	-	-	-
Temporary	M	F	M	F
	1	-	-	-

14. Ratio of Teaching – non-teaching staff

10 + 1:10

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

74.38%

16. Is there an advisory committee for the library?

Yes ✓ No

17. Working hours of the Library

On working days	7.5 hrs.
On holidays	7 .5 hrs.
During examinations	9 hrs.

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

a. Books	17,927
- Textbooks	5.628
- Reference books	7,182
-Other books	5,235
b. Magazines	14
c. Journals subscribed	
- Indian journals	28
- Foreign journals	03
d. Peer reviewed journals	5
e. Back volumes of journals	243
f. E-information resources	
- Online journals/e-journals (Free)	N-list
- CDs/ DVDs	121
- Databases	--
- Video Cassettes	
- Audio Cassettes	

(Video cassettes, Audio Cassettes are kept in ET Dept.)

20. Mention the

Total carpet area of the Library (in sq. mts.)	158.67 Sq.mts.
Seating capacity of the Reading room	70

21. Status of automation of Library

Yet to intimate	
Partially automated	
Fully automated	✓

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	NA
User orientation /information literacy	✓
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day	45
Maximum number of days books are permitted to be retained	
by students	7
by faculty	30
Maximum number of books permitted for issue	
for students	2
for faculty	15
Average number of users who visited/consulted per month	130
Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled	1:120

25. What is the percentage of library budget in relation to total budget of the institution (2014-15)

28%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I 2012-13		**II 2013-14**		**III 2014-15**	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	63	12,670	37	8,622	42	12,373
Other books	49	19,267	51	12,191	40	13,068
Journals/ Periodicals	45	12,349	46	19,379	44	23,661
Reference book	43	62,547	80	83,889	61	64,323
(Additional rows/columns may be inserted as per requirement)						

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Criterion V

STUDENT SUPPORT & PROGRESSION

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
D.Ed.	--	--	--
B.Ed.	04	01	-
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	

If yes, how many students are under the care of a mentor/tutor?

12

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 2012-13	**II 2013-14**	**III 2014-15**	**I**	**II**	**III**	**I**	**II**	**III**
Pass percentage	94.79%	95.96%	100%						
Number of first classes	14	29	32						
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I 2012-13	**II 2013-14**	**III 2014-15**
NET	--	1	-
SLET/SET	--	--	1
Any other	--	--	--

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	**I 2012-13**	**II 2013-14**	**III 2014-15**
Merit Scholarship			
Merit-cum-means scholarship (Backward class)	02	07	08
Fee concession	02	01	-
Loan facilities	-	-	-
Any other specify and indicate	-	01	-

8. Is there a Health Centre available in the campus of the institution?

Yes	✓	No	

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

10. Does the institution provide Hostel facility for its students?

Yes		No	✓

If yes, number of students residing in hostels

Men	--
Women	--

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes	✓	No	

12. Availability of rest rooms for Women

Yes	✓	No	

13. Availability of rest rooms for men

Yes	✓	No	

14. Is there transport facility available?

Yes		No	✓

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter-collegiate	✓			✓		
Inter-university		✓			✓	
National		✓			✓	
Any other						

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	**Outcome (Medal achievers)**
State	-	-
Regional	-	-
National	-	-
International	5	Completed the marathon

18. Does the institution have an active Alumni Association?

Yes	✓	No	

If yes, give the year of establishment

2010

19. Does the institution have a Student Association/Council?

Yes [✓] No [ ]

20. Does the institution regularly publish a college magazine?

Yes [✓] No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [ ] No [✓] as and when necessary

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 2012-13 (%)	**Year 2 2013-14 (%)**	**Year 3 2014-15 (%)**
Higher studies	20	22	11
Employment (Total)	90	92	95
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes [✓] No [ ]

If yes, how many students were employed through placement cell during the past three years.

(2012-13)	**(2013-14)**	**(2014-15)**
30	36	62

24. **Does the institution provide the following guidance and counselling services to students?**

	Yes	No
• Academic guidance and Counseling	✓	
• Personal Counseling	✓	
• Career Counseling	✓	

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Criterion VI

GOVERNANCE & LEADERSHIP

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes [✓] No [ ]

2. Frequency of meetings of Academic and Administrative Bodies:

(last year - 2008-09)

Governing Body/management	2
Staff council	4 to 6
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	10 - 12

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Loan facility	Yes	✓	No	
Medical assistance	Yes		No	✓
Insurance	Yes	✓	No	
Other (specify and indicate)	Yes		No	✓

4. Number of career development programmes made available for non-teaching staff during the last three years

-	1	3

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

UGC	3

b. Number of teachers who were sponsored for professional development programmes by the institution

National	NIL		
International	NIL		

c. Number of faculty development programmes organized by the Institution:

1	1	2

d. Number of Seminars/ workshops/symposia on curricular development, Teaching-learning, Assessment, etc. organized by the institution (2014-15).

8

e. Research development programmes attended by the faculty

1	1	5

f. Invited/endowment lectures at the institution (2014-15)

0

Any other area (specify the programme and indicate)

-	-	-

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	yes	✓	No	
b. Student assessment of faculty performance	yes	✓	No	
c. Expert assessment of faculty performance	yes		No	✓
d. Combination of one or more of the above	yes	✓	No	
e. Any other (specify and indicate)	yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

If yes, give the number of hours spent by the faculty per week

6-8 hours

8. Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid	13044797
Fees	2461486
Donation	-
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned Budget	12500000	13500000
% spent on the salary of faculty	15571680	12414075
% spent on the salary of non-teaching employees	1960346	2386170
% spent on books and journals	50000	46000
% spent on developmental activities (expansion of building)	Borne by management	Borne by management
% spent on telephone, electricity and water	189298	213292
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	27000	129276
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	40000	286000
% spent on travel	6000	9000
Any other (specify and indicate)	722150	264487
Total expenditure incurred	**18566474**	**15748300**

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
874478	-
-	17638
131266	-

11. Is there an internal financial audit mechanism?

Yes [✓] No [ ]

12. Is there an external financial audit mechanism?

Yes [✓] No [ ]

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/	Yes	✓	No	
Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes		No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes [✓] No [ ]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non- teaching staff?

Yes [✓] No [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [✓] No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes [✓] No [✓]

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers ✓

b) for students ✓

c) for non - teaching staff ✓

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐ No ✓

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ✓ No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ✓ No ☐

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Criterion VII

INNOVATIVE PRACTICES

1. Does the institution have an established Internal Quality Assurance Mechanisms ?

Yes [✓] No [ ]

2. Do students participate in the Quality Enhancement of the Institution?

Yes [✓] No [ ]

3. What is the percentage of the following student categories in the institution?

	Category	**Men**	**%**	**Women**	**%**
A	SC	1	1%	1	1%
B	ST	--	--	1	1%
C	OBC & SBC	--	--	4	4%
D	Physically challenged	---	--	---	--
E	General Category	5	5%	88	88%
F	Rural	---	--	---	--
G	Urban				
H	Any other (specify) (NT)	---	--	---	--

4. What is the percentage of the staff in the following category ?

	Category	**Teaching staff**	**%**	**Non-teaching staff**	**%**
A	SC	---		1	12.50%
B	ST	---		1	12.50%
C	OBC	2	10%	1	12.50%
D	Women	8	90%	1	12.50%
E	Physically challenged	--	--	---	---
F	General Category	8	80%	5	62.50%
G	Any other (specify)	---		--	

The figures are not inclusive of the ad hoc staff appointed by the management.

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I 2013-14	**Batch II 2014-15**	**Batch I 2013-14**	**Batch II 2014-15**
SC	60 %	57 %	67 %	68 %
ST	50 %	65 %	60 %	70 %
OBC	60 %	52 %	68 %	69 %
Physically challenged	-		-	
General Category	59%	60 %	69%	70 %
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)NT	-	-	-	-

The academic theory marks are not comparable as at admission the students have their degree marks while the B.Ed is a professional training program.
However, academic growth in terms skills improvement has been compared.

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THE EXECUTIVE SUMMARY

This Self Assessment Report (SAR) of the 3rd cycle of accreditation has been drafted by Smt. Kapila Khandvala College of Education as a part of Quality Assurance process in Teacher Education. This self assessment report is in direct response to the need for teacher education institutions to develop quality assurance mechanisms in their organizations based on parameters prescribed by the National Assessment and Accreditation council body (NAAC). The document provides an elaboration of the seven criteria that teacher education institutions need to conform in order to receive accreditation from NAAC and more importantly; become self reliant institutions that can chart their own course towards quality and excellence.

The Smt. Kapila Khandvala College of Education situated in the western suburbs of Mumbai is a government aided college of education affiliated to the University of Mumbai and committed to teacher education for more than five decades. It is a linguistic (Gujarati) minority institution led by eminent educationists and women leaders like Smt. Kapilaben Khandvala. Named in her memory; the institution has a strong foundation in terms of the structure and substance of its teacher education programme. The institution emphasizes on a theoretical foundation to nurture reflective, sensitive and caring teachers, while concurrently establishing strong partnerships with schools to ensure strong practice and gear student teachers to the ground realities of the teaching profession.

The institution currently offers the two year B.Ed. program for one basic unit of 50 students and is also is a Ph.D. centre for Education, affiliated to the University of Mumbai. This report aims to share the journey of the institution towards sustenance of quality parameters and evidence for that claim in the seven criteria as prescribed by the National Assessment and Accreditation Council, India (NAAC).

The vision statement clearly states the institution's commitment to offer a distinctive teacher education program that aims at nurturing student teachers with humane qualities. The institution's endeavor to build a culture of excellence has been described in detail. Faculty members proactive role in curriculum revision and curriculum improvements

through participation and linkages in several workshops for syllabus revision has been highlighted. Integration of global skills in the transactional curriculum like ICT, global perspectives, inclusive practices, innovative pedagogy, reflective thinking and assessment has been the core strength of the institution. Finally, in Criteria I – Curricular Aspects, the institution's attempt to find creative spaces in a prescribed curriculum to integrate values and bring in academic flexibility has been described and highlighted with specific instances.

The institution strongly believes in its mission of building a cadre of socially sensitive teachers who can act as catalysts to create a more just and caring society. And hence the committed focus has been to create favorable conditions for the professional enhancement of teachers and conducive and engaging learning environments for students. Fair and inclusive practices, experimenting with innovative pedagogy like co-teaching, peer assessments, inclusion and involving partner schools in the enhancement of student teacher development have been the hallmark of the institution. Criteria II –Teaching Learning and Evaluation contains instances to describe some of the strengths of the institution in this direction and the efforts to bridge theory and practice.

Closely linked to building a cadre of sensitive teachers is the responsibility of the institution to provide a culture of research that supports academics to innovate in teaching practice. To build capacities in this direction, the institution has encouraged faculty to undertake Ph.D. studies by providing incentives to avail of the UGC teacher fellowship. Also an active research cell 'Shodh Sadhana' creates opportunity for faculty, student teachers and fellow colleagues in the profession to enrich themselves in research initiatives. The thrust areas of research for the institution have been pedagogy, continuing professional development, innovative practices, and evaluative research. Criteria III- Promotion of Research, Consultancy and Extension highlights specific innovative practices like paper readings, study circle, consultancy, iEARN an international project that promotes research and collaborative learning.

The institution has excellent facilities that can enhance faculty teaching and student learning. The institution has viz, air conditioned classrooms, spacious lecture halls,

language lab, gymnasium, playground, method rooms, Maths lab, Psychology lab, Computer lab, and several other facilities. CCTVs, Wi-Fi enabled classrooms and smart classrooms are the added dimensions. There are detailed description of the institution's commitment to technology and infrastructure for improving teaching and learning. The institutions library is an asset and particularly the potential of the library as a learning resource centre, the large repository of books and journal, INFLIBNET and other facilities that it supports has been highlighted. The use of the ICT facilities and Moodle as a learning management system are additions that enhance learning. The institution has also invested in sustainable initiatives through UGC grants to install solar panels in the campus in alignment with national goals. Criteria IV - Infrastructure and Learning Resources captures the infrastructural facilities and learning resources that the institution has built over the years to become more effective and efficient.

One of the key stakeholders in any educational institution is the student. The mission and objectives of the institution articulate the institution's commitment to building student teachers' capacity as one of its core commitments. Several initiatives like mentoring, tutoring, inclusion and opportunities to participate in various cultural activities have been carried out. Counseling is a service which the institution offers on the campus. Students undergo Personality testing and profiles are shared with the student teachers. The Student Council as an important body to engage students in co-curricular activities and serves as important medium of student expression has been mentioned. The student grievance cell is constituted to look into student grievances. Several of our alumni are actively engaged with the college and share their multi- skills on different occasions. Specialized workshops and collaborations that benefit student growth is the highlight of the institution. Criteria V – Student Support and Progression entails the institutions commitment to student learning and progression though several initiatives stated and expressed.

Governance and leadership in the institution has always been democratic, open and participatory. Our practices have been inclusive and the institution caters to all sections of the society. There is delegation, accountability and support. The management provides funds to carry out several infrastructural requirements. The open lines of communication with leadership have ensured excellent involvement with the academic happenings at the

institution. Top management believes strongly in faculty development and at several different platforms like LMC and IQAC they encourage faculty members to innovate and conduct research. Leadership's role in delegating, trusting and seeking accountability through democratic means has created a cadre of professionals willing to work to create a premier, leading institution in Teacher Education. Criteria VI- Governance and Leadership describe the role of governance and leadership to create an institution of excellence.

The vision and mission statement of the institution and the objectives are aimed towards setting standards in Teacher Education through quality and excellence. The IQAC plays an important role in pushing the bar towards quality. Management's regular financial audits, academic feedback by IQAC, and regular meetings by the head of the institution has increased institutional efficiency. The commitment to diversity and equality is very high. Faculty and student teachers are sensitized in several ways to gender and social equality issues. Hands on training in inclusive classroom practices are high on the institution's agenda. The women's cell of the college conducts various activities to create awareness on women's issues. The institution does not believe in working in silos and Criteria VII- Innovative Practices exemplifies the institutions efforts in this direction to share practices and seek feedback from stakeholders and most important work towards collaboration and partnerships to enhance institutional effectiveness.

This journey towards institutional excellence and quality assurance has been an extremely productive and rewarding one and will propel us to engage in a comprehensive and rigorous process for ensuring high-quality results in all our endeavors.

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PART II

THE EVALUATION REPORT

Criterion I : Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The institution is committed to serving teacher education in an environment that promotes student success. The institution is focused on educational excellence and fosters in student teachers the desire to learn and understand pedagogy as future teachers and the ability to think clearly and express themselves effectively. The habit of analytical and reflective thought and sensitivity to the environmental and social issues is always encouraged.

In coherence to the Vision of the institution and the national goals and expectations, the objectives of the institution are as follows.

Teachers as reflective lifelong learners

- To develop an understanding of pedagogy and its implications for teaching and learning.
- To promote research activities that inquires and transforms educational practice and serves the education profession, community, and student teachers.

Social Equity

- To promote educational equity that brings social empowerment and cohesion.
- To adopt inclusive practices to meet needs of diverse learners.

Global trends

- To promote an instructional emphasis on use of technology to improve student learning and other educational outcomes.
- To create respect and concern for the environment by promoting sustainable practices.

Partnerships and Collaborations

- To build relationships with allied organizations that can add value to student learning, teacher development and teacher education as a whole.
- To promote educational linkages that provides contextual understanding of education.

The primary goal of the institution is to impart the necessary knowledge, attitudes and skills to the student teachers to function effectively in their teaching profession. In doing so, the institution addresses the intellectual and vocational needs of the society by educating the educator. The faculty is fully equipped and committed to learning and sharing knowledge. The student teachers are exposed to various sets of curriculum which are prevalent in the country. The institution strives to adopt innovative pedagogical practices with an emphasis on use of technology to facilitate learning and management of the learning process. One of the goals of the institution is to develop teachers who are rational, reflective, sensitive and progressive individuals who can lead the future generation and participate in the process of social change, and governance. All activities are performed in a democratic and secular atmosphere which promotes social equity, team spirit, sportsmanship and civic and patriotic values and environmental awareness and sensitivity.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Curriculum development is essentially a collective process. Quality education necessitates the progressive changes and reforms in the curriculum from time to time.

The institution is affiliated to the University of Mumbai and follows the syllabus prescribed by the University of Mumbai (Available on institutional website http://kkcoe.org.in/wp-content/uploads/2014/08/Syllabus-B. Ed.-SEM-I-and-II.pdf) and hence has to operate within the boundaries of the University set syllabus. However, within the set limits, the institution takes proactive steps to contribute to the curriculum development process.

- **Stakeholder views to improve curriculum are sought in various ways:**

Faculty members take active part in the syllabus revision process. Several sites of gathering information in an informal manner and a one to one personal contact helps to gain an understanding of what stakeholders are looking for in the teacher education curriculum and syllabus. For instance, the school site provides a good opportunity to meet three important stakeholders at one place; the heads of schools, in-service teachers and at times several alumni working in those schools. Interactions with practicing teachers during the practice teaching program, with subject experts during seminars and workshops and with alumni during alumni meetings provide the institution the ground level information on the current needs of curriculum revision. Teacher educators onsite observations and involvement in some of our curriculum seminars have helped to get authentic feedback on the teacher education curriculum.

The practice teaching schools also provided an opportunity to look at gaps in the curriculum. In fact, one of the practice teaching schools was truly an inclusive school and the gap between training and practice in this school made us debate and reflect extensively to re-examine our training methods and inputs to prepare student teachers for inclusive classroom teaching. In 2013-14 the institution assisted Observer Research Foundation (ORF) to design a questionnaire to collect views from principals and teacher educators' views on the Batra committee report on curricular reforms in teacher education.

- **Engaging with premium organizations:**

A committed effort was made by leadership and faculty members to network with lead organizations such as Tata Institute of Social Sciences and Observer Research Foundation that have set bench marks in Education to debate and discuss curriculum related issues.

- **Organization of Seminars:**

The institution takes initiative to bring in stake holders views on the revisions that can impact syllabus in teacher education by conducting seminars.

- In 2011-2012 when the Credit based semester system (CBSS) was introduced by the University of Mumbai at short notice; there was acute lack of clarity in the colleges across Mumbai. At this point, the institution organized a national seminar to invite teachers to participate and debate on the credit based semester system to provide a platform for academicians to come together to discuss, debate and come up with creative solutions. Experts in the field were invited to share their ideas. A monograph of the papers that were

received was peer reviewed, feedback sent to authors before the institution published and disseminated the same. The summary of the suggestions were compiled and sent to the Vice- Chancellor of University of Mumbai at his request for easy and quick reference rather than long reports that may not be read.

- A State level Seminar on 'Curriculum for Excellence in Teacher Education' sponsored by NAAC and Sir Ratan Tata Trust was held in collaboration with Tata Institute of Social Sciences, Mumbai in the year 2012-13 to engage teacher educators and educationists in the process of consultative exchange to evolve a framework for balanced and integrated curriculum for teacher education that is relevant, comprehensive and dynamic. Senior and experienced Teacher educators were invited to debate and discuss how to make the teacher education relevant. NGO representatives, SCERT representatives were also present. A report is available on the same.
- A National level seminar was conducted in contemporary perspectives in content development for teacher educators, teachers and alumni.
- A similar exercise in 2014-15 was initiated in collaboration with Observer Research Foundation. The meeting was hosted by our institution where experts were invited to debate and discuss the Batra committee report's reforms in teacher education and its implications.

- **Role of faculty as Conveners, Co-conveners and members:**

The institution has always been known for its academic excellence and expertise. Several of our faculty members have been conveners, co-conveners and members of the core syllabus revision committees during the 2011-12 syllabus revision for the credit based semester system CBSS. Core meetings for general papers were held at our institution. The draft syllabus developed in revision committees during 2012-13 for the credit based semester system was also referred back to the institution for suggestions and additions. In the current year, 2015-16 the revised two year B. Ed. syllabus meetings took place and all our faculty members have been core committee members for the new syllabus revision process in different papers both at graduate and post graduate levels. The Institution hosted syllabus revision meetings in subject areas like Philosophical Foundation of Education, Information and Communication Technology in Education, History method and Language across the curriculum.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

Integrating the global trends in Teacher education is imperative in the twenty-first century world. Global education as an interdisciplinary approach to learning concepts and skills and is very essential to function in a world that is increasingly interconnected and multicultural. The syllabus does touch upon Global trends like innovative use of technology, developing global perspectives, some components of inclusion like learning disabilities. However, much depends on the institution to take this further and modify it to meet emerging needs.

Some of the global strands that the institution has laid emphasis on both for faculty and student teachers are as follows:

- **Technology use and integration** (use of ICT in education including use of LMS Moodle and innovative packages like Netlogo and Geogebra, Use of Google apps)
- **Catering to diversity (i**nclusion, inclusive practices)
- **Innovative pedagogy** (co-teaching, individualized learning, peer learning, team teaching, collaborative learning, active learning method)
- **Global perspectives in Education** (integrating global values viz. Peace, conflict resolution, equality, stereotypes and prejudices, values and perceptions, diversity etc in teaching)
- **Authentic assessments** (peer assessment, reflections)

Training, practice, risk taking and innovation have been the key elements the institution promoted to integrate and experiment with the new global trends.

Promoting Global trends in Education

The above approach helped to expand reading, reflections and develop material that led to concrete actions on several of these strands. For instance, catering to inclusion was not explicitly stated in the curriculum but the faculty conducted workshops led by experts, collaborated on co-teaching lessons in a pilot study with S.N.D.T special education dept, Mumbai, documented learning and finally integrated critical questions in the lesson plan that student teachers and teacher educators need to focus on. The risk was plenty as the subject was vast as it was not familiar grounds for a General Teacher Education Institution but the learning both for faculty and student teachers was immense.

Faculty of the Institution also has made significant contribution in participating in the University's process of developing courses such as Global Education, Computers in Education, Environmental Education, Action Research and Guidance and Counseling as conveners, co-conveners or members of the syllabus committees. These courses that are offered as special fields by the institution are instrumental in exposing student-teachers to the emerging needs of global education.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The institution is an experienced B. Ed. college with more than five decades of experience started by philanthropists, social workers who believed in national issues, social work and working for the socially disadvantaged. There is a culture of inclusion in the institution that has been set in its history and that emphasis has not been compromised by any of the leaders.

The B. Ed. curriculum already has electives like ICT, Environmental education. The institution offers these subjects as it is the theme of national concern and international importance.

The institution sensitizes student-teachers to environmental and other social values and concerns through these subjects and various classroom and field activities. Integrating these values in their lesson plans through core values is emphasized. The institution also recognizes that technology is required to keep pace with changing needs in teacher education. Some of the initiatives taken to stress on the three strands (Environment, ICT, value education) are as follows:

Environmental initiatives

- Installation of Solar Power panels
- Film viewing and Various documentaries on environmental issues,
- Workshops on environmental themes with reputed organizations like CERE and ORF
- Field visits to places such as BNHS, Maharashtra Nature Park,
- Greening of the institution
- Waste Management program for green points.
- Tree plantation drives by student teachers in collaboration with Hariyali.
- Action research by student teachers on environmental issues.
- iEARN international educational projects on sustainability.
- Street plays on cleanliness and other environmental themes
- Distribution of news paper bags in a cleanliness awareness drive.
- Lesson plan integration on core values that emphasize environmental protection

ICT initiatives:

- Training for both faculty and student teachers in the use of smart boards.
- Use of Moodle as a learning management system.
- Training student teachers in specialized software's like Geogebra, Netlogo, CAI etc
- Lesson guidance and action research guidance through e- mails.
- Training in e- learning, Google apps for faculty members.
- Use of google apps, google drives in planning, sharing of information among faculty.
- Training workshop in content development for faculty to prepare e – content.
- Training to create Mobile films on social issues for student teachers.
- For online data collection (feedback, research) excel programs were used.

Value education initiatives:

Values are integrated with all curricular and co-curricular activities.

- **Curricular**

♦ Some courses that have direct connection to values like sociology of education are used as an important platform to sensitize student teachers to values through dramas, role plays, seminars on gender equality, social class, secularism etc.

♦ Teaching children with different needs, planting trees and mapping trees.)

♦ Integrating core and global values through lesson guidance is encouraged.

- **Values through Extension work & community outreach**

- Community work provides opportunity to student teachers to celebrate differences in a non-formal set up.

♦ Food festival based on cuisines of different states of India emphasizing National Integration under Extension work.

♦ Workshop on community radio lessons for a wider community outreach that has potential to integrate subject content and core values.

♦ Workshop for Student teachers to learn the know how to explore social issues through mobile film making.

♦ Inclusion exposures through community work and co-teaching with special educators and student teachers from special education and training to cater to learning disabilities in the class.

♦ Action research projects that directly relate to values like sustainability, inclusion,

developing pride in cultural heritage, intercultural awareness.

- **Values through cultural programs**

♦ Observation of days like Gandhi Jayanti as 'Shrama Daan divas' women's day, earth day etc.

♦ Integrating values with cultural programs. (dance, drama)

♦ Weekly theme based assemblies that focus on values and social issues.

♦ Bulletin boards on different themes that bring in global values.

♦ Magazines with value laden quotes and articles.

The lesson guidance and feedback by faculty definitely indicates to a large extent that value education is stressed on. There is a great deal of emphasis to inculcate core and global values through lessons, dramas, and even cultural programs like dance.

5. Does the institution make use of ICT for curricular planning? If yes give details.

The institution does make use of ICT for curricular planning. Some of the ways are as follows:

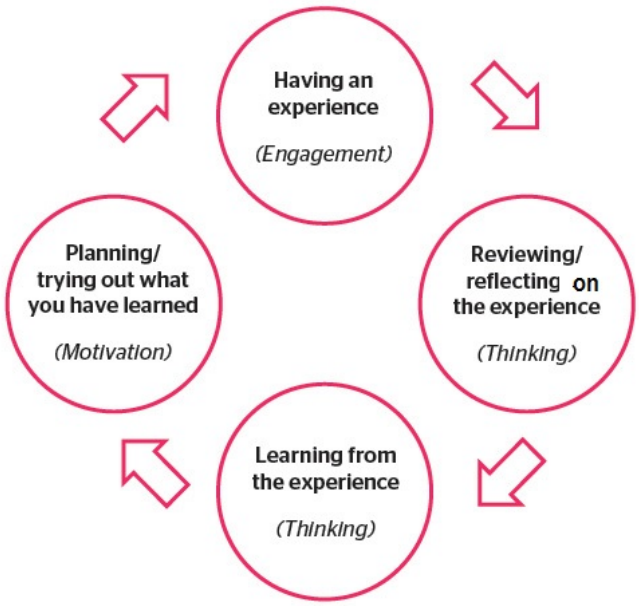
- **Popular ICT apps** such as google docs google drives are used for communication between faculty members for curriculum planning to facilitate meaningful and fruitful planning.
- **All the year plans, and timetables** are shared among the faculty through ICT platform for better planning and coordination. Each department representatives can check if there is any overlap of time and events.
- **Learning Management System (Moodle)** is used for all the courses round the year for referencing and learning management. All student teachers have individual access and passwords and they download the notes, extra information, any notice, related to the courses.
- **IQAC uses these tools extensively to communicate,** share documents at one time with many for quick and efficient decision making related to improving the curriculum.
- **WhatsApp** groups helps to coordinate several activities with ease; like planning and executing small group activities with electives, action research even communicating the logistics of method groups. The technology helps to save time and made communication less tedious.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Reflective practice is an important aspect of any practice-based professional education program. Practical experience alone does not lead to learning but developing insight through a deliberative reflection is always essential.

The faculty and the student teachers use the simplest model (see diagram) that begins from an experience, encourages thinking about that experience and motivates the individual to initiate action for change from his/her inner learning.



The reflective cycle

There are three strategic learning points at which the institution introduces and ensures that the reflective cycle is followed and reflective practices are in place:

- **Pre-practice teaching:**

During Microteaching lessons and simulated lessons faculty begin the reflective process initiation through oral questions as a part of the feedback process but the entire pre-practice teaching experience prepares them to reflect on key questions that will lead them to reflection.

- **Practice teaching:**

To give student teachers an experience of self reflection, the institution has embedded a space for self reflection with specific questions in the lesson plan based on Schon's and Gibb's reflective model. These questions guided the reflective process. **(Appendix 2.1).** Peer and faculty feedback is given only after the student teacher writes his self reflections and shares the same. This process with an emphasis on reflection has been a useful intervention to help student teachers become more sensitive and inward looking.

- **Other significant activities:**

The B. Ed. program has several instances where the experience is very personal and has tremendous scope for reflection such as community services, visits or an experiential workshop. For instance, the experience of working with mentally challenged children, with children from extremely impoverished backgrounds; old age homes etc. are poignant experiences that merit reflections. At these times student teachers are asked to share their reflections post the event.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The institution is bound by the University syllabus and in that sense has limited flexibility. However, the Institution uses several creative spaces to provide adequate flexibility in transacting the curriculum. The faculty has freedom in curriculum planning and execution in terms of flexibility in time-table schedules, technological support and use of varied methods of teaching.

The institution has looked at curriculum flexibility in terms of

- **Being more responsive to individual needs**
- **Valuing diversity and differentiation**
- **Finding creative spaces to introduce new elements in the curriculum**

Some of the practices that reflect the operational flexibility of the curriculum are as follows:

On campus:

- Permitting language flexibility in Practice lessons by encouraging them to opt for lessons in their mother tongue (Hindi, Marathi, Gujarati) if that is the comfort level
- Permitting language diversity in their written exams, presentations and book reviews.
- Providing training to understand learning disabilities and learn different ways to make accommodations within the classroom through their practice lessons.
- All lesson plans have a component to start student teachers to think about the needs of students with special needs. (**Refer Appendix 2.1**).
- Identifying and supporting weak students through tutorials.
- Method club activities, group competitions etc based on various themes reflected in the theory content are held periodically.
- International exposure is given to student teachers through projects like iEARN where there is flexibility to choose the projects, communicate on an online platform with educators around the world.
- To expand the perspectives and experience of the student teachers, to take them beyond the boundaries laid down by the prescribed curriculum and to enhance their professional skills, several short and interesting workshops, seminars and courses are organized. **(Appendix 5.1)**
- Introducing peer assessment for a simulated lesson on CAI.**(Appendix 1.3)**
- The faculty also follows a practice of co-teaching with subject experts and educators for a few topics in the curriculum in an effort to add value to the classroom teaching/lectures.
- To enhance the teaching learning experience the institution has adopted LMS MOODLE to enable sharing of content within the syllabus, reference materials- pdf, doc files, PPT's etc, links to blogs, YouTube videos, web pages and different relevant sites.
- Training in active learning method (ALM), Radio lessons, are all inclusive practices.
- Reflective practices for pre-practice teaching and other significant activities.

Off campus :

- Field visits, extension activities, experiential workshops outside the campus organized on topics that are not necessarily prescribed in the curriculum.
- A pilot study with SNDT special education dept to train a cohort of student teachers for

co-teaching lessons for inclusion.

- A back to school program with R.N. Podar School to pilot teacher mentoring as a practice for student teachers.
- Promoting Active Learning Method lessons during internship.
- The student teachers follow reflective practices in all their lessons to make the process of classroom teaching and management more fruitful.
- Educational visits to several interesting places like the Nehru science centre, Nehru planetarium, Museum, the Bombay Natural History society.
- Watch educational plays in tie ups with organizations like Helen O'grady and Blind and the Elephant
- Training for radio lessons which include scripting, editing and airing lessons thru community radio station, Mumbai University.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

The institution offers a few select value added courses that adds to the repertoire of skills that student teachers can carry back to the schools. The following are some of the courses that the institution offers:

- A **language lab** has been set up and a trained expert appointed to enhance the communication skills of student teachers.
- **Yoga:** Exposure to various Asanas and pranayam techniques.
- **Life Skills:** Exposure to self management skills for increased personal effectiveness.
- **Training in Basic counseling skills:** Competencies to deal with emotional issues facing school children.
- **Basic first responder training**: Exposure to the skills required to handle any kind of medical and other emergencies in the environment.
- **Fine arts such as**: Warli Painting, Basic calligraphy, Music in Education, Dance in Education, Graphology. **(Appendix 5.1)**

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. **Interdisciplinary/Multidisciplinary**
ii. **Multi-skill development**
iii. **Inclusive education**
iv. **Practice teaching**
v. **School experience / internship**
vi. **Work experience /SUPW**
vii. **Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated).

The prescribed curriculum sometimes does not provide all the scope to include important aspects that enrich teacher education program. The institution needs be aware, willing and proactive to see that it happens.

- **Interdisciplinary/ Multidisciplinary aspects** :

The teacher education course by its nature requires the application of methods and insights of several established disciplines and traditional fields of study like psychology, sociology, philosophy, management etc. Themes like sustainable development, global warming, gender issues which are a part of various courses of the curriculum deal with problems requiring analysis and synthesis across economic, social and environmental spheres; often an integration of multiple social and natural science disciplines. The student teachers are exposed to lectures and workshops conducted by experts in diverse fields. Several common topics like Maxims of teaching, correlation, global perspectives require an inter-disciplinary approach and that is ensure in common workshops.

The institution offers choice of methods and special fields which again accentuates the multidisciplinary approach. Student teachers have a choice in their second method between disciplines like Mathematics, Social science, science and language based on their specialization and interest. They have a choice in their special fields such as Guidance and Counseling, Computer Science, Action research and Environment. Action research projects allow tremendous scope for the interdisciplinary and multidisciplinary approach.

- **Multi-skill development**.

The institution has a language laboratory where student teachers are given an opportunity to hone their communication skills. Life skills, Yoga and first responder training are imparted by way of workshops. Student teachers also are given an opportunity to learn Warli Painting, Basic calligraphy, Music & Theatre in Education, Dance, Graphology in etc through value added program. Radio lessons for community radio and integrating Mathematics and radio are encouraged.

- **Inclusive Education**

A diverse student population is necessary for student development, however the benefits of diversity are not automatic and do not simply occur from a diverse campus. Institutions must become inclusive hubs by working in intentional ways to increase educational benefits for students and for the institution. In addition to the general ways of giving every student teacher and faculty an equal opportunity of being unbiased in their approaches and providing facilities to accommodate diverse learners the institution also specifically made pedagogical interventions. The lacunae of training for the general B. ED. student teachers to handle an inclusive class and learning disability in particular hit us hard during our practice lessons. The faculty began co teaching lessons for inclusion by collaborating with the SNDT special education student teachers on an experimental basis. The pilot ran for two years also supported by an internationally trained learning disability expert. As an extension now all lesson plans have key questions that are designed to make the faculty and the student teacher think seriously about inclusion and children with special needs.

- **Practice teaching/ school experience and Internship**

The program is embedded within the broad framework of the B. ED. syllabus. To make a varied experience multiple school exposure, different types of schools and boards are included. Internship again with a variety of boards, mediums and backgrounds is organized.

- **Work Experience/SUPW work experience**

SUPW is encouraged at various stages in the form of exhibitions where student teacher exhibits their work of art, drawing, articles, and jewellery. We encourage using waste materials in their products. The talent show program and the extension work has a specific emphasis on socially useful productive work.

- **Any other**

The student teachers are exposed to lessons through community radio in collaboration with University of Mumbai, to NGOs working in teacher training in the BMC schools etc. The institution has initiated participation in iEARN an international organization that promotes teacher projects in the area of sustainability and Global citizenship. Student teachers interact with educators from more than 140 countries and share ideas on pedagogy and classroom experiences.

The institution has collaboration with Observer Research Foundation, Mumbai for sensitizing teachers on Waste Management. The student teachers then trained the non-teaching staff to collect paper waste and E waste separately.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution collects feedback on curriculum from various stakeholders. Feedback with reference to the curriculum is taken from various stake holders in the following ways:

- Written as well as oral feedback is taken from student teachers for different areas like the institution, faculty, library, Principal, the B. Ed. program and all the courses**. (Appendix 1.1)**
- Alumni inputs about the ongoing course content are taken through informal interactions during alumni meet.
- School Heads/Supervisors provide their inputs during practice teaching, internship and campus interviews.
- Parent feedback is taken during PTA meeting. **(Appendix1.2)**
- The institution is proactive and has always worked to synergize with other stakeholders and has had very significant state and national level seminars in the last 4 years on curriculum related discussions.

♦ National Seminar for discussing the Credit based semester system - 2011-12

♦ State level Seminar on Curriculum for excellence in collaboration with Tata Institute of Social Sciences. (2012-13)

♦ A day's forum for teacher educators as stake holders to discuss the Batra committee report on the new two year B. Ed. curriculum was organized in collaboration with Observer Research Foundation.(2013-14)

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The institution follows the syllabus laid down by the University of Mumbai and has to operate within the boundaries of the University set syllabus as far as the formal curriculum is concerned. However, steps towards reviewing and identifying areas of improvement in the curriculum are taken.

- **A reflective faculty** is an asset to improving the curriculum as their experience with the current syllabus allows them to identify gaps in the current syllabus. Discussion meetings in an open atmosphere are always encouraged to be vocal about the changes the faculty wishes to see.
- **The feedback** the faculty has gained over the years from stakeholders like principals, in-service teachers, alumni, experts, and from their own training and experience is one of the key ways to bring change in the curriculum.
- **IQAC** plays a crucial role in analyzing both formal and informal feedback and visualizing the changes that need to be brought in the operational curriculum. As a result of feedback from alumni, school heads and teachers and student teachers it is ensured that the transactional curriculum makes the student teachers future ready in all possible ways, be it in classroom situations, administrative functions, research trends, global readiness, technological readiness, etc.

Some of the practices introduced as a result of feedback are:

- **Modification of lesson plans for inclusion** to address the inclusive classrooms by modifying lessons at the planning stage itself.
- **Introduction of peer assessment** for a simulated lesson with a view to provide variety of evaluation measures and use peer knowledge and experience for growth.
- **Providing global exposure** through projects like iEARN where student teachers get an opportunity to interact with teachers from across the world on their action research themes.

- **Establishing a language laboratory** to improve the communication skills of student teachers.
- **Using LMS- Moodle** as a knowledge sharing ICT tools by faculty members and student teachers.
- **Training in constructivist approaches:** Introduction of varied classroom experiences like Active learning methods (ALM) mind mapping, concept mapping for content enrichment, case studies, co-teaching, role play, seminars to teach varied topics across the curriculum to enhance student involvement.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

The faculty has been playing a leading role in curriculum development in the capacity of conveners / co-conveners/ members of various committees at the university level in all these years. The inputs offered by the faculty finds its origin in the stakeholder feedbacks, knowledge sharing with subject experts and educationists and various seminars and workshops conducted by the institution and attended by the faculty.

- The faculty in the role of conveners, co-conveners in the 2011-12 curriculum revision for the Credit based Semester system took responsibility and gave timely suggestions, collated discussions effectively and brought in innovations in the syllabus.
- Mumbai University had another syllabus revision in the year 2013-14 and the faculty was involved as conveners, co-conveners and members as earlier.
- In the new two year B. Ed. syllabus meetings scheduled in 2015, all faculty members participated actively in understanding the requirements of the new syllabus, preparing and sharing with colleagues, sending timely suggestions, collating ideas generated and communicating to the BoS.
- Faculty members are also conveners and members of the core committee of the M.Ed. syllabus revision committee.
- One of our faculty members is a part of the core syllabus committee for the new two year B. Ed. syllabus committee of the Tata Institute of Social Science, Mumbai.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The B. Ed. Program has undergone major syllabus revision. Preliminary work of revision started in the year 2011-12 in the existing courses as per the newly adopted semester pattern

- A **revised** syllabus as per the credit based semester pattern was drafted and implemented from the year 2011-12.
- **All the courses** were revised in this process. Practicum aspect was also revised with many additional features. (e.g.: open book examination, book review, revised duration for community work, etc.
- **Evaluation pattern** was also revised. (Theory courses of 50 Marks weightage were changed to 60 Marks.)
- Several courses underwent revision as per the modular, credit based semester pattern introduced by the University of Mumbai. The macro benefit for student community was as follows:

♦ Each module has been given a time frame in terms of time needed.

♦ Spaced out learning.

♦ Concept of earned credits for work done.

♦ Reduced emphasis on the year end final exam.

♦ Introduction of the concept of notional hours.

♦ Possibility of earning and carrying over credits.

♦ International parity for further education.

♦ Several new contemporary topics have been added which can help student teachers relate to current trends and new perspectives. For example:

♦ Course I Philosophical Foundations of Education-The additions include new trends in education such as RTE Act, New Panchasheel by Dr. Mashelkar, global Perspectives.

♦ For course II & Course IX- Psychology of the Learner Psychology of learning- Big five theory of Personality, Bruce Tuckmans group Process development, meta cognition have

been introduced.

- For course III Educational evaluation- Revised taxonomy of Bloom's, Evaluation Rubrics, and online examination have been added.
- Course VIII- Sociological foundation of Education- a new unit on Life skills Education has been added.
- Course X Educational Management- Systems thinking, crisis management, mitigating disasters, leadership styles, roles and challenges, national and international systems of education and National knowledge commission are the new introductions.
- There have been small additions in the elective papers too.

2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The Institution is proactive in the process of developing and improving curriculum. By adopting the following strategies, the members of the institution played an active role and participated in this process:

Some of the strategies the institution followed for curriculum revision update are as follows:

- Being open to stakeholder suggestions.
- Faculty Participation.
- Initiating discussions through seminars on curriculum development.
- Collaborating with Key institutions that have credibility like TISS, ORF.

Stakeholder Feedback: Informal discussions are held with:

- Alumni (during alumni meetings and school visits)
- Current student teachers (course feedback analysis)
- Practice teaching schools: discussion with school teachers on site and observations on site by teacher educators)
- Heads of schools (during school visits, placement visits, involvement of some these heads in seminars on curriculum organized by the institution)

Participation of faculty

- Reflecting on stake holder feedback
- Participating in innovative pedagogy workshops that can enrich curriculum
- Participates in all course discussions held during the syllabus revision process as conveners, co-conveners or, key members.

Institutions role in organizing curriculum related seminars

- Played the lead role in hosting seminars to debate on the teacher education syllabus.
- Collates, documents the outcomes of the meetings and disseminates responsibly.
- Deputes faculty for enhancement of skills, gain new ideas of pedagogy and encourages risk taking to to trial run new innovative ideas.

Collaborations with key institutions

- Network with key institutional like ORF, TISS for curriculum debates and discussions
- Work with key organizations that can impact pedagogy and invigorate the curriculum like Radio MUST community radio, Mumbai University, CHIP, iEARN etc

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The institution continued with its quality sustenance measures like a participatory approach with all stake holders, flexibility in curriculum delivery to cater to emerging needs and synchronized theory and practice for developing a comprehensive perspective for emerging teachers.

The institution has always been very focused on student centered learning and new delivery methods. Further, in the last five years various other measures have been undertaken that had an impact on the curriculum revision and transaction.

Autonomy in teaching: Within the limits of the set curriculum, the institution provided ample autonomy to the faculty to transact the curriculum. New ideas were encouraged and pace and time was made available to experiment with new ideas like co-teaching, e-learning, peer assessments etc.

Faculty Training: The institution has worked on building faculty skills by way of training workshops in theatre in education, Synergizing for success, developing the self and personal well being, Study circles and Theatre for self development. Workshops that emphasize the teacher's identity and autonomy were stressed so that it impacts curriculum transaction and leads to more student engagement. Focus on the continuing professional development of staff through registering for new courses, study leave for faculty research, deputing to important curriculum meetings was carried out with zeal.

Student teacher training: Student teachers have been trained in several new initiatives like green schooling, first responder training, yoga, Nuero-Linguistic Programming. Student teachers were also sensitized to values, the socio-cultural world through community work, practice teaching, internship, institutional visits and reflections on the same. The curricular inputs focused on developing a holistic student teacher who understands the power of the curriculum.

Collaborations: The institution has collaborated with various institutions for learning and sharing of ideas and to enhance skills such as Observer Research Foundation, Mumbai University's community radio, SNDT, TISS, CHIP, KEM hospital etc. These linkages have emphasized the importance of context in learning and emphasized the value of interactions.

Reflective thinking practice in pedagogy:

Several inputs for faculty over the years through workshops, collaborations, study circle, theatre for self development, life skills have clearly changed the way the curriculum is being transacted. Reflective thinking is an integral part of the teaching learning process at the institution both for theory and practicum.

2. What innovations/ best practices in 'Curricular Aspects' have been Planned/implemented by the institution?

Several initiatives to bring in innovation in curricular aspects were carried out in the last 5 years. They are listed below

- Content Enrichment Program through concept and mind maps.
- Linking of Tutorials and Essays
- Flipped classrooms

- Mentoring
- Mentoring with in-service teachers
- Article review as a library activity
- Peer-evaluation, peer- guidance
- Training for teaching in an inclusive classroom
- Mobile film making
- New Collaborations with TISS, NIMHANS, ORF
- Co-teaching
- Inclusive Education
- Radio-lessons
- Continuation of good practices like workshops on yoga, first responder training
- Value added courses
- Reflective thinking practices
- Several curriculum related seminars

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

The main evaluative observations/suggestions made in the last assessment report were as follows:

- Suggestion-1: Institution may take initiative in organizing seminar on curriculum renewal
- Suggestion-2: Feedback from alumni and parents is to be taken
- Suggestion-3: Offering short value added courses

The institution has taken concrete steps in acting upon the suggestions in the assessment report

- A National seminar to invite teachers to participate and debate on the credit based semester system was organized by the institution, a summary of which was sent to the Vice- Chancellor of University of Mumbai.

- A State level Seminar on 'Curriculum for Excellence in Teacher Education' sponsored by NAAC and Sir Ratan Tata Trust was held in collaboration with Tata Institute of Social Sciences to evolve a framework for balanced and integrated curriculum for teacher education that is relevant, comprehensive and dynamic.
- A national level workshop on Comtemporary Perspectives in Content Development was organised by the college for teacher educators, teachers and alumni.
- A similar exercise was initiated in collaboration with Observer Research Foundation (ORF) A day's seminar to invite Principals, teacher educators to discuss the recommendations of the Batra committee report was hosted by the institution.
- The institution takes formal and informal feedback from alumni and parents to understand new demands of the profession.
- The institution has started offering a number of value added courses now for student teachers like **Calligraphy, Warli art, Music & dance in education and Graphology**.

2. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

The institution in its post accreditation process has endeavored to bring in quality sustenance and enhancement measures that can upgrade curricular aspects. The three main yardsticks followed were:

- Building a culture for excellence
- Developing and sustaining quality.
- Culture of Accountability

Building a culture for excellence The institution is committed to the cause of working towards an enhanced, meaningful and dynamic curriculum for teacher education. There are several initiatives the institution has taken.	
Revisiting the Vision-Mission statement	Dedicated meetings and discussions were conducted by the IQAC to revisit the Mission –Vision statements. An external expert in organizational Management actually facilitated one of these meetings. The discussion resulted in understanding that the faculty

	is in tune with the spirit of the previous vision- mission but felt an aspirational element was required to be added in the vision also it required brevity for appeal. Hence it was made short and crisp while maintaining the essence of the original statement.
Strengthening the IQAC	The institution ensured that the internal quality assurance cell was instrumental in enhancing the curricular aspects. The IQAC motivated faculty to continuously engage with the curriculum revisions and up gradation process. It initiated collaborations, experimenting innovative ideas like inclusion, peer assessment, global projects etc and organized workshops and seminars that created a platform to deliberate over the gaps in the curriculum and the required changes.
Motivation for Faculty	The atmosphere of freedom to innovate and take risk provided the right impetus for the faculty to apply for funds to UGC, NAAC etc for seminars and workshops that focused on curricular aspects. Motivation to explore linkages with organizations that can enhance our understanding of quality teacher education was given that led to interesting tie ups with premier institutions like TISS, ORF etc.
Developing and maintaining a quality culture	Maintaining a quality culture involved leadership to take small but sure steps to create a positive environment to maintain an awareness of quality as the main goal. The IQAC meetings helped to bring a critical and reflective stance towards quality issues. To empower faculty and non-teaching staff freedom to innovate, recognition for good work and timely feedback was practiced.
Faculty Training	Training workshops in theatre in education for understanding the self , Synergizing for success, study circle, ICT training were undertaken to ensure capacity building required to energize the curriculum to meet its goals.

Student training	Student teachers have been trained in several new initiatives like green schooling, first responder training for disaster management, yoga, Neuro-Linguistic Programming. Student teachers have also been exposed to good practices in teaching and learning such as co-teaching, inclusion, peer assessment, active learning methods, concept and mind mapping.
Collaborations	The institution has collaborated with various institutions for learning and sharing of ideas and to enhance skills such as, 'Radio MUST' Mumbai University's community radio, with the special education dept SNDT, School of Education, TISS, ORF, CHIP, KEM hospital etc.
Culture of Accountability	The institution also focused on accountability. Regular feedback, both oral and written helped to maintain teacher quality and the quality of the teaching process. Monitoring systems are in place through feedback, discussions and reflections on several curricular aspects of the institution. The IQAC with support from the leadership helped to put systems in place in a participatory manner by clarifying set expectations and follow up. For instance SOP's were developed for each department.

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Criterion II

TEACHING LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The importance of transparency and fairness in admission processes cannot be over-emphasized. The admission process serves as a gateway to many higher education opportunities and successful careers in a student's life.

The institution's admission process follows the criteria laid down by the Director of Higher Education, Maharashtra government and the admission process is as per the Govt. directives. The institution is a Gujarati linguistic minority (ref GR NGC2004/(41/04)CE-3 dated 16th February, 2004). Hence 50% of the admissions are through Government Centralized procedures and 50% are directly through the institution as per rules and regulations and merit that apply. The admission process details are available on institutional website http://kkcoe.org.in/wp-content/uploads/2014/08/2.1- admission-process.pdf.

Admission committee:

The institution constitutes an admission committee of staff members headed by the Principal to ensure a fair and transparent process. This committee is in charge of the admission process and ensures that all the norms and procedures laid down by Directorate of Education, Government of Maharashtra are followed.

All prospective Linguistic Gujarati minority students who have qualified the government CET for B. Ed. are given admission forms and a copy of the prospectus. The completed forms are received, merit list is displayed and students are called for an interview based on the merit list. This whole process is transparent, merit based and adhering to the prescribed norms. A check to ensure that all the student applicants truly represent the claim of linguistic minority is verified by the admission committee through their certificates, affidavits and communication in a face to face interview.

2. How are the programmes advertised? What information is provided to prospective students about the program through the advertisement and prospectus or other similar material of the institution?

The programmes are advertised in different ways:

- **Legacy:** The institution has a long standing existence of more than 50 years in the field and is well known as an institution of Teacher Education in Mumbai and therefore is known.
- **Word of mouth**: The student teachers who go on to become the alumni of the institution publicize by word of mouth the quality of teacher education program offered at our institution. They share information in their social network groups and place of work.
- **Website**: The institution has a comprehensive website which describes the various programs offered by the institution, the affiliating bodies of the courses, recognitions, accreditation and the admission criteria.
- **Prospectus**: The institutions prospectus carries details of the institution and the course.
- **Advertisements**: To reach out to the linguistic Gujarati minority in particular, advertisements are placed in local newspapers and newsletters both English and Gujarati. In addition, posters are sent to different degree colleges especially having the Gujarati minority status and to different organizations where there are congregations of Gujarati Community. The prospectus contains information of the institution regarding the minority status, affiliations, recognition, accreditation and criteria for the admission etc. Available on website http://kkcoe.org.in/wp-content/uploads/2014/08/Revised-College-Brochure-2015-16-1-1.pdf
- **Entrance exam**: The institution conducts CET orientation for prospective student teachers which serves as a platform for informal advertisements.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The institution's admission committee continuously monitors and ensures that the norms laid down by the Director of Higher Education (DHE), Government of Maharashtra are followed and admission criteria are met and are equitably applied to all (general and minority) candidates. After the admissions are completed provisionally, the final data of

the admitted candidates is sent to the DHE, Govt. of Maharashtra for scrutiny and final approval. There has been no query of any type from the DHE in all these years.

No discrimination is made in the merit for general category students and students admitted on the basis of linguistic minority in terms of their entry requirements except for students from the reserved category based on guidelines of the university. Guidelines are strictly followed and merit list is adhered to for all groups. No gender discrimination is practiced and both male and female students get an equal opportunity to apply and compete for the admission.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

The institution takes sincere efforts to cater to the needs of the student teachers from diverse backgrounds. Some of these are:

- **Catering to economic diversity:** The student teachers from lower economic strata are identified and provided guidance to avail of the 'financial assistance fund of the University of Mumbai for the needy student teachers and financially backward class'. The institution's Library provides special book bank service to socially disadvantaged class student teachers (SC/ST), University of Mumbai has grant fund to the library for book bank service.
- **Catering to linguistic diversity:** The student teachers belonging to different linguistic backgrounds are helped in the following ways:
  - Freedom of choice of medium for teaching practice.
  - Freedom of choice of medium for theory papers writing.
  - Language lab with trained professional to enhance communication skills.
- **Catering to Physically Challenged student teachers:** Assistance to student teachers who are physically challenge are provided in the following ways:
  - Proximity of schools for practice teaching.
  - Plans to install an elevator for easy accessibility to institution campus.
  - Flexibility of participation in in-house activities.
  - Special seating arrangement during examinations.

- **Catering to religious and cultural diversity:** The institution is committed to a creating a secular and inclusive environment**.** Respect for differences and appreciation for religious and cultural diversity is practiced by the institution in very clear and open ways.

♦ A policy of no discrimination on the basis of religion, caste and creed is followed from entry to exit from the campus and even thereafter for any opportunities or services provided.

♦ A secular atmosphere is maintained so that no group feels marginalized or threatened.

♦ Open Dialogue and discussion on issues that threaten diversity are freely discussed in assemblies, forums, debates etc

♦ Cultural programs assembly programs with special themes are organized to bring out the essence of various religions. All festivals like Navroze, Id, Diwali and Christmas are celebrated in the campus. Different forms of folk art, dance, culinary delights is encouraged in all cultural programs and food festivals.

♦ Bulletin boards and magazine provide space to student teachers to express their views freely and responsibly on any of issues that relate to inclusion.

- **Catering to differently abled student teachers:**

♦ In the last five years, we have not had a case of physically handicapped student teachers joining the course. However it's always been the practice to accommodate their needs in all ways. Physical arrangement in terms of seating, attending to their individual student teachers is attended through counseling and encouragement. Left handers are given special chairs that can help them in writing without obstruction.

♦ Special provision is made to accommodate student teachers with differential learning abilities. For instance, one of our student teachers was dyslexic and would have dropped out of the course, but certain accommodations were made to help her overcome the difficulty. For instance, readymade CB summaries were allowed instead of CB work in the classroom. The student teacher was also permitted to take two social studies subjects as method specialization and drop language as a special method.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes, give details on the same.

Training needs assessment provides valuable information to the institution that enables the faculty to provide support and intervention to provide optimum benefits to the learner. Needs assessment is carried out through both formal and informal means.

Self-Introduction program:

The institution conducts a program of self-introduction at the beginning of the year. Need assessments of the student teachers is done informally during this program wherein the student teachers are asked to voice their concerns and expectations individually.

Faculty-Student interaction:

- Face to face interviews with student teachers during admissions help in knowing their content proficiency.
- The data collected from the student teachers in the beginning of the year helps in knowing the needs of the student teachers regarding their language proficiency.
- The micro-teaching skills development program held in the beginning of the course and practice of micro skills in the teacher student teacher ratio of 1:10 helps the faculty to know more about the teaching skills of the student teachers and identifying their strengths.
- The practice of mentoring also helps the faculty in understanding student needs.

Testing

- The institution administers the Cattel's 16 PF a comprehensive personality test that identifies several parameters of the individual student teacher like reasoning, emotional stability, dominance, liveliness, apprehension, openness to change. These are critical areas that help us to map the profile of the student teacher. This data helps immensely in individual counseling, in some cases the mentor refers back to data in consultation with the counselor and this helps to understand student teachers' needs better.
- The student teachers' subject knowledge is assessed through a content test.

2.2 Catering to Diverse Needs:

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution takes positive steps to provide a democratic and conducive learning environment where they can be happy, secure and learn better. Some of the ways the institution achieves this is as follows.

Physical environment: Large airy classrooms, fully air conditioned main lecture hall, bulletin boards, creative open space, smart boards, Wi-Fi enabled classrooms and well equipped library is provided. Accessibility to resources are also emphasized, the classroom is arranged in a spatial manner so that audibility and visibility are never compromised.

Classroom climate: Teachers play a key role to create a positive, participatory, active learning classroom atmosphere. Mutual appreciation and tolerance is one of the hallmarks of our classroom environment. Cooperation more than competition is one of our principles, peer learning, co teaching are key methods we encourage.

Emotional climate: The institution has a friendly, open and democratic climate and student teachers are free to access teachers and the principal on any issue. Counseling services provided by a professional counselor and the mentorship program managed by the faculty ensure student growth and adjustment. The institution had Well being as a theme in this current year (2014-15) and workshops on Personal effectiveness like Neuro-Linguistic programming, life skills training etc were conducted. A grievance cell and women's cell also functions to provide student support and address issues if any.

Catering to Diversity: The institutional policy is non-discriminatory and inclusive. Faculty is open and allows student teachers to exercise their freedom. Student teachers have choice of their mediums for writing theory papers, give practice lessons in any of the four languages of their choice; faculty provides bi-lingual lectures, translations if required. Cultural programs and sports are organized to cater to student teachers with diverse talents and interest.

2. How does the institution cater to the diverse learning needs of the students?

All student teachers are entitled to relevant and engaging and challenging curriculum that addresses their individual learning needs. Diverse learning needs of the student teachers are catered to in the following ways:

- **Academic Needs**

Language Laboratory-The Institution has set up fully furnished language laboratory with a qualified language instructor and hence student teachers weak in the English language are catered to. Though the medium of instruction is English the faculty takes efforts to cater to students with diverse linguistic backgrounds by supplementing the lectures with key terms in vernacular languages. The student teachers are given the choice to write their theory papers in any of the four different languages offered by the University of Mumbai.

Tutorials- are organized throughout the year to provide academic support, guidance and motivation to the student teachers.

Concept mapping and mind mapping: Student teachers study the content of special methods offered to them and present it in the form of concept or mind maps. This activity helps student teachers to enrich the content of school subjects.

Student support-Student teachers who are not able to meet the internal assessment standards are identified through essays, open book assignments and other internal examinations. Such student teachers are provided with additional academic support.

Teaching methods- the faculty members employ variety of teaching methods like participatory teaching methods, LMS- Moodle, Cooperative learning strategies, self-study techniques, etc. This helps in catering to the diverse learning needs of the student teachers.

Student mentoring- Mentoring program is organized to provide ongoing support to the student teachers. Every faculty member is assigned 11/ 12 student teachers as mentees. This activity helps in

- Tracking the progress of the student teachers
- Providing one to one feedback and assistance to the student teachers
- Building confidence among the student teachers
- Addressing individual problems and concerns.
- Referrals to the counselor on an individual basis.

This activity thus helps in identifying different types of learners and their needs

The student teachers from the vernacular medium are assigned to different faculty conversant in the language to be able to receive as much academic support as possible. The general atmosphere is towards building the morale of non English medium student teachers.

- **Emotional support needs:**

The institution has a very good counseling service. A dedicated counselor visits the institution and is there on campus to attend to student needs. Some of the specific and general difficulties are brought to the notice of the faculty in a general way to adopt policies and practices that help to support the needs of the student teacher. Mentoring also helps in an effective way in this direction.

- **Practice Teaching**

Teaching competencies are supported by the faculty by assessing student teacher needs for instance the weaker ones are given more time. Advance learners are given opportunity to act as a peer guide in buddy system and those identified with leadership qualities are given opportunities to be practice teaching group coordinators and student managers for extension work. A handbook of lesson plans as exemplars is provided to make lesson planning less complicated and overwhelming.

The lesson practice is conducted in four languages- English, Hindi, Marathi, Gujarati spread across different boards- SSC, CBSE and ICSE from grade VI to XII.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Providing varied learning contexts and learning experiences help to sensitize student teachers to the importance of addressing diversity and equity in their classrooms. Some of the ways the institution endeavors to do the same are as follows:

- **Teaching practice**- Student teachers are sent to different types of schools, i.e schools from urban and rural areas, government and private schools, schools affiliated to different boards and schools catering to students from variety of socio economic backgrounds. The student teachers are also sent to schools that follow different systems like those following inclusion and mainstreaming or those following the integrated approach to curriculum transaction. (Refer to **Appendix 2.2** for a list of Practice teaching Schools)
- **Sensitizing & equipping student teachers for inclusion**-A pilot exercise was organized from 2012-2014 where a small group of student teachers could voluntarily co teach by pairing with a student teacher from the Special education dept, S.N.D.T. Student teachers from both institutions jointly prepared co-teaching lessons and taught in an inclusive classroom in our practice teaching schools. Teacher educators from both the

institutions discussed co-teaching lessons and supported this whole process. A cohort of ten student teachers 5 from each institution worked as co teachers. The entire experience with co-teaching lesson plans for inclusion, feedback from supervisor and their reflections are submitted in the form of action research project. The results encouraged faculty to understand the potential of such training.

- **Lesson planning for Inclusion**-To upscale the experience in the same format was difficult hence questions on inclusion were included in the lesson plan for all student teachers with the help of the expert . Training workshops to address the questions were designed based on our previous learning. Student teachers are now aware that they have to practice differentiated teaching, accommodations have to be made and planning has to be in advance both for teaching –learning process and assessment.
- **Courses that cater to equity and diversity directly**- Each course has some topics that cater to these topics directly. Like sociology of Education, psychology of Education, method courses. These topics are transacted with seriousness and through interesting modes like film viewing and discussion, seminars, workshops for learning disabilities etc.
- **Community work**- This opportunity provides student teachers first-hand experience in interacting with students belonging to under privileged sections of the society and the differently abled. Multiple experiences ranging from participating in rallies for the world disabled day to growing plants and teaching in a multi- grade , multi-age situation are provided which increases their understanding of the mosaic of diversity that exists in society.(Refer to **Appendix 2.3** for the list of community centers)
- **Guest lectures and workshops**- Exposures to variety of issues that raise the question of inclusion are included in the years plan. For instance, women's issues, marginalization issues, problems due to stereotyping and bias are planned for the student teachers. A variety of experts are invited formally and informally, as resource persons to talk to the student teachers. This provides an opportunity to the student teachers to interact with them and gain more insight in the issues related to diversity and equity. (Refer to **Appendix 5.1** For a list of workshops and guest lectures.)
- **Participation in Co- curricular activities**- Co-curricular activities help to build bridges. Encouraging and motivating all student teachers irrespective of background to participate in these activities help to create a feeling of inclusion and appreciation of

diversity. A variety of formats like skits, street plays, talent displays, freedom to choose any value added course helps to make the B.Ed. course diverse and rich. **(Refer to Appendix 5.2)**

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

Teachers are crucial in determining what happens in classrooms and hence developing the teachers' knowledge, attitude and actions to cater to the diverse needs of students is non-negotiable. The institution has in several ways ensured that the faculty is truly made more aware and sensitive to the idea of inclusion.

Workshops and seminars: The institution encourages the faculty members to attend workshops, seminars or conferences on the theme of inclusion, social issues, women empowerment etc in order to keep them updated and knowledgeable.

- For instance, a two day intensive workshop on Inclusion, differentiated teaching and learning disabilities was organized in the last few years. The training helped to address questions for inclusion and encouraged teacher educators to discuss, ask, and clarify doubts on differentiated teaching as student teachers had to be guided for the same in their lesson plans.
- A training workshop on self-development through theatre was organized to allow reflection among teacher educators to becoming more self aware and sensitive to the diverse student needs.
- The theme of the year 2014-15 for the institution was positive mental health. An UGC sponsored national workshop on Mental Health was organized in the institution which was attended by teacher educators from various institutions with experts from NIMHANS. Well being of the individual was the core theme of the seminar.

Refer to **Appendix 3.1** for a list if workshops, seminars and conferences attended by the faculty.

Collaboration: Institution encourages faculty members to network with institutions having expertise in inclusion such as special Education department, SNDT University& MINDS College of Special education Mumbai, ADAPT (Able, disable all people together) and TISS, Mumbai.

Learning Management System: The faculty is encouraged to use LMS - Moodle to facilitate self paced learning by student teachers which caters to diverse learning needs of the student teachers.

Community service: Direct participation of the faculty members in community work activities also helps them to be knowledgeable and sensitive to the diverse student needs.

Study circle: The study circle activity and paper reading sessions organized by "Shodh Sadahana"- our research cell on themes like motivation, peace education, community research, Krishna Kumar's short stories and Diwaswapna by Gijubai Budheka led by a TISS facilitator helps teacher educators to discuss and debate issues related to inclusion, equity and affirmative action from the educator's perspective.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The institution has adopted the approach of integrating inclusion and diversity as sustainable practice rather than as an add-on model. The various practice followed to develop skills of student teachers in this area are:

- **Integration of core elements :**

The student teachers incorporate at least one of the core elements as suggested by National Policy of Education- 1986 to sensitize school children to the issues of diversity and equity. Hence integrating values like gender equality, Social equity and secularism through their lessons was emphasized and guidance given for the same.

- **Bridging theory and practice:**

The theory paper in psychology, sociology has some topics that cover inclusion and equity. In an attempt to bridge the gap between theory and practice the institution worked in the area of inclusion.

- Setup Linkages with the special education dept, SNDT University.
- Co-teaching practice for a cohort group (pairing of a student teacher from our institution with one from Dept of Special education, SNDT.)
- Delivering lessons in inclusive schools.
- Using that experience to upscale to all by incorporating key questions on inclusion in the lesson plan.

- Training by an expert to understand learning disabilities.
- Guidance by teacher educators to get student teacher to think about what accommodations they will make in their lesson planning.

- **Alternative learning environments:**

The community service which the institution organizes in different centers like ADAPT for spastic children, Gharkul and Punarvas for the mentally challenged, Baljeevan for the socially disadvantaged children is another key way to sensitize student teachers and learn practical and alternate ways of dealing with children such as multi-grade facilitation.

- **Valuing expertise**

Professional inputs: An internationally trained expert from the field of special Education was invited to conduct workshop on inclusive education. This activity helps the student teachers to gain insights in planning a differentiated lesson for an inclusive classroom and understand the meaning of accommodations.

- **Use of films, news paper cuttings:**

Use of Media is a powerful way of impacting learning. Films like 'Q to P' and 'Sandra from Bandra' is about women issues in India. Post film the film maker, or an experienced teacher discusses the film and the perspectives portrayed. Newspaper cuttings are often put by faculty and student teaches on diversity and equity issues.

2.3 Teaching- learning process

1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group individual projects, simulation, peer teaching role-playing internships, practicum etc)

The institution is committed to engaging student teachers in active learning using various resources.

Library:

- The B. ED. assignments and essay writing, lesson planning require library as a resource and hence this is emphasized to the student teachers early in the course. Open access is permitted to encourage student teachers to use N-list e-resources.
- Reading a journal or a research article and writing a review is encouraged by the librarian.

- Compulsory library reading for one hour is placed on the timetable.
- Library current awareness service is provided through MOODLE.
- A library blog to provide updates and receive suggestions is available.

Referencing websites: Referencing websites during lesson planning to check on content and methodology is very common and since the campus is WIFI-enabled and each faculty has a laptop mobiles etc, access is immediate.

LMS: MOODLE as a LMS is used extensively. Training workshops on how to use MOODLE as a learning platform are conducted. Each student teacher is given an individual access.

Simulation: Simulation lessons are carried out in small groups. Active learning methods like games, team teaching, CAM. Other methods like panel discussions and seminars are also used to provide simulated environments.

Peer teaching/peer assessment: As already mentioned the buddy system is practiced for lesson planning to support learning and improve teaching skills, pairing in group activities in class, peer teaching in small group tutorials if there is a gap for some student teachers in understanding. Allocating few topics for student teachers to choose and prepare voluntarily to peer teach in class under the supervision of the teacher educator is practiced at appropriate junctions wherever required.

Peer assessment does not find a place in the syllabus. However, the institution has introduced Peer assessment for CAI lessons in a systematic manner and the feedback of this whole practice for the last few years has been highly positive. Student teachers are able to see the benefit of the practice to their skill set and profession as a teacher.

Role play: Role play as a powerful method of learning is clearly demonstrated in the simulation group. Also teacher educators use it while teaching the topics like Erikson's theory of psychosocial development.

Film viewing: Film viewing on social issues like gender, class discrimination are held followed by group discussion.

Practice teaching & Internship

Active learning methods (ALM) are taught to student teachers through a workshop and video viewing. They are encouraged to practice/ use simple techniques of active learning in the school setting during internship. Lesson plan handbook has examples of active learning

such as the

- ESA method of teaching Grammar (Engage, Study, Activate).
- The CAM model in teaching Mathematics.
- Integrating social values of hygiene and population education through lessons.
- Using the constructivist approach and comparative approach of teaching essay writing.

2. How is learning made student-centered? Give a list of the participatory learning activities adopted by the Institution and those which contributed to self–management of knowledge, and skill development by the students?

The institution believes in progressive pedagogies that emphasize on a classroom that is student-centered, teaching methods that are inquiry driven, teachers who act as facilitators. Many instances where we use participatory approaches are as follows:

- **LMS- Moodle** training provided to get hands on experience with its use so that student teachers become self sufficient to use the platform as per need and pace.
- **Participatory methods:** Educators use methods like cooperative learning strategies, panel discussion, Role play, dramatization, games which reflect the participative spirit.
- **Concept mapping and mind mapping** for content enrichment through group learning is done to strengthen their knowledge.
- **ICT related participative strategies** like flipped classroom and using interactive tools like document sharing, blogging, chatting are encouraged. Further, Cooperative learning, Problem based learning and 7Es of constructivist learning was taught through asynchronous and synchronous mode of online learning.
- **Solid waste management** was carried out through interactive and participative workshop through collaboration with ORF experts. Student teachers worked in groups to interview the local area citizens, collect data, and collate findings as a part of the workshop. Finally, the class also decided together as a team what doable actions they would set for their institution for waste management .
- **Active learning method:** An orientation to ALM as an approach based on the Chennai model is discussed through a film. Simple but interesting techniques for participatory and active learning is done through a workshop such as fish bowl, clarification pauses, finger signals, wait time, muddiest and clearest point etc.

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/ method developed and/used.

Models of teaching have a place in the syllabus. However, each of these models is dealt in depth through workshops. Student teachers are oriented to the following models of teaching

- Advance organizer model based on Ausubel's Theory of Meaningful Learning
- Cognitive Moral Development Model by Kolhberg
- Concept Attainment model By Bruner
- Inquiry training Model by Suchman

Besides this other innovative approaches that the faculty uses are Co-operative Learning, Roleplay, Panel discussions, debates, gaming, Seminars, films, Co- teaching, Co-operative Learning, etc.

For instance, one of the approaches has been described below.

Panel Discussion:

The course content of two subunits of Sociological Foundation of Education dealing with role of Family and School in Life Skill Education and role of Alternative Learning Systems such as Open Learning, Online Learning and Distance Education as a social equalizer are dealt by organizing a Panel Discussion as a Tele-show: 'Aapka B. Ed.. Aapka Mat.'

This panel discussion is planned like a live television show simulated in classroom with participation of student teachers as Resource Panelists and Studio Audience. The Teacher Educator performs the role of Anchor who mediates. Student teachers also participate to present Tele- advertisements as a part of tele-breaks during the show. The whole program is planned in advance seeking student participation and is duly scheduled in the timetable. Student teachers volunteer to enact different characters. The methodology involves clarification of doubts on the topic in a same way as a live television program interacts with studio people and distant viewers. The objectives to plan such a kind of learning experience are: to break the monotony of traditional classroom teaching, to seek maximum student participation in planning and execution of the activity, to make learning experience more interesting and enjoyable with some humour element for direct application and association with daily experiences.

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

A workshop on 'Models of Teaching' is conducted, wherein Concept Attainment model and Inquiry training model are dealt in detail. Subject experts then demonstrate each model through various topics.

All the student teachers give one simulated lesson using Concept Attainment model.

Student teachers are also encouraged to use CAM during their practice teaching lessons.

Student teachers are trained in the Assertive training model which is integrated with life skills training and counselling skills.

5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes. Student teachers use micro-teaching technique for developing teaching skills. Prior to the school based practice teaching program intensive training is provided for developing core teaching skills in a simulated setting (micro teaching) through a workshops for 10 to 12 sessions. In this program, student teachers are oriented to a number of micro skills like:

- Skill of Set Induction
- Skill of Explanation
- Skill of Questioning (Probing & Fluency)
- Skill of Illustrating with Examples
- Skill of Chalkboard Work
- Skill Of Achieving Closure
- Skill of Integration

Orientation to the skills is followed by demonstration of that skill by the faculty members or by alumni. The institution provides a booklet on micro teaching which includes additional skills like skill of narration, stimulus variation apart from the ones mentioned above and model lessons on various skills.

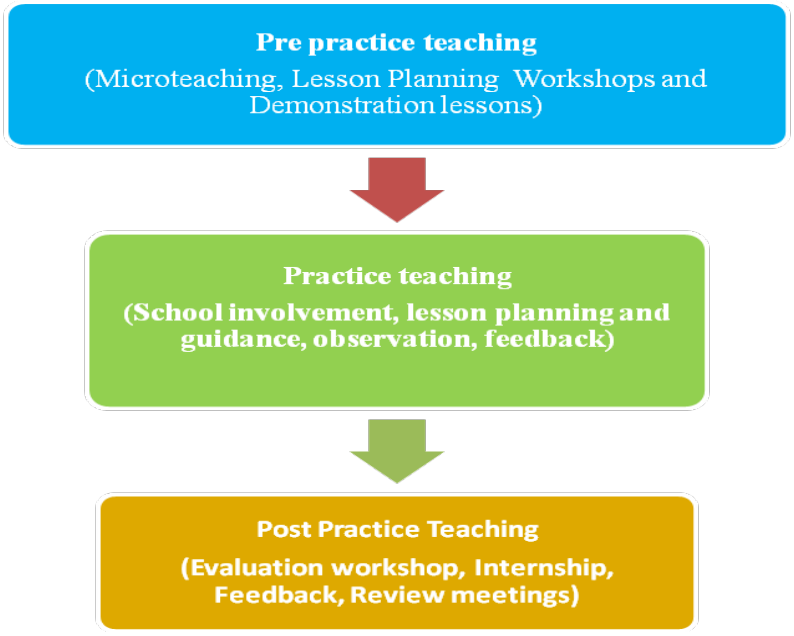
The micro skills practice is conducted in small groups of 11 to 12 student teachers. A detailed feedback is provided which begins with reflection by the student teacher, peer feedback and finally supervisor's feedback along with a rating scale. (**Appendix 2.5**)

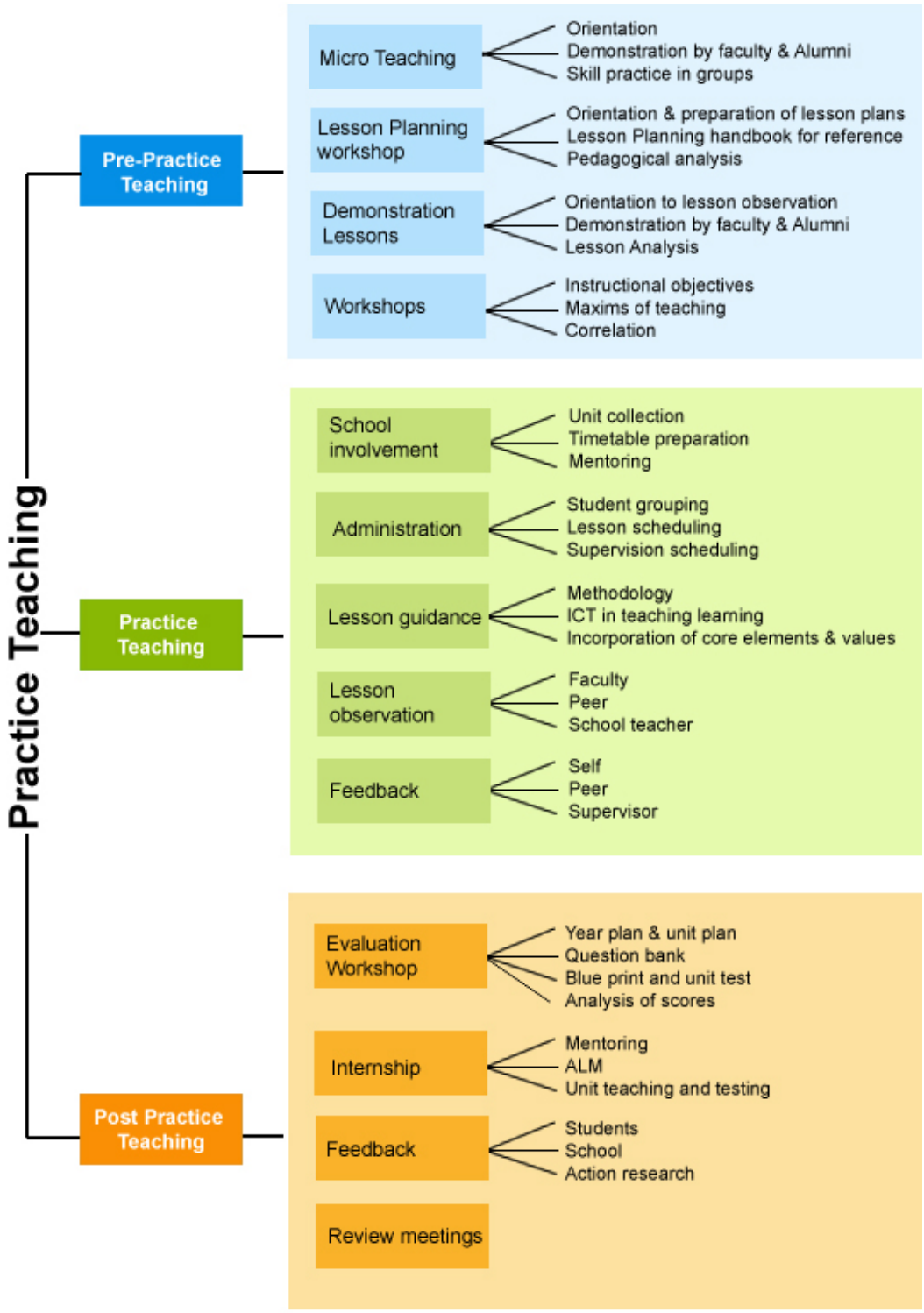
Micro lessons demonstrated by the faculty are recorded and even student teachers are encouraged to record micro lessons in their groups.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Practice teaching is the most significant and integral part of the teacher education and is at the core of any teacher training institution. Practice teaching provides experiences to student teachers in the actual teaching and learning environment and gives an opportunity to try the art of teaching before actually getting into the real world of the teaching profession. Therefore this aspect needs to be planned meticulously to achieve intended outcomes. The entire practice teaching program is presented in the chart below and elaborated as follows:

Practice teaching programme




Practice Teaching
Pre-Practice Teaching
Micro Teaching
Orientation
Demonstration by faculty & Alumni
Skill practice in groups
Lesson Planning workshop
Orientation & preparation of lesson plans
Lesson Planning handbook for reference
Pedagogical analysis
Demonstration Lessons
Orientation to lesson observation
Demonstration by faculty & Alumni
Lesson Analysis
Workshops
Instructional objectives
Maxims of teaching
Correlation
Practice Teaching
School involvement
Unit collection
Timetable preparation
Mentoring
Administration
Student grouping
Lesson scheduling
Supervision scheduling
Lesson guidance
Methodology
ICT in teaching learning
Incorporation of core elements & values
Lesson observation
Faculty
Peer
School teacher
Feedback
Self
Peer
Supervisor
Post Practice Teaching
Evaluation Workshop
Year plan & unit plan
Question bank
Blue print and unit test
Analysis of scores
Internship
Mentoring
ALM
Unit teaching and testing
Feedback
Students
School
Action research
Review meetings

Pre practice teaching phase

Micro teaching workshop:

Micro teaching practice is spread over 10-12 days where student teachers are oriented to various skills, lessons on different skills are demonstrated and each skill is practiced individually by every student teacher. For details of micro-teaching program refer to the answer to question 2.3.5.

Lesson planning workshop:

A lesson planning workshop is organized before the commencement of teaching practice. The process is as follows:

- The student teachers are oriented to the details of lesson planning followed by group work in their methods.
- Student teachers are presented with examples from different methods while orienting them to various aspects of lesson planning.
- A lesson planning hand book containing model lesson plans in different subjects is provided to every student teacher.
- To enable our prospective teachers to contribute to national development, emphasis is given on incorporating core elements (NPE, 1986) in lesson planning. Key questions which direct thinking on catering to diversity in the classroom and students' well being is also included in lesson plan for which the student teachers are oriented, motivated and guided to plan for these components.

Demonstration lessons:

The demonstration lessons are organised in schools for all the methods. These lessons are given by faculty and alumni. A copy of the lesson plan of the demonstrated lessons is displayed on the notice board for further reference by the student teachers.

Student teachers are given a framework for lesson observation and are asked to critically observe and record the lessons demonstrated in the methods allotted to them. At the end of every demonstration lesson, an objective analysis and discussion is carried out.

Added inputs:

Workshops are conducted for instructional objectives and specifications, maxims of teaching and correlation. In these workshops student teachers are oriented to the theory and then practical work is carried out by student teachers in method group under the

supervision of method teachers. These inputs benefits the student teachers by helping them make their teaching thought-provoking and active.

Practice Teaching:

Administration- the school based practice teaching program is organised as follows:

- The student teachers are divided into 10/ 11 groups. Each group is allotted three to four schools. The groups are formed taking into consideration the heterogeneity in methods and teaching proficiency of the student teachers as displayed in the micro skills practice.
- Two coordinators are democratically elected for every group to liaise between school supervisor/teachers, the group members and supervisors in charge from the institution.
- Generally the lessons are arranged on alternate days (Monday, Wednesday and Friday) so that student teachers get sufficient time for lesson preparation, referencing and guidance.
- Every group gives 7 lessons in one day. 10 groups give lessons on one practice teaching day on an average and minimum 70 lessons are completed per practice teaching day.
- Every student teacher gives one lesson per day and not more than four lessons per week. Other student teachers observe lessons in the same or different schools. This helps them in observing variety of lessons.
- One faculty member supervises each group.

Lesson planning and guidance

- A substantial amount of time is allotted in the time table for lesson guidance. The focus of guidance is on objectives, methodology, evaluation, catering to diverse needs, incorporation of core element and values through the selected unit.
- Student teachers are encouraged to integrate technology in practice teaching lessons.
- The institution has initiated buddy system for lesson guidance in the second term. In this system student teacher who is good in lesson planning is paired with a weaker student teacher. The selected student teacher acts as a peer guide and suggests changes. The lesson plan is than guided by the guiding professor.
- Student teachers are also given guidance on classroom management, time management, integrating ICT in teaching-learning, etc. in advance.

Lesson observation

The classroom based practice lessons are observed by the supervising professor, peer group members and school teacher as an additional input.

By Supervisor: Each supervisor observes one lesson at a time. Every lesson is observed and rated on the basis of a rating scale prepared by the institution for every subject and gives descriptive suggestions as well.

By peer: Every student teacher is expected to observe lessons of their peers in their methods. These observations are recorded by them in the observation handbook provided by the institution. This helps the student teachers to gain insight into the lesson delivery, become confident and improve their own lessons.

By school teacher: School teachers have repertoire of real life teaching experience. The practice teaching department involves school teachers in lesson observation. One lesson in both the methods of every student teacher is observed by the school teacher along with the supervisor.

Post-practice teaching phase:

Feedback: The system of giving lesson feedback is threefold and involves reflections by the practicing student teacher, feedback by peers and finally the supervisor feedback. The student teacher, the peer observer and the supervisor discuss the lesson in a group.

Reflections: in order to promote reflective practices among student teachers, we have incorporated an element of reflection in the lesson plan. Every student teacher is expected to reflect on the lesson after its execution. Student teachers are first oriented to this activity during the lesson planning workshop, they are asked to share their feedback before they receive feedback from their peers and supervising professor.

Peer feedback: Peer group members share their observation about the lesson with the student teacher which helps to look at the lesson from a different perspective. The emphasis is on improving the lesson efficiency.

Supervisor's feedback: The institution has a practice of rotating supervisors to different groups for lesson observation so that student teachers get feedback from most of the teachers and this system also enhances objectivity in lesson observation. The supervisor comprehensively observes every lesson and rates the student teacher on various aspects of teaching. **(Appendix 2.4).**

Post-practice teaching phase:

Internship: At the culmination of the practice teaching program a week long internship is organised in school where students get to experience the role of an in-service teacher. For details of this programme refer answer to Q. No. 2.3.7.

Evaluation:

Evaluation is as much an integral part of classroom teaching as instruction. The institution organises a three day evaluation workshop to prepare student teachers for assessment. Student teachers are oriented to planning and preparation of year plan, unit plan, and different types of questions that can be asked in a test or examination, preparation of question bank and designing of a blue print and unit test. All the student teachers prepare a year plan, unit plan, question bank comprising of different types of questions, blue print and unit test in one method. The prepared unit test is administered by student teachers in school during internship program. The answer paper is assessed and scores are analysed using computers. This activity provides direct experience to student teachers about the entire process of evaluation.

Feedback:

The institution seeks to continually improve the functioning of the practice teaching programme by taking feedback from its stakeholders i.e. students and school.

- Evaluative action research projects are undertaken by the students to review the functioning of the practice teaching department. Students provide feedback without any hesitation as it is given to a peer group member. Thus it helps in collective authentic data.
- Oral feedback is sought from students on a regular basis
- Departmental meetings are organised to take feedback from practice teaching group coordinators
- Feedback from practice teaching schools is also collected.

Review meetings:

- Review of the practice teaching activity is conducted during the staff meeting held at the end of both the semesters. In the review, strengths and the lacunae identified are taken into consideration in the ensuing years.
- The faculty in-charge of the practice teaching programme also organizes meeting with the principal and members of the department to review the programme. The functioning of the programme is reviewed in detail by all the members present in the meeting and

decisions are taken regarding continuation of good practices and modification of practices which didn't work as desired.

7. Describe the process of Block teaching / Internship of students in vogue.

Internship:

The school internship program provides opportunity to the student teacher to understand the roles and responsibilities of a school teacher for a period of one week.

Duration of internship is as prescribed by the syllabus. It is usually arranged in the last week of January or first week of February. A group of 10 student teachers along with one supervising professor visits one school for internship. The school internship program comprise of the following activities:

Classroom teaching

- Teacher mentorship program where the school teacher acts as mentors to the student teachers.
- Observation of school teacher's lessons.
- Use of Active learning method during proxy periods.
- Development of a unit plan, teaching of the unit and administering of unit test.
- Correction of composition books and exercise books.

Evaluation

- Development of a unit plan and teaching of the unit.
- Administering of unit test.
- Scoring the tests and result analysis.
- Communication of the test results.

Co curricular activities

- Conducting assembly.
- Organising co-curricular activities like educational games and quiz in classroom and sports as an outdoor activity.
- Assisting the teacher in organising cultural activities.
- Assisting in laboratory and library activities

Administrative functions

- Recording and calculating student attendance, maintaining registers of the students.

- Interacting with the school principal and senior teachers to get an insight into administrative functions.
- Understanding the administrative records like the teachers log books, timetables, examination schedules.

In this way, the school internship program helps in developing a realistic and comprehensive understanding of the complexity of teaching and its associated activities. It assists in the transition from pre-service to a regular teacher.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Pre practice Teaching Planning

For smooth organisation and timely completion of practice teaching lessons, faculty members take a formal appointment with the school principal. During the meeting the schedule of practice teaching is discussed in detail by both the parties. Along with it the faculty members acquaint themselves about the school year plan. The practice teaching programme is thus planned taking into consideration the year plans of the schools. Various activities related to practice teaching like demonstration lessons, classroom based practice teaching, internship are organised based on the year plans of the schools. The plan of the practice teaching is also shared with various schools in advance.

Practice Teaching Planning

The faculty in charge along with student coordinators continuously interact with school supervisors and teachers to coordinate the practice teaching lessons.

The school teachers lend support in planning of practice teaching lessons in the following ways:

- Allocation of unit to student teachers for teaching.
- Familiarizing student teachers about the classroom environment.
- Advising student teachers about use of teaching aids or use of smart boards.
- Observation of the lessons given by the student teachers and providing feedback.

- Mentor teachers spare valuable time in giving additional inputs related to real life experiences and challenges of teacher. They allow student teachers to observe their lessons in the classroom.

The support staff of the schools helps student teachers in organizing physical space for the group in school. The librarians, laboratory assistant and other school authorities assist student teachers in procurement of school resources whenever required. Schools also allow and encourage student teachers to use available resources. For e.g. Use of smart board in the practice lesson.

Post practice Teaching Planning

At the end of the practice teaching sessions, the exit discussion with the principal and supervisor helps to fine tune the programme for the forth coming year. The feedback from teachers and supervisors are taken and considered before the lesson planning. Formal feedback from principals and supervisors contributes significantly for improvement of the practice teaching.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Inputs from syllabus: Several topics in the syllabus help faculty to sensitize and articulate the need for catering to diverse learning needs. For e.g. In the course on sociology, several topics like gender, caste, class, poverty gives the teacher educator ample opportunity to make student teachers understand that there could be a student from such background in their class. Topics in Psychology, like multiple intelligence, tests on thinking styles and learning styles etc gives an authentic platform to sensitize student teachers to the implications of having diverse learners in the class.

Workshops on inclusive strategies have been organized all these years. Andin the year 2014-15,a two days intensive training workshop was organized. On the initial day, student teachers are exposed to experiential learning methods and effective techniques to experience the pain that children go through due to their disability and on the second day student teachers learnt clear and specific strategies that can serve as accommodations in the classroom.

As already described in 2.2.5 the institution lays emphasis on understanding inclusion and ways to carry out differentiated teaching. The institution conducts special workshops to

train the student teacher for inclusion. The student teachers are encouraged and guided to plan strategies in their lesson plan to cater to students with diverse needs.

To translate the learning into action they had to respond to two key questions on inclusion in the lesson plan. They were guided by teacher educators, experts wherever there was difficulty.

Collaboration: A powerful way of learning is through collaboration and our pilot for two years with a cohort of 5- 6 student teachers paired up with SNDT student teachers to prepare inclusive lesson plans, co teach, video the experience and write their reflections, translate it into an action research and disseminate it to the class.

Use of technology: Student teachers are also encouraged to make use of technology in practice teaching and this can help in many ways to use different sensory stimulation.

Internship: Few of the schools selected for practice teaching and internship practice inclusion in spirit and deed so this helps student teachers in getting first-hand experience in catering to students with diverse needs. They understand truly the challenges that exist and their role in the same.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Student teachers are motivated to make optimum use of technology in practice teaching. Technology is adopted in the following ways in practice teaching by the student teachers:

- Student teachers do a lot of reference on internet for planning of practice teaching lessons.
- Many student teachers make use of power point presentations in practice teaching
- Student teachers also show videos and documentaries to the students while class room based teaching practice.
- Student teachers are orientated to prepare a CAI lesson. All the student teachers give one CAI lesson in a simulated situation.
- Student teachers also make use of smart board if available in school and if permitted to use it.
- The institution provides hardware and software support to the student teachers.
- Student teachers are provided lesson guidance online by the faculty whenever the need arises. The review feature is used to provide feedback.

- Student teachers are given online guidance through e-mails on days when the student teachers are unable to seek face to face lesson guidance.

2.4. Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes. Answered as Q. no. 8 in section 2.3

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

- The identified ratio of student teachers to schools is approximately 10:3, for a batch of 100 student teachers we take permission from around 45 schools for teaching practice so as to provide a variety in terms of the affiliation boards of schools, academic standards and the type of management.
- All the 100 student teachers are divided into groups of 8-10 student teachers per group and each group is assigned 2-3 schools for teaching practice.
- 2-3 schools allotted per groups helps to reduce the pressure on the practice teaching school, ensuring a good rapport between the student teachers and the in-service teachers of the practice teaching schools.
- The student teachers in a particular group are decided on the basis of their medium, methods, special needs (disabilities etc) and the student teachers' residence so as to make it convenient to travel.

The managements of our practicing schools have been appreciative of the co-ordinated administration of teaching practice adopted by the institution. This has resulted in a very good rapport with the schools over the years.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The institution follows a three stage feedback process:

- The first feedback stage is through self-reflections. There is a provision in the lesson plan to write reflections and directed questions that give focus.
- This is followed by peer feedback in the form of a discussion.

- Finally the supervising professor gives an oral and written feedback by using the observation schedule which is in the form of a rating scale and suggestions for improvements.
- The faculty members share information on student teacher's teaching proficiency and provide extra help to those who need.
- At schools where the institution has tried teacher mentoring the student teachers lessons are also observed and rated by the subject teachers of the practicing schools and these teachers act as mentors for the student teacher giving them a practical and critical feedback which is also shown to the guidance professors before the lesson guidance for the next lesson.
- The guiding professors provide guidance for the next lesson only after reading and taking into consideration the written feedback of the preceding lesson. Thus ensuring that the weaknesses of the student teacher are attended to and strengths enhanced.
- Refer to **Appendix 2.4 and 2.7** for observation schedules of teacher educators and feedback mechanism of school supervisors

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Ensuring clientele (school) needs:

- **Guest lecturers**: Heads of schools and experienced teachers are invited to share experiences of the new policies, trends, needs and expectation gaps of the schools.
- **B. Ed. syllabus**: The B. Ed. Syllabus provides scope to educate student teachers on topics like RTE, SSA, NCF, and comparison of curriculum and syllabus of different boards, CCE etc.
- **Co-curricular Activities**: Student assemblies and bulletin boards serve as good platform to discuss school, policies and issues through newspaper articles.

All new government initiatives which are applicable to schools and educational institutions like Swachh Bharat Abhiyan, National Unity Day are observed.

- **Faculty Interactions**: Regular meetings of the Institution's head with the school principals and other personnel help to get updates of school functioning.

The faculty is in continuous contact with the school heads and managements, education inspectors and interacts with them regularly to discuss the changing scenarios and challenges faced by the teachers at school. They are often invited to speak and acquaint the student teachers to the same.

- **Practice Teaching and Internship**: Visits to schools by the faculty and student teachers for practice teaching lessons and internships give them access to the understanding of policies, their implications and the needs of the schools. Inclusion as a policy, challenges of the same, ICT integration is introduced to the student teachers in the real scenario.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

Today's schools face enormous challenges like rapidly changing technology and increasing diversity of students in schools. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. Teachers need to know how to structure interactions among students, how to collaborate with other teachers, and how to work with parents to shape supportive experiences at school and home. The institution ensures that student teachers are made aware of recent developments in their subject in several ways:

- By inviting experienced and accomplished school teachers to talk of their subjects.
- Method lectures as a connecting space to integrate new learning.
- Inviting educators and alumni working in international settings to share their experiences and learning.
- Workshops on Netlogo, Geogebra, GIS.
- International experience in collaborative learning through IEarn and exposure to subject specific projects.
- Encouraging them to look at innovative lesson plans on websites.
- Encourage student teachers to carry out action research projects on testing effective methods of teaching subjects like case studies in the teaching of Economics, Cambridge language activities. For. English language teaching.

- Internship, shadowing subject teachers in their classrooms – our pilot with RN Podar involved the student teachers being mentored by the school teachers. The student teachers received lesson guidance and feedback from the teachers and student teachers had the added advantage of observing the teachers' lessons.

The faculty keeps itself abreast of the new developments in school subjects in the following ways:

- Continuous liasoning with school teachers, coordinators and heads during practice lessons and otherwise.
- Inviting senior teachers, principals of schools for celebrations, functions held in the institution to address the student teachers on the current needs and expectations of the schools.
- Deputing faculty on subject and pedagogy specific workshops and seminars.
- Training in ICT tools that provide access to good latest authentic resources
- Collaborations and networking with reputed institutions like TISS and ORF for discussions on curriculum and subject teaching. Inviting teachers from abroad to share the experiences about the education system in other parts of the world.
- Conducting study circles on research papers, books and articles on topics relevant to education by inviting scholars and experts from other institutions.
- The institution has a well-equipped library and faculty has access to many educational publications as detailed in (**Appendix 4.3)**
- The faculty has been provided with individual laptops and Wi-fi facility throughout the campus along with e-access to publications through INFLIBNET.

6. What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

It is imperative for the faculty of any educational institution to remain abreast of the modern trends of the field and to continuously upgrade knowledge and skills for professional growth.

Major initiatives of the institution for ensuring continuous personal, professional and career growth of the faculty are:

Workshops, seminars and conferences

- The institution allocates UGC funds to support faculty to attend workshops and seminars for Continuing Professional Development. (**Appendix 3.1** for workshops, seminars and conferences attended by faculty in the last five years)
- The institution conducts workshops specially developed for the professional growth of the faculty. For instance

- Theatre in education led by theatre experts
- Synergizing for success by industry experts
- Training for use of Google Apps by Google certified trainers
- Lesson planning for inclusion led by Inclusion experts

Faculty Training:

The institution deputes faculty for attending training for orientation/ refreshers and other optional training like life skills, mentorship for global teacher accreditation.

Research Initiatives:

- The institution encourages faculty to avail teacher fellowship through UGC FIP. Three of the faculty have already availed of the facility and completed their Ph.D.
- The faculty has been continuously engaged in research activities and has successfully obtained grants from UGC and the University of Mumbai. Four Mumbai university minor research projects and one major UGC funded project in the area of Pedagogy and innovative practices, life skills, Entrepreneurship education etc. have been completed. One UGC funded project in the area of action research for in-service teachers for continuing professional development has just received clearance.

Research cell activities

- The cell organizes paper reading sessions where research scholars are invited to share their research findings
- The institution has a practice of study circle where faculty members from within and outside the institutions meet periodically to discuss and share their views on pre-selected chapters from books or excerpts from a short inspiring book of educational value.

- Research experts are invited to orient the teachers on various aspects of research like statistical techniques, community research and qualitative research.

Resources:

- The institution has a well equipped library with the latest learning material including books, thesis, journals etc. The faculty been provided e-access through INFLIBNET.
- Faculty is also provided with individual laptops and internet connectivity for referencing and researching. The entire campus is wifi enabled.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The institution motivates its faculty by acknowledging their good performance and providing opportunity to them to share their good practices amongst other teacher educators and teaching community.

- Achievements are lauded in front of the entire faculty and B.Ed. class.
- Achievements are lauded in the institution's magazine.
- Management is notified of achievements.
- Appreciation letters from the senior management representative for professional milestones.
- Principal recommends faculty in different areas of expertise to other organizations for workshops and seminars.
- Encouragement for consultancy is provided.
- Faith, support and encouragement in the faculty when they embark on a new significant initiative.

2.5 Evaluation Process and Reforms

1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The environment of the institution is highly conducive and open to learning and sharing of thoughts, ideas and feelings.

Barriers to student learning are identified and communicated in the following ways

- Direct meetings with student teachers and through social networking sites and groups like face book, WhatsApp.
- Meetings with student council
- Meetings with mentors
- Counselling sessions
- Formal written feedback from student teachers
- Grievance Cell
- Parent meetings
- Barriers to learning are overcome in various ways

Conducive environment

- The institution organises a mentorship program wherein every faculty member has 10-12 mentees under him/her. The face-to-face contact session held with the mentees helps to understand and address the problems, issues, difficulties and challenges faced by the student teachers.
- Tutorials are arranged to discuss the academic difficulties and student teachers work in groups and help each other.
- The buddy system has been tried out by faculty for student support for lesson planning.
- Emotional and other psychological and social problems of student teachers are addressed by the counselling cell of the institution with a professional counsellor hired for the same.

Infrastructure

- Student teachers have easy access to the computer lab and internet facility for referencing and further reading, as the entire campus is Wi-Fi enabled.
- Learning resources like CDs, teaching aids, encyclopaedias, and Lab equipments are available to assist learning.
- The institution has a dedicated maths lab, science lab and a psychology lab, subject rooms for student support.

Access to technology

- The student teachers with English communication difficulties are provided with training through the language lab by a trained language teacher.

- The class rooms are equipped with smart boards, LCD projectors etc to enhance student learning.
- LMS Moodle has been set up to facilitate self paced learning.

Teacher quality

- The faculty is experienced and possess several expertises that enhances student learning.
- The faculty is equipped and committed to learner centred and participatory approaches of curriculum transaction.
- Faculty is encouraged to attend national and international seminars, present papers, workshops and conferences to expand their skills sets, core competencies and educational perspectives.
- Research cell activities like study circles, paper readings, collaborations with various institutions serve as a means to upscale teacher quality.
- Accountability is ensured through stake holder feedback and faculty is open to implementing changes.

2. Provide details of various assessment/ evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

The institution follows the Mumbai University pattern of credit based semester system CBSS, details of which are provided in. Details are available on http://kkcoe.org.in/wp-content/uploads/2014/08/Syllabus-B. Ed.-SEM-I-and-II.pdf.

By way of external examination, student teachers take the University exam in each of the courses at the end of each semester.

The Internal assessment of the student teachers is carried out as per the university rules, following the university pattern as mentioned in the syllabus. The procedure for allotting the internal marks is described below.

Practice teaching

Institution has developed tools/rating scale to mark student teachers on criteria such as microteaching, practice lessons and simulated lessons. **(Appendix 2.4, 2.5 and 2.6)** Student teachers are rated on different parameters relevant to different skills on the rubric along with a qualitative feedback. Student teachers are given a chance to reflect on their

lessons, followed by peer and faculty feedback. The institution has introduced Peer evaluations for CAI lessons to develop the habit of observation, critical evaluation and improvement of self and the peer.

Academic Performance

The internal assessment comprises of Essays, class tests, open book assignments and end semester examination for all the courses. Written and oral feedback is given individually to all the student teachers.

Transparency and reliability in examination process:

- The Institution has an examination committee to assure transparency and reliability. The time- table for the examination is displayed a month in advance, the professor in charge collects the question papers and these are then scrutinised by the exam committee and sent for printing after approval.
- Translations of exam papers are provided in different languages depending on the needs of the student teachers and the student teachers have the freedom to answer in the medium of their choice. The entire process of typing, editing, translation of the papers is computerized.
- CCTV cameras have been installed in the examination hall as per university directives to curb malpractices. The University has also started a new practice of sending the paper online to each examination center and the papers are downloaded and photocopied just one hour before the exam.

3. How are the assessment /evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Improving Student Performance

- The results of the student teachers in the theory papers are communicated to them by putting up the grade/ remark obtained in every course.
- In addition, individual feedback is given to every student teacher both orally and in the form of written comments on the answer sheets by the faculty. This ensures that doubts of the student teachers are effectively addressed.
- Tutorials are conducted on a regular basis to aid student learning.
- Remedial sessions are also conducted for student teachers who need it.

- In the area of practice teaching student teacher's reflection, peer observations and teacher feedback are taken into consideration before the guidance of the following lessons.
- Mentors also monitor the academic progress of student teachers and suggest additional ways to improve performance.

Improving curriculum transaction

- Feedback from student teachers on the courses and faculty performance is taken which is used to improve curriculum transactions and other processes.
- Student performance in internal and external examinations is analysed by faculty to improve classroom transactions.
- LMS Moodle is used to support learning through lecture notes, power point presentations, references, you tube videos and ensure self paced learning.

4. How is ICT used in assessment and evaluation processes?

ICT is used in several different ways for assessment and evaluation. Such as:.

- The consolidation of all the internal assessment and evaluation is done on Microsoft Excel.
- Consolidations of practice teaching marks from all supervisors are done on goggle docs and excel sheets.
- Process of preparation and interpretation of results of internal assessment is totally computerized.
- E-mails and goggle docs are used to share and guide the lesson plans.
- Action research project feedback qualitative comments are done through comments review feature available in Microsoft.
- Questions banks are shared on LMS Moodle.
- Quizzes are also shared on LMS Moodle.

2.6 Best Practices in Teaching-Learning and Evaluation Process

1. Detail on any significant innovations in teaching/ learning/ evaluation introduced by the institution?

Two major best practices of the institution are a) Integrating Inclusive Practices

b) Peer Assessment-Raising Standards in Training (see Annexure 10)

Integrating Inclusive Practices: One of the goals of the institution as guided by its Vision is to bring about social equity and create a just and caring society. The faculty members have been conscious of the fact that the general B. Ed. course falls short in addressing inclusion especially for classroom teaching and learning. This gap was evident for the faculty when they visited inclusive schools.

A pilot study was conducted on a small scale with a cohort of ten student teachers for two years. The institution collaborated with the special Education dept of SNDT for co-teaching for an inclusion program. Our student teachers were paired with student teachers from the special education dept, to plan an inclusive lesson and co-teach. The co-pairs developed common inclusion oriented lesson plans to actually implement in schools. They were guided by the faculty from both organizations and an international expert who shared ideas. The pay backs were good, exemplars were developed. Video filming of the co-teaching lessons done and co-teaching lesson plans for inclusion were developed. This experiment was modeled for two years. In the second year, more teacher educators from the institution were involved to enhance capacities in this area. This gave the institution the confidence to declare our intent to take on more in terms of inclusion.

We had to upscale this learning now to all 100 student teachers and create readiness in the minds of faculty to address inclusion and make inclusion not an option but a non-negotiable part of our lesson planning. Hence, in the third year we decided to include two questions on inclusion. They were simple questions but student teachers were forced to think about accommodations they would make in the lesson plan for the children with different needs both in teaching and evaluation stage. An expert was invited to train faculty and student teachers to the intricacies of inclusion, learning disabilities and strategies to deal with them. More important was how to address those questions.

The benefits of this exercise were immense. Student teacher feedback indicates that a large majority think the idea of introducing questions on inclusion in the lesson plan is much required. Majority felt the inputs given were sufficient and the workshop on inclusion and learning disabilities benefited them. Majority also said they now realize that their lesson plan cannot ignore diverse learners. More than 90% said they want to learn more about inclusive strategies and an overwhelming majority said inclusion is an area that teachers cannot ignore and that it was a good start to make them think about inclusion.

Overall the findings indicate a positive reception to the idea of inclusion. It also showed the student teachers had made attempts to engage with those questions. And many of them indicated they were interested in learning further. The fact that nearly 50% did not find the questions on inclusion easy to attempt indicated more training for teacher educators and more time for student teachers to internalize the idea is required. **(See Appendix 2.1.)**

The qualitative analysis of the lesson plans indicates that the lesson plans included generic ideas from 'I will ask oral questions to a dysgraphic student' or will bring some special need student to the front benches to very specific strategies like reinforcement of terms, pacing, use of ICT, virtual maps, buddy learning, word chart, cheat codes etc. 25% of student teachers attempts seemed to fulfill the requirements of inclusion but the rest seemed below average in terms of quality responses although the student teacher had made an attempt. There was a realization that they need to do something different for special learners but the ideas for accommodations were not so appropriate.

On the whole, the expert's analysis indicated that the student teachers had tried and the responses could be broadly classified as realizable, responsible and redundant ideas for inclusion. Distinction in strategies for LD and general teaching methods needs clarity. Need to revisit the questions separate process questions and evaluation is necessary. Better still use a complete inclusive lesson plan that demands teachers to write the entire process in a holistic manner has been suggested. In short, the practice impacted the student teacher, the teacher educator and the process of teaching and learning in a very deep way The unseen benefits were faculty consulted each other as it was a new area. They consulted the Dept of Special education, SNDT faculty and the expert. Learning both for the faculty and student teacher become collaborative. The outcome in terms of the best payback is the faculty memebers understand the need and hence integration into our practice has been easy.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Reflection on the practice:

The journey the institution undertook towards inclusion was in an unfamiliar area in terms of skill set. Hence reflection at every stage was required. When we look back on our three years of working on inclusion to make it an integral part of our training there are several learning's

Key learning's for delivery of practice:

- Capacity building in the area of inclusion to continue
- More intensive faculty training in inclusive pedagogic practices for the classroom.
- Need to revisit the questions in the lesson plan and separate them as process and evaluation separately
- Use in inclusive lesson plans in totality than just questions to ponder
- Continue the collaborations for enriched learning.

The realization that discomfort creates learning was clearly visible. The teacher educator's lack of satisfaction when they guided some of the inclusive questions gave way for more learning. Student teachers understood the learning efforts of the faculty. Sometimes it was nice to see teachers say 'you wrote about using cheat codes. Let me check whether that is one of the appropriate accommodations to make in this case.' Some of the responses would cause laughter like 'I would bring the visually handicapped child to the front bench.' But these were poignant moments of learning. Faculty consulted the internet, books, experts, colleagues to support the student teacher. A collaborative practice for inclusion was well on its way.

Technology served well in this area. Integrating customized technology for inclusion is an area where teacher education institutions are at a very preliminary stage. Interesting films shown by experts on types of disabilities and ways to address them also acquaints student teachers to the intricacies of dealing with inclusion issues.

Additional information to be provided by institutions opting for Re-accreditation/ reassessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

The main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation is as follows:

- Setting up a language lab for developing communication skills of student teachers.
- A well-equipped language lab with a qualified trainer has been set up and is fully operational.

- Qualified faculty for Mathematics
- Qualified faculty for Mathematics is invited as a guest faculty. A fully equipped Math lab has also been set and student teachers are trained in the use of different manipulative for Math teaching.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are:

- **Role of IQAC**

The IQAC meets regularly and has been instrumental in specifying and implementing measures like feedback, reflections, improved communication to the departmental in charge and listing clear expectations, have helped to sustain and enhance quality since the previous accreditation.

- **Quality Sustenance**

♦ Evaluative Action Research.

♦ Strengthened Tutorial and mentoring system.

♦ Effective use of ICT.

♦ Variety in Practice teaching schools.

♦ Commitment to national interests like environment, citizenship, well-being, etc.

♦ Use of constructivist approach and active learning methods in day to day curriculum transaction.

♦ Efficient Counselling service provided through counselling cell.

Quality Enhancement

♦ Increased participation of Alumni.

♦ Establishment of student Grievance cell.

♦ Increased effort to sensitize student teacher to inclusion.

♦ Involvement of Parent/ Family members of student teachers by conducting Parent Teacher meet and seeking feedback.

♦ Use of Learning Management System - Moodle.

♦ Establishment of a fully equipped and effective language labwith a trained tutor.

♦ Peer observation and assessment for simulated lesson.

- Training of student teachers for lessons in an inclusive set up schools and for radio lessons.
- Provision of air conditioned classroom and smart classrooms and training in the use of same.
- Strengthened Research cell – initiated study circle & reading research paper.

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Criterion III

RESEARCH, CONSULTANCY & EXTENION

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

Research and community outreach play a prominent role in developing the teacher education program. One of fundamental tasks of teacher education is to endow student teachers with strategies, which enable them to transform and critically rebuild knowledge.

The Institution endeavors to promote a culture of research in the field of teacher education and professional learning. Prominent initiatives of the institution to encourage teachers to take up research are as follows:

1. Ph.D registrations.
2. Availing of UGC fellowship (FIP scheme)
3. The institution as a Ph.D Centre
4. Taking up Major and minor projects funded by UGC
5. Action researches on pertinent issues/ needs
6. Promoting research cell activities
7. Participation in workshops, conferences and seminars
8. Encouraging faculty to publish research articles
9. Library up gradation for research

1. Faculty pursuing Ph.D. is as follows

Sr. No,	Faculty member	Status
1	Ms. Ashima Deshmukh	Pursuing
2	Dr. Jayashree Inbaraj	Completed in 2011
3	Dr. Smita Gupta	Completed in 2013
4	Dr. Savita Manchekar	Completed in 2009
5	Ms. Gauri Hardikar	Completed in 2015
6	Ms. Sheetal Zalte	Pursuing
7	Ms. Megha D'souza	Pursuing
8	Mr. Sunil Rajpurkar	Pursuing

2. FIP scheme: Three faculty members have already availed of the FIP scheme for teacher fellowship and successfully completed their thesis in the given stipulated time. One more faculty has applied for it.

3. PhD Centre: The institution has a PhD centre which began with 8 students and two guides, now has a capacity of 24 students and five guides. The institution encourages the faculty to apply for guideship. The Principal and one faculty member are registered guides and one more faculty is awaiting the recognition.

4. Major and Minor Research: Research projects provide a unique opportunity for a researcher to develop their skills and improve their research by widening their research horizons. The faculty has been continuously engaged in research activities and has successfully obtained grants from UGC and the University of Mumbai.

Four Mumbai university minor research projects and one major UGC funded project have been completed. The thrust of the research areas have been Pedagogy and innovative practices, life skills, Entrepreneurship education etc. One UGC funded project in the area of action research for in-service teachers for continuing professional development has just received clearance. Details are given in question 3.2.7

5. Action Research: The institution's current UGC major research project is on mentoring in service teachers for action research for continuing professional development.The faculty also acts as consultants for action research to reputed schools and organizations. One of the faculties is a consultant to the British council and SCERT, Chhattisgarh for action research projects.

Action research is also a thrust area in student progression and student teachers are encouraged to pursue action research in areas of classroom practices, community services, environmental sensitization and institutional administration.

6. Promoting research cell activities: The Institution's research cell '**Shodh Sadhana** organises varied activities throughout the year such as:

- **Research paper reading sessions**-The cell organizes paper reading sessions where research scholars are invited to share their research findings. Faculty and student teachers participate in the activity. Faculty from other colleges is also invited.
- **Study circle**- A practice where faculty members from within and outside the institutions meet periodically to discuss and share their views on pre-selected chapters from books or excerpts from a short inspiring book of educational value. An expert

facilitator leads the discussion. For example some of the discussions held were a chapter from Peter Senges Fifth discipline, Gijjubhai Budeka's Diwaswapna, Carole Ames's article on classroom: Goals, Structures and Motivation. The highlight of the practice is collaborative learning, reflective thinking on educational practices.

- **Research experts:** are invited to orient the teachers on various aspects of research like statistical techniques and its application in research, community research and subjective nature of qualitative research.
- **An Annual newsletter:** The research cell publishes a newsletter where teachers and educators share research related articles, abstracts and insights.

7. Workshops, seminars and conferences**:** Faculty is encouraged to attend national and international seminars, present papers and publish the same. Necessary accommodations in the time tables are made to facilitate the activity. A list of workshops, seminars and conference attended by the faculty for the last three years are attached in **Appendix 3.1.**

8. Publications: Faculty is encouraged to present and publish papers related to research and community outreach. In the past five years the faculty has published several articles, research papers and books in their area of interest. Student publications are also encouraged. Synopsis of select action research of the student teachers is published. A list of faculty publications for the last three years is attached in **Appendix 3.2.**

9. Resources: The institution continuously updates its well equipped library with the research related learning material including books, thesis, journals etc. Access to e-resources to faculty and scholars has been provided through INFLIBNET. Digitization of the Ph.D. research theses for easy access by scholars has been carried out by the library.

2. What are the thrust areas of research prioritized by the institution?

Research stimulates discussion, challenges assumptions, reaffirms convictions and raises new questions. With a view of serving the community and field of education through research and extension and improving the quality of the programme, the institution encourages research in various domains.

The thrust areas of research prioritized by the institution are

- **Pedagogy**

Faculty has taken initiative to improve their learning and practice by carrying out inquiry based projects through Minor- Individual projects funded by the University of Mumbai.

They have conducted research on interesting themes and innovative current topics like researching on training inputs for core elements, Educational Entrepreneurship etc. Also one of the major research projects (2011-13) taken up by the institution was related to training teachers from Urban and rural areas to teach social studies scientifically.

Student action research projects focus on alternative methods like use case studies in commerce , use of indigenous games in school, participatory approach to integrate intercultural awareness , environmental issues etc.

- **Continuing Professional Development**

Capacity building of in-service teachers through the mentorship model for action research training has been initiated through consultancy and major research projects of the UGC. The consultancy is with SVKM group of schools and the major research that is currently in progress where 80-100 in-Service teachers are to be trained in three years. One of the faculty members is also a consultant to British Council and SCERT for guiding teachers in action research.

- **Pilot studies for Innovative practices**

Innovative practices such as peer assessment for student teachers, co-teaching and lesson planning for inclusion, international collaborative research like iEARN have been conducted and documented by the faculty and student teachers. These researches have now been incorporated as the institution's best practices.

- **Evaluative research**

Student teachers take up evaluative studies of various cells and departments such as practice teaching department, placement cell, library etc of the institution for process improvements and quality sustenance and improvement. It also improves transparency and accountability. These action researches also help the student teachers to understand the significance of evaluative studies.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Action research is a process of systematic inquiry that seeks to improve professional practice. Through cycles of planning, observing, and reflecting, teachers engaged in action research can implement changes and become reflective practitioners. The B. Ed. curriculum offers Action research as an elective subject. The 30 mark project is on any

educational project. However, the institution encourages all the student teachers to conduct action research instead of just any educational project as a part of their practicum so that they are introduced to scientific thinking and small scale research as a part of their training. One of the faculty members of the institution is a consultant to British council to train teachers in action research. It's an all India initiative with accreditation from Cambridge. A team of faculty members applied for the UGC Major Research project and received approval on **'**Promoting Action Research for Continuing Professional Development among In-service Teachers through the Mentorship Model'. To encourage action research among student teachers ,the synopsis of a few exemplary value adding action researches from the last three years has been published.

Major outcomes of this initiative are:

- **Competency building** in research among student teachers and in-service teachers.
- Opportunity for **collaboration** with different institutions like SNDT, Radio MUST, CHIP, iEARN etc.
- **Dissemination of good ideas** through sharing, paper reading
- **Publication of synopsis** of exemplary action research
- **Process improvement** of the institution through the findings of evaluative research.
- **Continuing professional development** for faculty.
- Promotion of **innovative ideas** and generation of good practices.
- Introduction and deepening of **ICT** in educational practices.

Overall the thrust towards action research for student teachers has helped the faculty and student teachers to develop a reflective inquiry process and an orientation to evidence based approach. Some of the projects have also helped the institution to reach out to the community, for example sanitation programmes for underprivileged children, Projects promoting sustainable development and other evaluative action researches.

4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Academic gatherings are critical to an educator's role as a creator of knowledge. Research, teaching and service do not take place in isolation. Conferences, Seminars and Workshops

create learning communities that bring together educators and experts from various fields and serve as platform to exchange their experiences, ideas and practices.

The faculty of the institution participates and organizes several seminars and workshops at the Local, State and National level.

In the last five years, faculty attended several conferences, seminars and workshops.

Faculty participated in several diverse themes such as:

Research based themes	• Qualitative and quantitative analysis.
	• Teacher researchers as agents of change.
Quality Assurance	• Academics performance indicators.
	• NAAC Accreditation and Quality enhancement.
ICT	• Open Education resources.
	• Blended Learning- Pathways to success.
Women's Issues	• Contemporary issues in Women's studies.
	• Women Entrepreneurship.
Library	• Reshaping academic libraries- trends and issues
	• Academic libraries in electronic era
Environmental issues	• Environmental re-engineering series.
	• Role of education in conservation and protection of environment.
Teaching-learning	• Promoting collaborative learning through e-resource.
	• Empowering teachers in life skills education.

A detailed compiled list is provided in **Appendix 3.1**

Seminar-Workshops organized by Institution:

Sr. No	Date	Theme
1.	26th February2011	A Seminar-cum-Workshop on 'Professionalism in Teaching'
2.	23rd - 24th April 2012	UGC sponsored National Level Seminar on, 'Fostering a Credit Based Semester System (CBSS) - Challenges and Opportunities.'
3.	28th March 2013	NHRC sponsored workshops' Child Rights and Rights of Women'

4.	8th - 9th April 2013	NAAC and Sir Ratan Tata Trust Sponsored State level Seminar on 'Curriculum for excellence in Teacher Education' jointly organised by KKCE and TISS.
5.	28th February 2014	PSA sponsored Seminar on 'Sustainable Development'
6.	16th -17th April 2014	ICSSR sponsored National Level Seminar-cum-Workshop on 'Contemporary Perspectives in Content Development'
7.	13th -14th March 2015	UGC sponsored National level Workshop on 'Positive Mental Health for Personal and Social Empowerment: Nurturing You, Me and We.'

Besides these, the faculty regularly organizes workshops in the areas of Theatre in Education, Use of Google Apps in teaching learning process, synergizing for success, lesson planning for inclusion etc. in its endeavour to upgrade their skills set. Workshops on various themes for holistic development of student teachers are also regularly conducted. (A list is attached in **Appendix 5.1**)

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The institution encourages the staff and the student teachers to develop instructional materials and teaching aids, designed to enhance the quality of instruction.

Instructional material developed by staff:

- Handbook of lesson plans with alumni inputs.
- The faculty prepares a detailed question bank as a guideline for the student teachers to prepare for their internal theory exams.
- Handouts of notes for the student teachers as a study material for the course. These are also uploaded on LMS moodle. Some CAI packages are also uploaded on the LMS moodle.

- Handouts for using techniques like flipped class, seminars etc.
- Scripts for some of the theories in educational psychology have been prepared.
- Co-teaching lesson plans by the faculty for teaching subjects in the curriculum.
- Guided lesson plans for Co-teaching for inclusion.
- Guided radio scripts for mathematics, economics and science teaching.
- Publication of learning material in the form of scenario and radio scripts using digital technology.
- Updated Rubrics of self assessment of lesson plans for simulated lessons.

2. Give details on facilities available with the institution for developing instructional materials?

The institution provides the best infrastructural facilities required for developing instructional material.

Computer lab: Institution has well equipped computer lab of the institution which has computers, with Internet access, as well as the required hardware.

- **Wi-Fi enabled campus**: The entire floor is WIFI enabled for the use of staff as well as student teachers.
- **Language Laboratory**: The language is equipped with hardware and software to develop language skills. The laboratory has a dedicated personnel in charge of training.
- **Method Rooms:** The method rooms are used by student teachers to refer and create learning resources.
- **Individual Access to resources**: Every staff member is provided with the Laptop for reference and research; develop instructional material and administrative work in their respective departments.
- **Library:** The library also has a rich reference section where background reference for development of these materials can be carried out.
- **E-resources**: Access to e-resources has also been provided to the faculty through INFLIBNET.
- **LMS Moodle**: Institution has Moodle as the learning management system for the staff to facilitate in and off campus learning.

- **Training**: Various Training workshops are conducted for student teachers to develop instructional material like radio scripts, mobile learning material, teaching aids etc.

Similarly, the workshop was organised for teacher educators on content development using techniques like radio scripts, scenario based learning.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

The institution strives to integrate ICT in teaching learning and encourages student teachers and faculty to develop useful instructional materials. Some of them are:

- **CAI**: Every year, all student teachers in the institution are trained in the pedagogical aspects of ICT use. Based on these inputs, the student teachers develop CAI on a topic in their special methods.
- **Mobile films and Radio lessons**: Student teachers are trained to make and produce Mobile films on social themes and Radio lessons in collaboration with Mumbai University's Community Radio.
- **E- education** : Faculty of the institution formed a group of course developers for the e-education course for schools launched in collaboration with ICONSENT and MKCL and has contributed in developing the course material for the following courses designed for open schools:
  - Action research
  - Parent Education
- **Online resources**: Since the campus is WIFI enabled, online resources like BLOGs, audio and text conferencing are used as support system to facilitate group learning online or to use for blended learning.
- **Open Source Mathematics Tools**: Student teachers develop Mathematics lessons using software like Geogebra and Net logo.
- **CAI packages**: The institution trains student teachers to develop CAI packages in their respective methods.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

Instructional materials are an important component of any learning institution and the institution trains its student teachers to develop learning material with an emphasis on technology and maximum community outreach.

Training Programmes are organised by Institution for both student teachers and faculty for material development through workshops such as:

Type	Conducted by	Purpose
Radio Lessons	Mumbai University's Community Radio	To orient Student teachers to different formats of community radio lessons and encourage student teachers to prepare Radio lessons
Mobile filming	Alumni	To train Student teachers to prepare Mobile films on social issues.
Content Development	Experts in ICSSR sponsored workshop	To train faculty from different colleges to contemporary practices in content development.
Geogebra and Netlogo	Faculty	To train student teachers to use these software for Lessons in mathematics.
Teaching aids in science	Nehru Science Centre	To train student teachers to make science related teaching aids
Lesson plans for inclusive classrooms	SNDT Special Education Department and Independent expert	To train student teachers to make lesson plans for inclusive classroom
E-Resources	Librarian	Student teachers and faculty are trained to access E-resources like the INFLIBNET.

5. List the journals in which the faculty members have published papers in the last five years.

Faculty members have published articles in different journals such as:

- Double blind Peer reviewed International Journal of Research, ISNN 2348-6848
- Pillai college of education's journal of educational research and technology, ISSN2249-4367
- Somaiya College of Education's Seminar Proceedings, ISSN 978-81-7039-287-3
- TRANSACADEMIA - an International Journal of Education ISSN No 2319-3492
- Edusearch ISSN No 0976-1160
- Double blind Peer reviewed International Journal of Research ISSN No 2319300X

The list of staff publications is given in **Appendix 3.2**

6. Give details of the awards, honours and patents received by the faculty members in last five years.

Faculty of the Institution has not received any specific award or honour in the formal sense. However, their strengths have been acknowledged in the following instances:

- British council appointed Dr. Jayashree Inbaraj as a mentor for training its member teachers for Action research.
- Dr. Jayashree Inbaraj has also been validated as British Council trainer for Core skills and competencies training programme for professional development.
- Dr. Savita Manchekar and Dr. Gauri Hardikar have been involved in the development of e-B. Ed..Programme run by YCMOU in collaboration with MKCL and I-CONSENT.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Year	Staff	Project	Sponsored by
2011-2013	Dr. Savita Manchekar Ms. Sheetal Zalte Ms. Megha D'souza	Major Research Project Capacity Building in In service Teachers to teach social studies scientifically	UGC
2012-13	Sunil Rajpurkar	Minor research Project Perceived training inputs of B. Ed.. trainee-teachers about the Common Core-elements of the curriculum laid down by NPE (1986)	University of Mumbai
2013-14	Sheetal Zalte	Minor research Project A Study of opinions of Teacher Educators on their role as Potential Educational Entrepreneurs	University of Mumbai
2013-14	Ms. Megha D'souza	A study of student teachers' Approaches to Learning.'	University of Mumbai
2015-2017	Dr. Jayashree Inbaraj Dr. Smita Gupta Ms. Sheetal Zalte	Major Research Project Promoting Action research in in-service teachers for CPD (Continuous professional Development) through a mentorship model	UGC

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The institution has recently started consultancy in a formal way. We have provided consultancy to

- SVKM group of institutions in the area of action research and evaluation for continuous professional development of in-service teachers. The consultancy has opened up opportunities to extend training in pedagogical skills to in-service teachers and administrators of SVKM's Shirpur campus.
- YCMOU for scenario based e-content packages development for e-B. Ed.. programme.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

The faculty of the Institution is competent for consultancy in the following areas:

- E-learning
- Course development
- Action research
- Pedagogy for language teaching
- ICT
- Life skills and counselling
- Evaluation
- Content training and pedagogy
- Global Citizenship education
- Skills for Continuing professional development
- Education for Sustainable development
- Performance appraisal for schools

Ways to publicise:

- Word of mouth
- Good will
- Institution's Website

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

A recent initiative in consultancy in the area of continuing professional development for In-service teachers has raised rupees one lakh in the year 2014-15 for the institution. The ratio of sharing between faculty and institution is 60:40.

4. How does the institution use the revenue generated through consultancy?

The institution has planned to plough back the income generated for capacity building of the faculty for further honing of skills by investing in books, workshops and training programmes.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The institution organizes community work on different themes of education integrating economic, social and environmental objectives and reaching out to various sections of the society. The institution works with various NGOs to provide services to the underprivileged sector. Student teachers each year engage in work at various community centres like Hariyali (an environmental centre), ADAPT (Able, Disable All People Together), Baljeevan (centre for socially disadvantaged children), Punarvas (centre for mentally challenged chidren) and these NGOS have given an encouraging feedback about our student teachers.

Besides this some of the other initiatives of the institution aimed at having community outreach are as follows:

- **Language laboratory facility**: The institution's Language laboratory is extended to the on campus school Malti Dalal's students for developing language speaking skills.
- **Health Check-up**: A health check up programme had been organized by the institution in collaboration of KEM Hospital for students of Malti Dalal School in 2013 and 2014.

- **Blood donation:** A blood donation programme for student teachers was organized by the institution in collaboration of KEM social welfare department in 2013.
- **Women's Issues**: The institution collaborated with Delhi based NGO SPOWAC - Society for the promotion of Women and Child Wellfare) and organised a rally to mark the International Women's day on 8th March 2013 at Delhi. Student teachers contributed in making banners seeking support to girl child and against female infanticide and foeticide. Student teachers performed street plays on themes of social and environmental significance.
- **Catering to differently abled**: Our student teachers participate regularly in the annual rally organized on World disability day by Punarvas Education society, a school and vocational training centre for the mentally challenged children.
- **Catering to socially deprived**: Institution has collaboration with the social welfare organization CHIP which works with underprivileged children. Teachers from CHIP are trained in communication skills through the language laboratory of the institution.

The institution aided in raising funds for learning material for Baljeevan, an NGO working for underprivileged children from teachers and educators from Spain.

- **School Engagement**: Student teachers organize career exhibitions and food festivals for children from schools from vicinity.

The institution has organized several competitions for school teachers as well as students. Slogan competitions for Road safety rules, Essay writing for teachers have boosted their morale and deepened connections.

- **Collaborations for Community Outreach**: A collaboration with community Radio of University of Mumbai led to lessons being delivered on radio 107.8 FM for mathematics, civics and economics for mass outreach.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has developed strong networks with the local community.

Community participation in Institutional Development:

- The community representative in the IQAC helps to bring in the community perspective in the institutional development.
- Golden jubilee funds of the institution were raised through community contributions.

Institution – Community Networking:

- Community work programme which is a part of the B. Ed.. programme enables student teachers to get first-hand experience of dealing with various issues like environmental protection for sustainable development, dealing with children with special abilities, street children, socio-economically disadvantaged children and orphanages.
- Disaster Management cell of BMC trains student teachers to face the challenges of natural and man- made disasters and awards certificates after the completion of the programme.
- Networking with NGOs like CHIP and ORF help the institution to understand the problems of BMC schools, role of support teachers, different training models and research initiatives in the community like sanitation and sustainable development.
- Working with Radio MUST, Mumbai University's community radio helped the institution develop in its faculty and students orientation to new skills in preparing community radio lessons.
- NGOs also participate in the institutions campus placement activity every year.

Institution- School networking:

- Upgradation of skills of student teachers through experienced teachers and Principals from schools who are invited regularly as guest speakers.
- On completion of the course student teachers get placements in schools and NGOs through Campus interviews conducted every year.
- Benefits of action research are mutual. Student teachers get the onsite experience for their projects in schools and schools get the benefit of the new ideas like Nutrition interventions, hygiene interventions, and indigenous games, inter cultural awareness etc.
- Faculty members of the institution are invited for various school activities like judges for exhibitions and competitions, as resource persons for workshops and seminars and as chief guests for annual functions.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- The institution is planning to extend its in-house solid waste management programme initiated through ORF to the sister institutions within the campus.
- The institution is also planning to provide a training module for radio lessons for all student teachers and carry out experimental studies.
- The institution intends to design and implement a community based research in the local area to help disadvantaged students from lower SES. The thrust areas are parent education, health and sanitation issues and literacy.
- The institution has very recently initiated collaboration with an international non-profit organization iEARN made up of over 30,000 schools and youth organizations in more than 140 countries that empowers teachers and young people to work together online and to engage in meaningful educational projects with peers in their countries and around the world. The future plan is to upscale the involvement of our student teachers and share knowledge and experience.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

The institution strives to contribute to community development through its community oriented activities. One of these is carrying out projects which involve issues of social concern and taking corrective action for the same.

- Faculty members took up a Major Research Project in Social science sponsored by UGC wherein they trained the in-service teachers from Urban and rural areas to build capacity in in-service teachers in two scientific methods to teach History, Geography and Economics.
- Another UGC sponsored Major research 'Promoting Action Research for Continuing Professional Development among In-service Teachers through the Mentorship Model is being conducted by the staff members of the institution in training teachers to conduct action research. This would result in enhancing the quality of education in schools.

5. How does the institution develop social and citizenship values and skills among its students?

In line with the Institution's Vision and Mission, it constantly strives to provide better opportunities to student teachers to inculcate humane values

Following programmes and activities contribute in realising this aim:

- **Community work:** Community work at various social wellbeing organizations.
- **Visits:** Visits to place like BNHS (Bombay Natural History Society), Museum Other place of historical importance.
- **Theme Based Assembly**: Values like peace, women's issues, Youth problems are chosen for weekly theme based assembly.
- **Core values**: Incorporating Core values in lesson planning and Practice lessons.
- **Inclusion:** Inclusive practices in lesson planning and delivery.
- **Skill development**: Skill development through various workshops, seminars and training programmes conducted by expert resource persons e.g. Radio lesson scripting, Counselling skills, life skills.
- **Certificate programmes:** Certificate programmes like Yoga training, Disaster management.
- **Action research:** Action research having topics that would train student teachers to face the challenges and problems of various social, academics concerns.
- **Value added programs**: in the form of respect for indigenous art like Warli.
- **Co-curricular activities**: Organising various co-curricular activities around the value based Theme of the year, e.g. Wellbeing and Sustainable Environment.
- **Collaborations**: Solid Waste management workshop and training for our student teachers in collaboration with ORF, Mumbai, training for radio lessons for community outreach and collaboration with iEARN for interactions with educators across the world.

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The institution has linkages with leading institutions in the field of Education.

- **I-CONSENT, YCMOU and MKCL**: Partnered with I-CONSENT in collaboration with YCMOU and MKCL for developing e-resources for e-B. Ed. programme. This has benefitted the faculty to get hands-on learning experience in developing e-course for the programme, in mentoring and tutoring the e-learners and also using online learning resources in the teaching-learning process.
- **TISS**: Collaborated with TISS to jointly organize a state level seminar 'Curriculum for excellence in Teacher'. Common meetings and interactions led to widening of perspectives of the faculty. Publishing of a joint the report led to skill development for professional report writing. One of our faculty members has been invited by TISS to be a member of the syllabus committee of the new two year B. Ed. programme.
- **ORF(Observer research foundation) :** Collaborated with Observer research foundation on various initiatives such as

  - Organizing meetings for teacher educators to discuss the Batra report of the two year B. Ed.
  - Designing and implementing a waste management programme at the institution.
  - Sharing of research ideas on community based research by experts from ORF.
  - Advice from ORF researchers on solar panel functioning of the institution.

The most important benefit was to get interdisciplinary perspectives from researchers at ORF and access to journals, reports, booklets related to sustainable development and gender sensitivity.

- **NIMHANS**: Networked with NIMHANS, Bangalore to conduct a UGC sponsored workshop on "Positive Mental Health for Personal and Social Empowerment: Nurturing You, Me and We." The major benefit was advice to design and plan the contents of the programme and have their experts as resource persons.
- **SNDT Women's University**: Collaborated with Special education department, SNDT Women's University to conduct a pilot study for co-teaching in an inclusive setup. This

was beneficial to both the organizations in terms of designing lesson plans and capacity building in student teachers and teacher educators.

- **CHIP**: Collaborated with CHIP -Children in Progress- for capacity building in teachers working with the underprivileged children. The initiative gave community exposure to our student teachers and their teachers were trained in communication skills in our language laboratory.
- **Blind and the Elephant**: A theatre group that works closely with the institution with sharing of theatre skills and expertise. The faculty student teachers get trained in workshops conducted by these experts in developing self through theatre activities. Student teachers also get opportunities to view their educational plays free of cost.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

The institution has established linkages with the following international organisations:

- The institution is working on establishing linkages with teacher education institutions in Israel through the consulate. Several rounds of meetings have been held to make progress in this direction.
- iEARN is an international non-profit organization that enables student teachers to engage in meaningful educational projects with peers in their countries and around the world. It provides a platform to a community of educators and learners making a difference as part of the educational process. In 2014-15 a cohort from the institution participated in an action research projects by selecting projects from the iEARN website and embedding it within their project. The student teachers were able to share their ideas, insights, findings on their interactive website. The motivating factor was receiving feedback and suggestions from educators around the world. The student teachers got opportunity to work on sustainable issues, intercultural awareness and other global citizenship themes.
- Our student teachers converted short stories from 'Teach Democracy' a book written by Dr Jerry Epps, into radio lessons in collaboration with the Mumbai University's community radio. Student teachers used the book as a base for their action research. The efforts were acknowledged by him on his website, teachdemocracy.org.

3. How did the linkages if any contribute to the following?

Curriculum Development,-, Teaching, - Training- Practice Teaching, Research, Consultancy, Extension, Publication, Student Placement.

Curriculum Development:

These linkages helped the faculty to contribute in the modification of the curriculum as follows:

- Linkage with I-CONSENT and MKCL has given opportunities to the faculty members to develop and conduct a course for the e-B. Ed. programme of YCMOU using latest ICT in the form of e-Learning techniques.
- Linkages with ORF and TISS helped to generate a broader vision and preparedness for the new two year B. Ed. course.
- A faculty member was invited to the syllabus preparation for the two year B. Ed. Course for the school of education , TISS, Mumbai. The experts from TISS have also been roped in to give add value to the syllabus revision for the two year B. Ed. course of the Mumbai University.

Teaching – Learning:

- The linkages with special education department, SNDT and CHIP gave an opportunity to teacher educators and student teachers to look at teaching-learning in an inclusive setup. Sharing of lesson plans, teaching strategies, writing styles, and co teaching for inclusive classrooms were some of the significant benefits.
- Resource Material by way of radio lessons for democracy was an outcome of networking with Dr Jerry Epps.
- Radio lessons are designed and delivered by student teachers as result of the institution's collaboration with University of Mumbai's community radio.

Publications:

Publication of joint report on the State level Seminar on 'Curriculum for excellence in Teacher Education' was possible due to the linkage with TISS.

Research:

Experience with iEarn helped us to pilot the first stage action research with our stands on collaborative learning and will help us to upscale the project in the next year.

Placements:

Our linkages with educational institutions and NGOs ensure that almost all our student teachers find jobs during the campus recruitments held every year.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

- **Practice teaching and Internship** are an important component part of the B. Ed. Curriculum and therefore linkages with schools is integral to its process. Several schools are associated with the institution for practice teaching and placement of student teachers.
- **Skill and resource sharing**: The institution has a symbiotic relationship with the schools and hence there is a regular sharing of resources and skills.viz use of library, participation in workshops, and invitations as judges for competitions, resource persons for workshops and seminars.
- **Language Skills**: Support teachers from BMC schools attached with the NGO CHIP were trained in English language communication skills in the institution's language laboratory.
- **Health check-ups** are conducted for the students of the school within the campus.
- **Training in-service teachers for action research** under the institution's UGC major research project.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

The faculty is actively involved in the practice teaching and internship programme to be carried out in school in the following ways:

Teacher educators visit the practice teaching schools to discuss with the school supervisors about the time convenience, time table preparation, anticipating and managing the number of lessons to be taken per week etc. A schedule based on mutual consent is evolved through discussion.

The feedback is taken from the coordinating teacher about the performances of student teacher during internship.

6. How does the faculty collaborate with school and other college or university faculty?

Collaboration with school faculty

In service teachers and the teacher educators collaborate in planning and facilitating the practice teaching and internship programme. Voluntary mentorship /observation to student teachers is offered by school teachers whenever solicited. Feedback rubrics for some lessons are discussed between teachers and teacher educators.

Collaboration on other fronts like workshops, action research, competitions, and exhibitions are other areas.

Collaboration with other college faculty

Co teaching as an innovative practice by collaborating with faculty from other institutions like TISS, St Xavier's has been initiated for the past two years.

Collaboration with other University faculty

The institution has collaborated with the special education training department from SNDT University for co-teaching in the inclusive classroom setting.

The institution collaborated with TISS to conduct the state level seminar on curriculum excellence in teacher education.

A UGC sponsored seminar on Positive Mental Health for Personal and Social Empowerment: was organized by the institution in 2015 in collaboration with NIMHANS.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Teaching and research are the two most important traditional functions of educational institutions. It is widely recognized that teaching contributes to enrichment of research and research contributes to enhanced levels of teaching. Both are closely related, inter-dependent and mutually supportive. A great deal of attention has been directed towards developing research in teacher education all over the world. Teacher education is clearly an essential element for the improvement of education by producing highly qualified teachers. The institution has endeavored through its IQAC to develop research initiatives that enhance capacities of faculty, student teachers and the teacher community.

Research

- The faculty is encouraged to avail of teacher fellowship under the FIP scheme of UGC to enable dedicated time for their research.
- The faculty attend workshops, research seminars, publish papers.
- The institution supports consultancy services in areas that faculty specialize in.
- Study circles to encourage collaborative reading among scholars.
- E-Access to national and international journals through INFLIBNET
- Linkages with research oriented organisations like TISS and ORF for deeper insights.
- Experimentation in Action research like introduction of international sharing platform like iEARN
- Introduction of viva in action researches of our student teachers
- Publication of synopsis of best action researches of student teachers.
- Support is provided to faculty by way of duty leave, adjustments in timetable if necessary.

Consultancy

- Provide support to faculty to take up consultancy that adds to their repertoire of skills for professional development.
- To encourage faculty generate income through consultancy in partnership with the institution.
- Support faculty through training and deputation to various academic forums to develop consultancy proficiencies.

Extension

- Partnerships and Collaborations for community outreach
- Health check programmes for primary school students and health education for parents.
- Conduct English language enhancement programs for socially disadvantaged groups
- Collaborate with NGOs working for women empowerment and socially disadvantaged groups.
- Disseminate information about career options to school students. g. Sensitizing general public about social issues through street plays, rallies, etc.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The institution has introduced several good practices in research, consultancy and extension activities of the institution.

Research

- Introducing Study Circles to encourage collaborative reading of research work among scholars.
- E-access to online publications and resources through INFLIBNET.
- Digitization of doctoral theses of the institution for referencing by researchers.
- Introduction of the student teachers to the international platform like iEARN to share their research experiences online and to engage in meaningful educational projects with peers around the world.

Consultancy

- Partnering with SVKM group of schools for professional development of in-service teachers of Mumbai and Shirpur campus.

Extension

- Career exhibition by student teachers for school children to introduce them to various career choices
- Introducing Radio lessons on community radio by student teachers for a wider outreach.
- Training student teachers in mobile film making to aid them to be technologically competent for their lessons and have a wider reach in the community.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

There were no major observations made with reference to Research Consultancy and Extension. In the overall recommendations one suggestion relevant to research emerged which was that faculty maybe encouraged to publish papers / articles in journals of repute.

The faculty has undertaken five UGC sponsored major and minor research and published regularly in journals over the last five years. They have also attended and presented papers in state, national and international level seminars and conferences. Two of the faculty members have been awarded Ph.D. and one has submitted her doctoral work. The rest of the faculty members have also undertaken doctoral research as highlighted earlier.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Some of the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are as follows:

- **Study circles** to encourage collaborative reading among scholars.
- **E-Access** to national and international journals through INFLIBNET
- **Digitization** of doctoral theses of the institution for referencing by researchers.
- **Linkages** with research oriented organisations like TISS and ORF for deeper insights.
- Experimentation in **Action research** like introduction of international sharing platform like iEARN
- Publication of **synopsis** of best action researches of student teachers.

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Criterion IV

INFRASTRUCTURE & LEARNING RESOURCES

4.1. Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Adequate infrastructural facilities are vital to ensure quality of programs offered by an institution. The institution has well equipped infrastructure to support all activities for the wellbeing of student teachers and staff.

The campus area of Smt. Kapila Khandvala College of Education inclusive of shared facilities amounts to 3137.79 Sq.m.

The list of the basic infrastructure as per the NCTE norms is listed below:

- A spacious air conditioned multipurpose hall with a dais equipped with LCD, OHP, Smart Board, Digital Visualizer, Sound system.
- Classrooms which are equipped with LCD and Smart Board which are used for electives and subject rooms.
- A spacious Library with adequate seating arrangement and ample light and ventilation.
- Computer Lab with LAN and wi-fi connection.
- Psychology Lab equipped with tests, tools and psychological apparatus
- Research Cell and IQAC room
- Science lab
- Math Lab
- Method rooms
- Audio-visual room
- Art and Craft / Teaching aid room
- Principal's Office
- Staff Room
- Lunch room

- Administrative Office
- Separate common rooms for Boys and Girls
- Support staff's restroom
- Separate washrooms for female and male student teachers and faculty
- A canteen which is a shared facility with the sister institution
- Store rooms
- Multipurpose Open Terrace
- Multipurpose conference hall room shared with sister organization
- Gymkhana, Playground and Gymnasium shared with sister organization
- Safety against fire
- Auditoriums (ground, first and second floors).
- Conference room
- Counseling room

The details of the infrastructure and the amount invested are attached in **Appendix No. 4.1 and 4.2**

A copy of the master plan of the institution for all three floors attached in the **Annexure 4**

The following value additions were made to enhance the infrastructure in last five years:

- Installation of **solar panels** to meet energy needs of the institution as a sustainable practice.
- Installation of **smart boards** to enhance the learning experience through integration of technology.
- Installation **of air conditioners** to provide a comfortable physical environment.
- Setting up of **fully equipped method rooms**.
- Setting up of fully **equipped language laboratory** to ensure support to the student teachers weak in the use of English language.
- CCTVs.
- Setting up of fully equipped **gymnasium**.

- **Up gradation of furniture** in the conference room, method rooms, language lab, administrative office, Principal's office, staff room.
- **Wi fi** enabled campus.
- **Refurbishing** the open terrace for outdoor teaching, co-curricular activities.
- **Computerization** of the library.
- Increasing the number of **computers** available in the research cell.
- 3 new **LCDs** purchased for use in case of small group lectures in different rooms.
- **Laptops** provided for all staff members.
- Dedicated **printer** provided in the staff room.
- Provision of **parking** for staff.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

In order to keep pace with academic growth, the institution plans to make optimal use of the space available to the institution. The Institution is situated on the second floor and additional space on the first and ground floors are available for shared facilities. The institution is a part of Sadhana Education society which has other institutions under its management. Since all institutions are a part of the same campus, there is also the opportunity of sharing infrastructural resources with these institutions.

Feedback from stakeholders: Feedback from stakeholders and the suggestions that emerge out of LMC and IQAC meetings are acted upon for sprucing up the infrastructure on a continuous basis. The institution lays special emphasis on continuous upgradation of technology and library resources to meet the needs arising out of curriculum revisions, technological advancements and academic growth.

Applying to funding bodies: The institution applied for additional assistance grant in the XI plan and received sanction of 50 lakh for development purposes. Out of this sanction 40 lacs have been spent on heads that will definitely augment academic growth. The requirements for Solar Panels, LED's, Smart classrooms, air conditioners were met from this grant.

Proactive Management: The Management also supports in infrastructure upgradation to enhance the institutions learning facilities. Resolutions are passed for sharing of important resources among the institutions under the banner of Sadhana Education Society such as gymkhana, gymnasium, playground and canteen.

In the past five years a number of infrastructure upgradations have been implemented such as :

- Introduction of smart classes
- Wi-fi connectivity for the entire campus
- Use of LMS-Moodle
- Language Laboratory
- Enhanced Library resources
- INFLIBNET Access to faculty & student teachers
- Digitization of research thesis
- Upgradation of technology of entire campus (inter com, LED, Solar, CCTV, improved mike systems)
- Furniture upgradation
- Outdoor learning space

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The institution has made optimal use of space to support co-curricular and extracurricular activities.

Main Hall: For instance the main hall of the institution has the capacity to seat 120 people. There is a raised platform which separates the seating area from the performance platform makes it suitable for conducting cultural activities as well as seminars and workshops.

Multipurpose lecture rooms: The lecture rooms are multipurpose and used for inter collegiate co-curricular and extra-curricular activities like rangoli competitions, food festival etc and for SUPW work.

Auditorium: Access to the auditorium of the school within the campus makes it convenient to organize co-curricular and extracurricular activities like dance, music, drama.

Terrace: Access to an open space made convenient for supporting indoor sports, yoga, Practice of cultural programs and theatre practice and gardening.

Health facilities: Facilities of a fully equipped gymnasium and gymkhana to the students within the campus. The common playground is also available for sports and games.

Resource Room: The resource room is used for preparation and storing of teaching aids and for socially useful productive work.

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The institution shares its physical infrastructure for some facilities with other institutions of the parent society.

The canteen, gymnasium and the playground is common for all the institutions under the umbrella of the parent society.

The institution has a fully equipped Mathematics and science laboratory, which it also shares with the school in the campus.

The auditorium hall of the degree college on campus is also shared whenever required.

The auditorium of the school is used as a multipurpose space for cultural programs, demonstration lessons and workshops**.**

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

Health, safety and welfare are basic requirements at work. The institution acknowledges the fact that people tend to perform better and be happier at their work if they are working in a safe and healthy environment. The following facilities are available to ensure health and hygiene of the staff and student teachers:

- Ladies room equipped with sanitary facilities.
- Restroom with a couch.
- Wash rooms (Ladies and Gents) and Health Care facilities.
- Staff room and staff lunch room.
- A First Aid kit in case of any emergency.

- Contact numbers of the doctors and hospitals in the close vicinity.
- Water purifier and water cooler to provide pure drinking water.
- Canteen facility.
- Fully equipped kitchen.
- Gymnasium and playground.
- Working fire extinguisher.
- Vacuum cleaner.
- Medical room.

Canteen supplies food at subsidized rates and the student teachers are allowed to avail that facility during the breaks and also before the college timings. Daily menu of the canteen is displayed on the B. Ed. notice board. Student teachers can place their orders in the morning by making entries in the canteen register maintained for B. Ed. which is kept at the institution's entrance.

There are separate wash rooms for men and women with adequate facilities such as wash basins, mirror etc. Medical room is available in the campus.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

The institution does not provide hostel facilities to the student teachers. However, the student teachers are given assistance in finding hostel facilities in the nearby areas as per their requirements.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**

- **Computers**
- **Transport/Vehicle**

The budget allocation and utilization is given in the **Appendix no 4.2**

The academic and financial years do not coincide in terms of time. The Institution has to ensure that it makes provisions for the next academic year.

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution plans for optimal utilization of all its resources. Space in Mumbai is an overall limiting factor in all ventures. However, at KKCE we make optimal use of space available by resourceful planning and by other means such as:

Sharing of spaces and facilities like the canteen, gymnasium, open grounds, resource rooms, auditoriums and halls with other institutions of the parent body.

Multipurpose use of rooms: Lecture rooms are used for curricular and co-curricular activities depending on the needs.

Expansion within open spaces available, for instance use of open terrace for yoga and practice sessions of cultural programs and indoor sports.

Green Initiatives: The electricity generated by the solar panels is used to satisfy the energy requirements of the institution to a large extent. The institution has installed LED lights in the campus as part of energy conservation drive.

Language laboratory: The language laboratory is used to impart training in language not only to the student teachers of the institution, but also to all the other institutions on the campus and to the community.

Counselling cell: The counselling cell has tests which are used for aptitude testing of the student teachers and these services are also extended to the community.

3. How does the institution consider the environmental issues associated with the infrastructure?

In a globalizing world of limited resources, colleges and universities play a vital role in addressing sustainability challenges of the future. In this reference, the institution has taken giant steps towards mitigating environment issues.

Sustainable Energy:

- The institution is the first teacher education institution in Mumbai to install solar panel and uses this energy for its requirements to sustain the environment. Awareness is created to avoid wastage of electricity as well as water. Student teachers are also encouraged to avoid use of environmentally harmful materials.
- The institution has installed LED lights for energy conservation.

Conservation of resources

- The institution strives to make its transactions paperless and electronic communication is encouraged.
- LMS Moodle is a positive step towards reducing paper and physical notes.
- The institution has taken initiatives for greening the campus and set up a terrace garden.
- Solid Waste disposal process to earn green points has been initiated

4.3. Library as a Learning Resource:

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The institution has fully qualified librarian and library attendant who manage the library. All functions in the library such as acquisition, circulation, referencing, maintenance and technological functions of maintenance of e-resources, library blog, and institutional repository are carried out by the librarian.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The library of the institution is well equipped with the large collection of books (12674 titles), periodicals (Educational journals-31 & Magazines-14), Old Question papers, Audio/Visual resources, Electronic resources which are required for teaching learning process and to cater to the different information needs of the student teachers and staff. A detailed list has been provided in **Appendix 4.3**

Internet access:

The library has Internet facility for the student teachers as well as the faculty members and research students of the institution.

Software's:

Library Management Software: Libsuite Software

- The library uses library management software (Libsuite Educational version) which has a user friendly interface.
- Digital cataloging is available to facilitate easy and quick access to resources.

Digital Library: Greenstone software

The library has open source software (Greenstone) for free access for referencing thesis and dissertation for the research students of the institution. This service has been provided through our digitization project (Preservation Technique).

Institutional Repository: D-Space Software

The library has developed institutional repository in the D-space (open source) software to archive institution's annual reports, staff notes, presentations, articles, etc.

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The Institution has a library committee for effective functioning of library. It plays an important role to review the various library resources for adequate access, relevance, and to make acquisition decisions. Every year quarterly meetings are conducted for the smooth functioning of the library and the minutes are maintained.

The committee consists of faculty members, Principal and the Librarian.

The library committee decides the library budget for the current academic year and discusses the various requirements of the library in terms of user's needs, augmentation of resource materials, acquisition of resources, Library rules etc.

The committee also ensures that the policies required for a smooth day to day functioning of the library are in place.

4. Is your library computerized? If yes, give details.

Yes, the institution has a computerized library.

- The library is computerized and has library management software Libsuite Educational version.
- The entire collection has been classified and catalogued according to DDC 22nd edition and AACR II for effective use of library.
- Student teachers and staff use computerized catalogue to get the easy and quick access to the library collection.
- The librarian uses computerized kardex to make the entries of subscribed journals. Different types of reports, letters are generated by using library software as and when needed by the institution.
- Computerization of circulation department is done including barcode labels.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The institution's library has three computers with internet connectivity. Free Internet facility has been provided to the student teachers and the faculty members of the institution during the library hours. Library reading hour is included in the regular time table to use the resources of library. Access to free online journals is also provided through these computers. The library also has a scanner, printer and a photocopying machine.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The institution uses the services offered by the INFLIBNET. The institution has initiated to send the data about the institution, every year to the INFLIBNET for renewal purpose.

The library has also subscribed N-list Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the UGC-INFONET Digital Library Consortium. The N-LIST project provides access to e-resources to student teachers, researchers and faculty from colleges through server(s) installed at the INFLIBNET Centre. Users from the institution can access e-resources and

download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

Working days of the library	:	Monday to Saturday
Working hours of the library(including holidays)	:	10.00 a.m. to 5.30 pm
Working hours of the before and during exams	:	9.00 a.m. to 6.00 pm.

However, these are only the regular library timings and request for extra hours from the student teachers are considered favorably.

8. How do the staff and students come to know of the new arrivals?

New arrivals are displayed in the library for information dissemination and the librarian also informs the faculty members and student teachers about the same. A list of new arrivals is displayed on the library notice board and uploaded on Moodle.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the institution's library has a book bank scheme. The Library has revamped the **book bank scheme** by replacing new editions of books for student teachers. Taking into consideration the recommendations of the library committee and the needs of student teachers for more books, the library provides books for four General papers of English medium i.e. Foundations of Education, Educational Psychology, Educational evaluation, education Management and educational technology. The whole purpose of the scheme is to provide help to the student teachers in a way that they can use the book throughout the year by paying a nominal deposit amount which is refundable at the end of the year.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

The institution has had negligible cases of physically handicapped student teachers. However the few cases that we have had, the library has made accommodations for them such as:

- Exemption from standing in a queue for the physically challenged.
- Provision of specific areas in reading room if required.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institution has several ICT facilities. Listed below are some of the prominent facilities available

- **A well equipped Computer Lab**

The Institution has a computer lab with 21 computers and internet connectivity. Student teachers use the laboratory for referencing for theory, practice lessons and project work.

- **A Language Lab**

The institution has installed a language lab with a trained personnel the services of which student teachers use to improve their English communication skills. The lab is also used by the teachers of the sister organization and for community outreach. For instance, the institution trained the support teachers of CHIP an NGO working with under privileged children in BMC schools.

- **Internet Access :**

All the computer terminals have an access to the internet. Also the entire campus is Wi-Fi enabled. Student teachers and faculty utilize this facility for referencing and communication.

- **Smart Classrooms :**

♦ LCD's and smart boards in every classroom, sound system, with public address system in the Main hall and a portable system for the other teaching rooms.

- VCD players and cordless microphone system in the main hall.
- Visualizers and presenters for use in the teaching learning process.
- A DSLR camera for recording clippings which can be used as a resource.

- **Personal Laptops for Academic use**:

Laptops for faculty to ease communication.

- **LMS Moodle**

A dedicated LMS Moodle has been installed for student teachers and faculty to promote individualized learning.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Yes, the curriculum has a general paper on ICT for teacher education. The student teachers in the last few years admitted are already familiar with computers and hence no formal training in ICT was organized. However, the institution emphasizes integration of ICT in pedagogy and hence workshops on use of ICT for use in classroom teaching are conducted. Student teachers prepare Computer assisted Instructional material as presentation for school and junior institution level which is actually used in practice teaching if possible and for one simulated lesson using technology for which training is provided.

Some of the inputs given to student teachers are as follows:

- Use of Smart boards.
- Web conference, use of blogs, Discussion board.
- Google Earth, Moodle, Netlogo, Geogebra.
- Digital Consortium.
- CAI.
- Preparation of report card using Excel.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The institution has begun to use new technologies and ICT extensively in curriculum transaction.

- The institution has MOODLE as the learning management system which is used for content management and for supporting student autonomy in learning. The features provided in MOODLE are used for sharing beyond the class content, flipped classroom teaching, sharing video links, TED talks, open educational resources of all types and web links for further reading and referencing.
- The institution has smart classrooms, cameras, LCDs, visualizers, digital panel, and electronic podium for classroom transactions.
- The institution has embraced other technological applications like blogs, discussion forum, web conference, emails, google docs, social networking sites like WhatsApp and facebook to increase the student teacher interaction, communication and make teaching learning efficient , and accessible anytime anywhere. Lesson guidance and project guidance through internet is often used by faculty.
- Besides the digital camera, the sound system, the DVD players and public address system are used creatively for teaching learning process.
- In action research projects using iEARN as a platform, the student teachers use an interactive platform to share data, experiences and reflections on the website. Online conferencing to discuss ICT paper for syllabus revision by the faculty was carried out.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Students of the 21st century live in a world that is immersed in digital technology that allows them to connect, create and collaborate in ways that were previously not possible. Educational organizations and those within have a responsibility to ensure that student teachers are being equipped with the skills they need to be technology friendly. The institution endeavors to initiate action in this direction.

- **Educational Softwares**: The student teachers use technology for preparing their lesson plans and presentations. Student teachers are encouraged to use software like GeoGebra and Google maps for preparing practice lessons.

The presentations are prepared with the help of storyboard which takes care of the pedagogical aspects of classroom transactionsc keeping in mind the principles of constructivism.

- **Referencing**: The student teachers are encouraged to refer to professional videos and lessons plans on the internet.
- **Lesson planning**: Lesson plan exemplars and template are provided to student teachers to orient them. Good lesson plans are stored with the institution repository for future use and reference.
- **Mind mapping and concept mapping**: Graphical or visual maps like mind maps or concept maps are used for teaching.
- **Smart classrooms**: Some schools have facilities for use of computer technology like smart boards in classroom, student teachers are trained and encouraged to use this facility for teaching.
- **LMS Moodle**: Use of LMS Moodle also enables teacher for interactive teaching and learning.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The institution is committed to optimal use of infrastructure and also to use the facility beyond the program. Some of our initiatives are listed below:

The Language Laboratory: The language laboratory of the institution is used not only for the student teachers of the institution but also to provide services of language learning to the community. The institution has appointed an expert to extend the language laboratory facilities to the community. A few students from the school in the institution's campus

were trained for language skills in the laboratory. The lab was also used to train 25 teachers from CHIP, an NGO which works in the socially disadvantaged sector.

Instructional material: Material in the form of CDs and student teacher prepared CAI are made available to other institutions when required and is used by the student teachers in their practice lessons.

Library and research cell resources are shared by members from other institutions and research scholars.

Research reading: The Institution provides infrastructural support for research paper reading, lectures and talks by eminent scholars for members of the community. The institution offers the e-Bed. (YCMOU) and M.A, education (IDOL) courses and shares all the required infrastructure for the same. Content for the study circle is also shared online with teacher educators from different colleges well in advance before the scheduled date.

Publications of workshop/seminar proceedings: Seminars and workshops on various themes are conducted for capacity building of teacher educators and the publications are disseminated to other institutions.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Several audio-visual aids are available with the institution. A list of the same is provided in **Appendix 4.4**

Student teachers are encouraged to use this material during practice teaching.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The institution has the following general and method laboratories in the campus.

General laboratories:

- Psychology laboratory
- Computer laboratory
- Language laboratory.

Dedicated personnel are available for updation and upkeep of all the laboratories. Antivirus software is regularly updated to ensure safety of the data.

Method laboratories:

- Math Lab
- Science Lab

The Math laboratory is a well equipped laboratory with a dedicated faculty and support staff in-charge of this lab. The science lab is shared with the school in the campus. Maintenance is a shared responsibility.

The psychology lab is maintained with the help of faculty, support staff and the counselor. The other subject rooms (humanities) are used to store and display teaching aids and these are also maintained and updated by concerned faculty and support staff.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- The institution has one multipurpose hall which can seat 120 people. The main hall is used for every day classroom transactions and workshops, conferences and seminars whenever required. The hall is equipped with smart board, television, music deck and an amplifier system.
- The method rooms are also used for group work during workshops, and discussions in small group
- A fully equipped gymnasium and gymkhana for table tennis court and play ground for outdoor sports is available in the campus which is shared with other institutions of the parent body.
- A huge terrace on the extended wing of the institution hosts a garden and a covered space for student teachers to spend their break time in the fresh air. The terrace garden is maintained by the support staff and student teachers and is used for indoor games.
- Car parking space is available in the campus.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, the classrooms are equipped for the latest use of technologies. Each classroom is equipped with smart boards, laptops, LCD's, sound systems like microphones, amplifier, speakers, laser pointers and remotes for wireless presentation. The entire campus is Wi-Fi enabled which enables access to internet resources in the teaching learning process.

- Various software and multimedia presentations are used by the faculty to make learning interesting.
- Flipped classroom practices are frequently used which have been received well by student teachers and the engagement in classroom learning has improved remarkably.
- Online resources like YouTube, Khan Academy videos, MIT OERs and TED talks.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Technology and infrastructure play an important role in providing diversity of instruction.

- **Technology initiatives**

The classroom environment is instrumental in modeling incorporation of technology in instruction. The faculty is technology friendly and has been provided laptops to plan, prepare, present and record the related subject matter and use smart boards for effective teaching. Besides classroom teaching using innovative practices and technology, there are several other practices followed in order to facilitate reliance on technology by student teachers. Some of them are:

- **Moodle** is used widely as a LMS, world over as a interactive student learning platform. The faculty makes available a variety of study material, references, useful links, question banks, quizzes on the platform. All the student teachers have been given individual passwords and can access Moodle from anywhere. Moodle caters to diverse learners in terms of interest, capacity and self pacing.
- **Online guidance** by way of e-mails is provided for practice lessons and action research whenever necessary.

- **Active learning models** (ALM) are taught in workshop and a video is shown on how to conduct ALM lessons in the classroom.
- A **collaborative learning** platform **iEARN** has been introduced to give student teachers an experience with technology and interact with educators from different parts of the world. It also gives them an opportunity to them to share their learning, experiences and reflections with their counterparts across the world.
- Some of the topics are taught through **flipped classrooms** such as 5 Es of constructivism, Mobile Learning and Problem Based Learning.
- The student teachers are trained in **mobile film making** so as to enable use of mobile films as a teaching aid in classroom teaching.
- Training on NETLOGO, Geogebra and Google maps is also given to student teachers with mathematics and geography methods in order to facilitate its use in classroom teaching.
- The library has a blog for sharing information about latest books, articles in journals, research findings and book reviews. The library has an institutional repository of the study materials shared by teachers on MOODLE. The institution faculty has access to internet resources through INFLIBNET provided by ERNET and UGC. The resources are accessed by faculty and shared or modified for learning purposes.

- **Other Initiatives for sustainable values**

One of the overarching goals of the institution is to prepare student teachers sensitive to environmental issues. Hence, the institution has taken initiatives to model green campuses as it supports the underlying ethos of the value.

- Alternative energy resources and power saving devices
- Solid waste management practices
- Greening of the campus

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Several innovative practices related to the use of ICT have been adopted by the institution.

- Use of LMS MOODLE to make learning more engaging and self paced
- Extensive use of internet for communication between student teachers and faculty for lesson guidance, action research and mentoring.

- Use of software like NETLOGO, Geogebra and Google maps for practice lessons.
- International experience in collaborative learning and reflection through iEARN.
- Training on mobile film making to facilitate its use in classroom teaching.

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

- The institution is the first institution of education in Mumbai to use solar energy,
- The Language lab of the institution is used to impart language skills to student teachers of the institution as well as serves the community at large.
- Gym and indoor games maintained by the institution provide avenues for maintaining physical well being of the student teachers as well as recreation.
- Use of smart boards, interactive platforms, internet communication, varied software that facilitates classroom teaching, mobile films by faculty and student teachers.
- Introduction of student teachers to international information sharing spaces like iEarn.
- Library as a valuable resource centre by active use internet access through INFLBNET, maintenance of institutional repository and blogs for discussions and referencing.
- Optimum use of the institutional infrastructure, both physical and technological, for the e.B.Ed. and M.A education(distance learning).

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The previous report had suggested that the institution develop the following infrastructure and resources:

- Language lab.

The institution has successfully implemented the language lab facility as per the suggestion of the NAAC peer review team. The software for visually challenged is in the process of being acquired and installed.

What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

In the last five years, the institution has undertaken several measures for quality sustenance and enhancement.

- Installation of Solar panels and LEDs under the UGC grant.
- Installation of Smart boards, sound systems, wi-fi connectivity, CCTVs and intercoms.
- A language lab has been set up for improved English communication skills.
- Improvisation of method rooms, Mathematics/Science and Psychology laboratories, institution's website.
- Provision of individual laptops for faculty.
- Acquisition and utilization of LMS Moodle.
- Library computerization.
- Access to INFLIBNET.

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Criterion V

STUDENT SUPPORT & PROGRESSION

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

B. Ed. admissions are centralized. Students are admitted on the basis of their CET scores (subject to them having cleared English Language Content Test). However, being a minority institution, 50% of the seats are reserved for Gujarati linguistic minority students. Admission process under this category is transparent and based on merit (academic score). These students go through a face to face interaction with the Admission Committee (which comprises of Principal and 2 members of the staff). This interview serves as a starting point to provide professional advice right from choice of methods to assessment of basic requisites for the course. Outlined below are some of the interventions carried out to provide professional advice to the student:

- **Orientation Programme**: The academic programme commences with Orientation Programme every year where student teachers are introduced to the course, the institution and the staff.
- **Icebreaker**: An icebreaker session is conducted to ease out student teachers' anxieties and fears.
- **Parent meeting**: This platform helps to talk to parents about the course, what it entails and the support expected from home for the students.
- **Pre practice teaching sessions**: Student teachers with language deficiency are identified during micro-teaching. They then go through a language enhancement programme conducted round the year.

The faculty equipped with this insight caters to individual needs of the student teachers in the following way:

- **Language Lab**: Student teachers who fall short of the required English language

communication skills are trained in the institution's language lab.

- **Medium of practice teaching**: Student teachers are guided to choose their medium of practice teaching and schools organized accordingly.
- **Content enrichment programme** : As a part of preparation for the course, student teachers go through an elaborate content enrichment programme where they map their teaching content in each method, thereby revisiting it and getting familiar with it. This helps them in effective content delivery.
- **Mentoring and Counseling:** Mentoring and Counseling services are provided throughout the year which helps student teachers tide through this challenging course.
- **Selection of electives:** Student teachers need help to choose the correct electives. Information through orientations is given which helps them select. However, if some face difficulty and conflict in spite of the orientations, one to one counseling is given by the teacher in charge and mentors if necessary**.**
- **Academic and professional inputs**: Academic and professional inputs in the form of guest lectures, seminars, orientation programmes, tutorials and remedial programmes are also conducted regularly.
- **Campus placements**: Finding employment for the student teacher after a professional course is a major responsibility. The placement department takes this very seriously. They conduct orientations on how to face interviews, write a CV etc. continuous advise on how to manage the demonstrations and finally advise on the how to choose the correct job offer.
- **Exam preparedness:** At the end of two semesters, student teachers require lot of support in terms of what to expect in the paper how to address application questions and how much to write for different types of questions. Faculty as subject experts and as mentors helps students to address these concerns.

2. How does the institution ensure that campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The institution, in keeping with its Vision of developing creative, humane and progressive teachers, provides an extremely democratic climate for the student teachers. A lot of

decisions are taken through brainstorming sessions with student teachers. Student council is a respected body of the institution and can approach any of the faculty members if required. The open door policy of our Principal does not leave any room for any grievance to go unattended. The institution has a grievance cell to address the difficulties faced by student teachers. A suggestion box is also placed in the premises for the student teachers to offer their suggestions on various aspects of the course.

Motivation and Satisfaction: Every student teacher irrespective of his/her entry level capacity leaves on a confident note. Accomplishments in all areas, curricular and co-curricular of student teachers are acknowledged. They are provided various curricular and co-curricular opportunities to excel.

- Student teachers are encouraged to participate in inter-collegiate events to provide a boost to their confidence.
- Motivation through constructive and timely feedback is the aim of our student support programmes.
- Tutorials, Counseling and Mentoring are conducted throughout the year which supports student teachers in academic as well as personal development.

Development and Performance Improvement: The institution strives for the holistic development of student teachers throughout the year in many ways.

- The institution organizes various workshops, seminars, guest lectures, certificate courses and value added courses to become better individuals and better teachers. These programmes are built in the course for providing additional skills/inputs to the student teachers and are planned in such a way as to break the monotony of the course. A comprehensive list of these programmes is attached in **Appendix 5.1**
- Tutorial sessions have been designed to give a continuous learning opportunity to improve performance. Remedial teaching is carried out in each semester for the weak student teachers. The institution's library maintains best essays which are used by student teachers for reference. These practices have been of immense help for the student teachers and particularly by low performing student teachers.
- Practice lessons are an area important area of competency. A practice of reflections at the end of the lesson, before discussion with the guide and peers, has served to create self learning and reflective teachers. The feedback is also enriched as the teacher educator

builds on the student teacher's experience. Training the student teachers to address questions on inclusion in the current year has been a great learning experience for the student teachers and the faculty.

- Exposure to action research, international collaborative research like iEARN and community based experience and environmental initiatives are significant steps in creating proactive and caring teachers.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

There have been very limited dropouts in the last five years. Most of these have been for reasons beyond the control of the institution.

Academic Year	Total students admitted	No. of students who dropped out	
		Male	Female
2010 – 2011	100	0	0
2011 - 2012	100	0	0
2012 - 2013	100	1	0
2013 – 2014	100	0	1
2014 - 2015	100	0	0

The reason stated by Mr. Pratik Kinarey who dropped out in 2012 – 2013 was job opportunity in a different industry (banking).

Ms. Habiba Khan of 2013 – 2014 batch could not complete the course because of her sudden demise after a fatal illness.

Only two student teachers have dropped out of the course in the last five years as a result of the institution's conducive and nurturing learning environment. The institution has a definitive democratic and free atmosphere that values each individual and their potential to excel. Support systems like mentoring and counseling and recognition of each student teacher as a valuable member of the institution have helped in retaining student teachers.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

- **Value addition**: Various workshops, seminars, guest lectures, value added certificate programmes are organized to help student teachers gain a competitive edge in the job market. Refer to **Appendix 5.1** for details.
- **Placement cell:** The institution has a placement cell which is able to attract good number of reputed schools. Additional services like training in the art of making their resumes and appearing for interviews, planning demo lessons in coordination with schools are also provided. This helps them conduct themselves confidently during job interviews.
- **Higher education:** During mentoring sessions as well as during lectures, student teachers are encouraged to take up further studies. Post graduates student teachers are encouraged to appear for NET/SLET exams. As per our records, one student teacher from 2012-2013 batch cleared her NET and SLET exam in education and Maharashtra TET and one student teacher from the 2014-15 batch cleared the national level TET.

5. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

More than 95 % of our teachers have chosen teaching as their career. Some of the student teachers pursued higher studies after completion of the course or later. Their number stood at 20 in 2012-13 and 22 at 2013-14. So on an average around 20% go for higher studies.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Every student teacher passing out of the institution becomes a beneficiary to its resources. Alumni are encouraged to use resources available.

- The institution provides its alumni the facility of accessing its library resources as well as other resources like teaching aids and CAI packages. No fee or other charges are levied upon them for occasional reference. They refer and borrow books, journals and research

material whenever required. Alumni can avail of the membership at a nominal rate.

- They are also invited to attend any training workshops and other learning experiences organized by the institution which are relevant to their professional lives as teachers.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has a full-fledged placement department which invites reputed schools as well as junior colleges for campus interviews. The institution has consistently produced teachers capable of matching the employer's expectations. The placement cell trains student teachers in the preparation of curriculum vitae and facing the interview. The institution has maintained its relationship existing schools and added many new over the years.

The details of placements in the last two years are as follows:

Academic Year	Total no. of student teachers shortlisted for demo lessons	Total no. of student teachers placed
2013 – 2014	> 60	> 36
2014 - 2015	>88	>48

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Placement cell of the institute shoulders the responsibility of providing employment opportunities for the student teachers. The institution treats placement as a process rather than an event. Student teachers are prepared for resume writing and facing interviews. The process involves networking with various schools and junior colleges.

Some of the challenges faced by the cell are:

- Placement of vernacular medium student teachers: Most of the vernacular medium schools are aided institutions which have to follow departmental rules for recruitment of Shikshan Sevak. Hence placement opportunities for these student teachers are contractual.
- Aided schools have to follow a set procedure for teacher appointment and only a few participate. Student teachers are not attracted to theses schools as they cannot match the

pay scales of private schools. Hence we have limited participation from these schools.

- Managing multiple offers for some of the student teachers makes it difficult to estimate what is available to others. As a consequence some student teachers may opt out of an offer after committing. This puts the school and the institution in a difficult position.
- The costs for running the placement cell are increasing with time as number of schools invited increase. In addition communication, time and hospitality costs have increased to ensure smooth functioning of the cell.
- Demonstration lessons often clash with working hours of the institution and student teachers tend to miss lectures for the same.
- There are instances of vacancies arising in schools other than the dates scheduled for campus interviews.

We have devised effective ways to overcome these challenges and the problems faced in the last two years were less. For instance more dialogue with schools and institutions to communicate our difficulty and understand their perspective help to devise simple ways which are mutually beneficial such as

- Student teachers are oriented to the rules of placement before the exercise. They are explained the rationale behind the restriction of taking up only one offer.
- Schools now send the list of shortlisted student teachers and the timetable for their demonstration lessons to the institution.
- The institution coordinates with the schools to reschedule if required.
- In the placement week the timetable of the institution is so planned so as to allow demonstration lessons to happen in the morning slot during school hours.
- In case of filling vacancies in schools on dates other than of campus placements, an information brochure is displayed on the institution's notice board for student teachers to approach schools.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Practice teaching schools form an integral part of the placement programme. However, aided schools as mentioned earlier have a limited presence. Most of the private schools in our practice list are a part of the exercise. However; there is no formal arrangement or

binding on any school to recruit student teachers from our institution. The institution is well known for its quality and has a presence of more than five decades in the field of teacher education and therefore schools willingly come forward to recruit student teachers from our institution.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Financial Resources:

The institution meets the expenses of the placement cell. The actual costs involved are communication and hospitality is moderate which are accommodated in the regular functioning of the institution. However with the number of schools increasing as already mentioned, the costs are on the rise.

Human Resources: The placement committee consists of 3 faculty members plus an office staff and support staff to help with the administrative work. Overall, adequate human resources are made available to the cell.

ICT Resources: The student teachers are all given free access to the computer laboratory to craft out their resumes. Participating schools and junior colleges are provided with LCD projectors and laptops in case they want to make their presentations. All the faculty members are provided with individual laptops to coordinate the placement cell activities.

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The perspective plan serves as the overarching framework to design curricular and co-curricular activities. A POA (Plan of Action) follows the perspective plan and this guides the academic calendar. The academic calendar emerges from the POA and is drafted as a collaborative activity by all faculty members. This helps to discuss need based programmes for each department. After this face to face contact, the year plan is shared on ICT network (Google shared documents). Members access this, evaluate, comment and change entries with respect to their department after discussions. A weekly timetable is

prepared in accordance with this academic calendar and is displayed for staff as well as student teachers.

Communication across the institution is ensured by regular announcements, departmental meetings, and staff meetings-formal and informal, display of important information on notice boards, uploading news on website, invitation to management members, reminders on WhatsApp etc.

Student suggestion box and their feedback of the course and all the activities serve as a mechanism for evaluation of the academic calendar and the activities carried out. These help the institution to take corrective measures within the same year or the subsequent academic year.

Since 2013-14, we have introduced the concept of theme of the year. After selecting a theme, we make an effort to conduct activities centered on this theme. 2013-14 was the year of "Sustainable Development". A lot of activities – both curricular and co-curricular such as assemblies, workshops and bulletin boards were organized on this theme. Likewise, 2014-15 was the year of "Wellbeing".

2. How is the curricular planning done differently for physically challenged students?

So far the institution has not experienced admission of any physically challenged student teacher with any major deformity. However, at times, there are student teachers with minor physical problems, whose needs are catered to by providing them with the flexibility of time and infrastructural arrangement. For instance, to overcome the difficulties faced by left handers, furniture was designed accordingly. Institution also helps such student teachers in seeking permission from the university to get extra time for final examination if required.

In one particular case of dyslexia, the student teacher had difficulty in teaching the English language and the institution relaxed its rule and allowed her to teach two social studies

subjects as methods. She was also allowed to carry readymade chalk board summary during practice teaching as concession from writing on the class chalkboard work.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

Teacher education is a very challenging course for want of time and as such a strong Mentoring programme to nurture student teachers to do their best is of utmost importance here. We have introduced a formal mentoring system in our institution.

The programme begins through an orientation programme where all student teachers are assigned a mentor. Typically, one teacher mentors around 12- 13 student teachers. Their personal information is collected by the mentor. Mentoring slots are provided in the time-table from time to time. Each mentor maintains an attendance sheet of every session. A lot of anxieties and issues are also addressed during these sessions by the mentors in a non threatening atmosphere. Issues regarding academics, personal problems that hinder their performance are discussed and referrals are made to the counselor whenever required. Common problems that emerge are discussed by the faculty for corrective measures.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Institutional support is of paramount importance in the efficiency for teachers. The institution provides several facilities to support and enhance the effectiveness of faculty in teaching and mentoring of student teachers.

Technology support and training:

Each staff member is provided a laptop for preparation of lessons as well as referencing work. The campus is Wi-Fi enabled and the classrooms are equipped with smart boards which helps faculty in delivery of lectures using technology. Flipped classrooms and use of LMS Moodle also aids the teaching learning process. The institution's library provides a host of digital as well as non-digital resources.

Academic freedom:

New ideas for curriculum transaction from the faculty are encouraged which has led to many introductions in the teaching processes like inclusion in planning lessons, tutorials to facilitate student learning, student peer reviews etc.

Professional growth:

Faculty development workshops are a regular feature of the institution. Details are attached in **Appendix3.1** to enhance the competency, the faculty members are periodically deputed to other organizations for seminars and conferences.

Research initiatives:

The research initiatives by the faculty are encouraged through major and minor projects of the University and UGC. The institution has initiated the practice of organizing study circles where all faculty including a facilitator and some academic guests deliberate on a paper, article or book. This develops reading and collaborative learning and helps to augment the competencies of the faculty.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution does have a website since 2004 – 2005 (www.kkcoe.org.in). It contains information about the courses offered, history of the institution, profile of its staff members, its resources, various cells and departments in addition to the mandatory information required by NAAC. Photo gallery contains pictures of various events and activities. The website was revamped in the year 2013-14 to give it a new look and add additional features to make it more functional. The institutions librarian and a senior faculty is in charge of the website and all news, upcoming events are updated regularly.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The low achievers are identified through the internal tests. Extra classes as well as extra writing practice are arranged for such student teachers under the supervision of the faculty. The grouping of student teachers is done on the basis of language homogeneity to facilitate optimum learning. These groups are allotted teachers conversant in those languages for optimal help.

Tutorials are also conducted throughout the year for all student teachers in homogenous groups. Student teachers work in groups as well as individually. These sessions contain mixed groups and helps peer learning.

7. What specific teaching strategies are adopted for teaching – a) Advanced learners and b) Slow learners?

There are no specific teaching strategies that we distinctly use for different learners. However care is taken to include and cater to diverse learners by varying the difficulty level of the task, time allotted, mixed ability grouping and sometimes language grouping and varying facilitation.

The accommodations made for different groups are described below:

a) Advanced learners: This group is assigned higher order learning exercises and presentations throughout the year. They are involved in peer tutoring for theory as well as practice lessons. This approach not only sharpens their own skill set but also strengthens their content. They are also involved in co-teaching/ seminar presentations for some topics in special fields.

b) Average learners: Most of the teaching – learning activities is designed to cater to the average learners. Some of these average learners have the potential of becoming excellent educators and facilitators. Mentoring sessions are used as a platform to build their self esteem.

c) Slow learners: Tutorial sessions are conducted to encourage individual as well as group work to facilitate progression of the slow learners. They are provided all the support from the institution and the faculty through tutorials and remedial teaching. Paired learning and group learning, both for theory and practicum, are used as simple techniques to support such learners.

d) Vernacular medium student teachers: The institution caters to another group of student teachers – those who either give their practice lessons in vernacular mediums or write their theory papers in vernacular mediums. Practice teaching schools are specially organized for such student teachers. They get all the possible guidance for practical lessons as well as theory papers. They are given additional training in English language communication by a special instructor of our language laboratory. The language laboratory software ensures hands on experience for these student teachers.

8. What are the various guidance and counseling services available to the students? Give details.

General guidance by faculty through mentoring on several aspects like academics, practice teaching, placement choices are carried out by integrating them with the course.

Personal counseling:

The institution has an active counseling cell, well equipped with required infrastructure and resources. A professional counselor orients student teachers to the cell and handles the various academic and personal problems of the student-teachers on a one to one basis. At times, the counselor addresses them in groups as well on areas of general concern. Personality testing and student profiling for the same is done by the counselor and shared with the student teachers. Counseling programme is handled in such a way that more time is allotted on the basis of individual needs.

Career Counseling:

The student teachers enrolling for the course have already made a choice of teaching as career. However, within this context, the placement cell of the institution organizes orientations to different opportunities in the field. For instance the institution invites NGOs and content writers, professionals to talk about their work. The student teachers are also trained in resume writing, facing the interview and job selections.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has a well organized grievance cell consisting of student teachers, senior members of the faculty and the Principal. A notice announcing the particulars of this cell is displayed on the notice board at all times. Student teachers are oriented to the working of this cell. The details are on our website too. In case, they wish to lodge a grievance, they are required to put it in writing or orally communicate to grievance cell committee members. These complaints are then heard by the committee which decides whether it indeed qualifies as a grievance and whether any action is to be taken on the matter.

There were no major grievances in the last three years.

10. How is the progress of the candidates at different stages of programs monitored and advised?

Monitoring student progression and achievement is an essential part of ensuring that the institution is achieving its teaching and learning objectives and outcomes. The institution adopts various ways to keep track student progress:

Formal Internal assessments: The institution monitors the progress of student teachers through formative evaluation for theory papers and practice teaching sessions in both the semesters.

Observations: Close observations by faculty and immediate sharing of specific instances helps to communicate feedback and the scope for improvement increases.

Appropriate qualitative feedback is given to help the student teachers attain higher levels of achievement.

Practice teaching: The B. Ed. course being a professional training program, the practical is given equal weightage. Student teachers are monitored and advised throughout the year beginning from microteaching to internship. The student teachers are encouraged to reflect on their teaching before the teacher and peer feedback is given. Student teachers who need help in practice teaching are allotted more time and attention by the respective guides. Peer tutoring is used to facilitate improvement in teaching skills and classroom management.

Mentoring: Information sharing within the faculty helps to understand and mentor the student teachers according to their needs. The mentorship programme provides a strong platform for the mentors to advise their mentees on areas of difficulty. Regular, timely and constructive feedback on essays and other internal assessment tests helps student teachers in improving their performance in theory exams.

Student Handbook: The Student Handbook is one of the ways in which student teachers track their own progress throughout the year. It serves one of the sources of information for the mentoring sessions.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Practice teaching is the most significant and functional part of the teacher education and thus is at the core of any teacher training institution.

Pre-practice teaching preparation:

The process towards building student competency is as follows.

- **Introductory lectures on Principles of teaching:** To initiate pedagogy in a simple manner, lectures on maxims, correlation and concept of teaching learning are organized.
- **Microteaching:** This training helps in understanding student needs in terms of confidence, communication skills and content knowledge. The long process of this ten day training allows faculty to understand the student teachers and support them in competency building.
- **Content Enrichment:** Workshop on content enrichment and use of mind maps and concept maps to prepare student teachers in the basics of their subject knowledge and understanding of the text books is conducted by a senior faculty. Student teachers analyse the text book and submit content analysis in different ways.
- **Language lab:** The language lab serves a support system to train student teachers in English communication skills.
- **Lesson planning workshops**: Lesson planning workshops are conducted to train the student teachers in the technicalities of lesson planning. Varied examples from different methods are used to exemplify the concepts.

Practice teaching support:

Lesson guidance: There are dedicated time slots in the timetable for lesson guidance. Stress on integrating values, core elements and strategies for inclusion are dealt with meticulously.

Support material: A handbook of variety of lesson plans by faculty and alumni are given to student teachers as reference material.

Support in the field: Faculty provides systematic observations and feedback and helps the student teachers to settle in the school to be able to carry out the practice teaching activities.

Support from faculty for coordinating the timetables, overcoming problems due change in the school time tables or planning, support to communicate with school teachers, supervisors and school heads helps the student teacher to acquire organizational skills.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years.

(iv) Give details of the top ten alumni occupying prominent position.

(v) Give details on the contribution of alumni to the growth and development of the institution.

The Institution has an alumni association registered by the nme 'Nirantar'. The current office bearers of the association are

Chairperson	Principal, Dr. Vandana Maheshwari
Hon. Secretary	Mr James Michael (2011-13) Dr Jayashree Inbaraj(2013-15)
Treasurer	Ms Gauri Hardikar
Members	Dr Smita Gupta, Senior faculty Piyush Mehta, Alumnus Rakesh Gandhi, Alumnus

Alumni Elections: The last alumni election was held in 2010.

List of Alumni activities for last two years

Year 2013-14

- Mobile film making workshop by Himanshu Worlikar
- Having Alumni judge the annual cultural day programs
- Demonstration lessons by Alumni
- Alumni also contribute to the articles published in the institution's magazine.
- Workshop on sustainable development which included interschool poster making competition was organized by Nirantar, the Alumni association of the institution.
- Shilpa Dholakia an alumni of Batch 2011-12 as director of Arraycom India Ltd, a content development outfit was involved in placing student teachers with the firm for school content development

Year 2014-15

- Mobile film making workshop by Himanshu Worlikar
- Having Alumni judge the annual cultural day programs
- Demonstration lessons by Alumni
- The association sponsored a inter college maths quiz held in the institution which had been organized by Radio MUST. Rakesh Gandhi, A senior faculty with a prominent school who is an alumni was invited to give away the prizes.
- Anuradha Jaiswal currently a teacher in Dubai was invited to share pedagogical practice in international curriculum.

• Co-teaching with Ms. Radha Kolhatkar to teach defence mechanisms and Big five theory of Personality in course II' Psychology of the learner' was organized .

Top Alumni occupying prominent positions are

Dr. C.G Parmar	Principal, Smt Malti Jayantilal Dalal School
Kalpana Modi	Senior Associate Professor, SNDT
Indira Shukla	Principal, Gokhale College of Education
Rekha Vijaykar	Head ADAPT (Abled, disabled, all people together)
Dr P N Chavda	Principal, Thakur College of Education
Seema Saini	Principal, Dalmia School
Anjali Burde	Principal, Yashodham School
Gopinath Mukundan	Advisory board, Children's Academy
Rohila Bhatt	Trustee, Children's Academy
Shailendra Singh	Headmaster, Thakur Vidya Mandir
Alka Chaube	Supervisor, A.H. Wadia School
Yogesh Anwekar	HOD, English, Khalsa College
Sambhaji Sirsath	Assistant Professor, English, University of Mumbai.
Vinita Singh	Principal, DPS, Bhopal
Santosh Yadav	Principal, P. R. Pote Patil International School, Amravati
Vani Achari	Asstt. Professor at Pillai college of Education and Research, Chembur

Contribution of Alumni to the growth and development of the institution.

- The institution always draws upon the knowledge and skills of the Alumni for the training and mentoring of any current batch of student teachers. Alumni are often invited to conduct workshops, skill sharing etc.
- Alumni in the practice teaching schools give valuable contributions by way of planning the schedules of the practice teaching, lesson planning, technological support and generally facilitating the student teacher's learning.
- They have representations in the IQAC for stake holder view.
- The Alumni association did exemplary work during the golden jubilee in raising funds and for the cultural show organized in celebration of the jubilee.

2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution believes that the extra-curricular activities are extremely important in developing the teacher as holistic individual. The philosophy of the institution emphasizes student participation in in-house and intercollegiate competitions.

- **Cultural activities**: Several activities like talent show, cultural celebrations, food festival, sports, quizzes and other competitions are conducted. Some of the prominent activities of the institution include theme Based Assemblies, Talent Search, Cultural Day, Christmas celebrations, Teacher's Day, Eid, Pateti and Navratri Celebrations and many more. Student achievement details are attached in **Appendix5.2**.
- **Sports**: The Annual Sports Day is spread across 2 working days. A number of track and field as well as team events are conducted where each and every student teacher is encouraged to participate. The details of student teacher achievements are attached in **Appendix5.3.**
- **Awards**: The winners are of both extra-curricular activities and sports day are felicitated on the Annual Day and their names and achievements are published in the institution's magazine 'Sadhak'.
- **Inter-college competitions**: Student teachers are also encouraged to participate in inter-college competitions. Brochures and fliers coming from different colleges are announced

in the class and displayed on the notice board. The winners are felicitated in the class during assembly. Participation and achievement details are attached in **Appendix5.4**

- **Student council:** The student council also coordinates the different extra-curricular activities. Care is taken that all student teachers get an equal opportunity to participate. The student council acts as a major body that motivates student teachers to participate in the various activities.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

Student publications are one of the ways in which student teachers realize the potential and importance of collection of voices, opinions, perspectives and its publication. The institute promotes student publications in the following ways.

College Magazine

Student teachers are encouraged to write for the college magazine. There is a section in the college magazine for the Alumni to contribute.

Wall magazine

The bulletin board of the institution is extensively used by the student teachers. Student teacher groups are rotated fortnightly to share their ideas on a particular theme.

Other materials

The institution has an in house publication –a Handbook for lesson planning- which the student teachers have contributed to. They are also encouraged to write journal reviews. The institution has published the synopsis of commended action research projects done by the student teachers. Recently, the institution participated in the iEARN programme and the student teachers have shared their experiences and ideas on the international website.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

Student teachers are given abundant opportunities to groom themselves and learn about the world during their academic life. The student council is one such opportunity given to students to learn the skills of team building, leadership, resource planning. The institution has a student council. Every year, it is formed according to the guidelines laid down by the University.

Constitution: Six student members are democratically elected through a secret ballot voting sysytem and four are nominated based on University criteria. This ten member council effectively carries out its responsibilities through the academic year. At times, smaller working committees of non-council members are also formed for smoother execution.

Office bearers: Office bearers like the General Secretary and Treasurer are elected from within the council.

Activities: The student council acts as a major body that motivates students to participate in the various activities. It also coordinates the different extra-curricular activities. Since all the activities are embedded in the operational curriculum, no separate funds are allocated to the student council functioning.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Student bodies are crucial in shaping a good academic program. They provide a growth opportunity by allowing interactions with peers, sharing information and expertise and learning to work in teams.

Student Council, Alumni association, Magazine editorial body, educational tours committee and Grievance cell are the major committees that have student representation.

Some of the activities that these committees are involved in are as follows.

Student Body	Activities
Student Council	• Cultural Programmes • Competitions- in house and intercollegiate • Sports • Coordination between student and faculty on various curricular and co-curricular activities.
Alumni Association	• Meetings • Organizing and funding competitions and workshops. • Fund raising , for instance the fund raising for golden jubilee in 2012
Editorial body	• Students submit articles • Help in editing, layouts, photographs • Co-ordinating with Alumni • Printing
Educational Tour Committee	• Selection of venue • Planning the tours • Coordinating • Reporting
Grievance cell	• Student representation in meetings • Orientations, mediations etc.
Practice teaching Cell	• Group Coordinators liaison between schools, the institution and the Practice teaching group
Extension work	• Conduct orientation program for various extension work activities. • Coordinate extension work activities and reporting

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, the institution has a feedback mechanism to seek and use data from its alumni, industry and management to improve the preparation of the programme.

- The IQAC of the institution periodically collects feedback from the student teachers onr curricular as well as co-curricular programmes, staff – teaching and non-teaching, institution, infrastructure and almost every aspect of the program and of the institution also in a formal or informal way.
- Feedback is also collected from parents, recruiting schools and practice teaching schools. **(Appendix 1.2)** Principal personally hands over feedback to respective faculty which is then analyzed and reports submitted to IQAC along with reflections.
- Several action research projects are undertaken to evaluate the functioning of the institution.

The feedback is analysed and discussed by the faculty and there is constant effort to incorporate the emerging suggestions in the programme.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

a. Mentoring

b. Tutorials

c. Certificate courses

d. Value added courses

e. Counseling services

f. Orientation to competitive exams

g. Collaborations

The institution is committed to student growth and progression. Some of our good practices in each of the above heads are described in the following table.

Practices	Description
Mentoring	Formal Mentoring programme for student teachers was introduced in the institution from academic year 2012 – 2013. Faculty mentors student teachers in small groups at allotted times. General issues regarding academics, personal problems that hinder student performance are discussed and referrals are made to the counselor whenever required. Confidentiality is maintained.
Tutorials	The objective of tutorials has been to provide help student teachers in the academic subjects to perform well in the summative evaluations. Student teachers work in small groups on select questions under the guidance of the faculty. Some of the well written answers along with feedback from faculty are made available in the library for references. This proves to be extremely helpful even during summative evaluation.
Certificate and Value Added Courses	Every batch of student teachers is offered various value added courses like Basic Counselling Skills, Basic Calligraphy, Graphology, Dance, Music and Warli Painting. Student teachers take up one or more of these according to their interest and feasibility. Yoga and First responder training for disaster management is given to the entire batch.
Counselling Services	Round the year counseling services are offered to the student-teachers to help them deal with personal as well as academic issues. The institution has a dedicated professional counselor. Every batch is given an orientation to these services at the beginning of the term followed by individual sessions through the year. The cell also undertakes some tests to assess student personality like 16 PF and the profiles are shared with student teachers. Counseling sessions and workshops are often arranged for the support staff too.

Orientations for Competitive Exams	Since academic year 2011 – 2012, the institution has been conducting orientation programme for prospective student teachers. This programme deals with the processes involved in B. Ed. admissions as also a brief overview to the various components of the CET. Apart from this, on several occasions, we have organized orientations for student teachers for various competitive exams like NET, SLET and TET.
Collaborations	Student teachers are provided opportunities to work with different organizations like Observer Research Foundation and iEARN. The iEARN collaboration led to student involvement and support for an international action research project initiative.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

There were no major observations made under Student support and progression. However in the overall recommendations there were suggestions that could be attributed to student progression such as language laboratory, parent's interaction, value added courses and involvement of alumni for quality improvement.

The evaluative observations made under student support and progression has been immediately acted upon after the previous assessment.

- Language laboratory has been set up and a professional appointed to train the student teachers in communication skills using this facility.
- Alumni are invited regularly to conduct workshops and share their experiences about pedagogical practices with the student teachers.
- Value added courses have been introduced in the course to help student teachers become better individuals and better teachers.
- PTA meetings are held every year and feedback sought.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Several measures have been taken since the previous assessment to help students progress:

- **Smart boards** have been installed in all the teaching halls. Every year workshops are conducted to train student teachers for the use of smart boards, mobile film making etc to aid them to be technologically competent for their lessons.
- The institution has employed **Learning Management System** (LMS)- Moodle to facilitate student learning.
- A f**ormal mentoring system** has been introduced in the institution.
- The institution has also started the system of **tutorials** for all the subjects with a view of improving the academic performance of student teachers.
- **Parent feedback** is solicited for improving quality.
- **Journal reviews** by student teachers were introduced to promote good habits of referencing.
- **International exposure** for student teachers in action research through projects like iEARN.

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Criterion VI

GOVERNANCE & LEADERSHIP

6.1 Institutional Vision and Leadership

1. What are the institutions' stated purpose, Vision, Mission and values? How are they made known to the various stakeholders?

The Vision and Mission statement are broad and encompass the ethos and philosophy of the founders of the institution.

Vision Statement of Smt. Kapila Khandvala College of Education

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

Mission Statement Smt. Kapila Khandvala College of Education

To nurture teacher professionals with positive attitudes and values, who excel in teaching-learning and research to serve as catalysts for a just and caring society.

The institution has a set **Core Values**

Respect – Develop genuine concern and regard for the dignity of others.

Diversity – Recognize, accept, appreciate, and support individual differences and perspectives and commitment to promote and instil inclusive attitudes.

Practice oriented Teaching – Impacting knowledge, skills and values that are essential to the practice of a teacher professional and his/her contribution to the real world applications.

Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.

Professional Excellence – Adhering to the highest standard of student service through high quality teacher education program with an emphasis on integrity and ethics.

Collaboration- Valuing collaboration and commitment to create strong and sustained partnerships with students, schools, other institutions, colleagues, and our alumni.

Sustainability – Creating concern for the environment and encouraging attitudes for sustainable development.

Vision and Mission statements define the context in which the Institution operates and provides student teachers and staff with a tone that is to be followed in the organizational

climate. They are indicators of the direction in which the organization must move to actualize the goals and translate the objectives in the Vision and Mission statements.

In our institution the Vision-Mission statements are made known to the various stake holders in the following ways:

Campus

- The Vision and Mission statements of the institution are prominently displayed at the very entrance of the building premise, in the principal's room and the main lecture hall.

Website

- The Vision and Mission statements appear on the website of the institution also.

Publications

- Several important documents such as the institution's prospectus, college magazine, annual reports and seminar brochures also carry our Vision-Mission statements.

Interactions

- All orientation sessions for the student teachers and parents begin with an introduction to the Vision-Mission of the institution.

Transactions

- All the activities of the institution are geared towards its Vision and Mission and the student teachers are reminded about the rationale of each activity aligned with the Vision and Mission.

It's a continuous endeavor on the part of all student teachers and staff to be in tune with the spirit of the Vision and Mission of the institution.

2. Does the Mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

Yes, the Mission includes the institution's goals and objectives in terms of addressing the needs of the society, schools and the student population it seeks to serve.

Needs of society

- We believe that the progress of the nation is dependent on the quality of education that the nation can provide which in turn is influenced by the way it trains its teachers. The

institution strives to prepare the next generation of educators, educational leaders and educational researchers to establish social progress and equity.

- The quality and extent of learner achievement are determined to a great extent by teacher sensitivity and motivation. One of the goals of the institution is to develop teachers who are independent, rational, reflective, sensitive and progressive individuals who can lead the future generation and participate in the process of social change and governance.
- The Vision guides and the Mission direct all activities to be performed in a democratic and secular atmosphere which promotes social equity, team spirit, sportsmanship, civic and patriotic values, entrepreneurial competencies and environmental awareness and sensitivity.

Student Needs- Employability and professional development

- The primary goal of the institution is to develop competencies and attitudes of student teachers to be efficient in their teaching profession and to enable them to realize their role of catalyst of social change and also find jobs as teacher professionals.
- The student teachers are exposed to various sets of curriculum which are prevalent in the country and the world. In keeping with our Vision the institution ensures that the student teachers have the necessary skills and sensitivities to work in inclusive setups.

Needs of school sector

- Providing trained teachers with professional competencies.
- We strive to adopt innovative pedagogical practices with an emphasis on active learning process and use of technology enabled learning and management of learning.
- Developing partnerships with schools to align goals of teacher quality improvement and training and contextualization of education.

Traditions and Value orientations

'Kindle the light of knowledge' was the motto of the founders of the institution. Great philanthropists and educationists like Smt. Kapilaben Khadvala established the Sadhana Education society to run institutions that serve society. The Vision was to cater to the socially disadvantaged sections of society.

The Vision and Mission are in keeping with this philosophy and student teachers are oriented to the traditions and values of the founder members during different occasions.

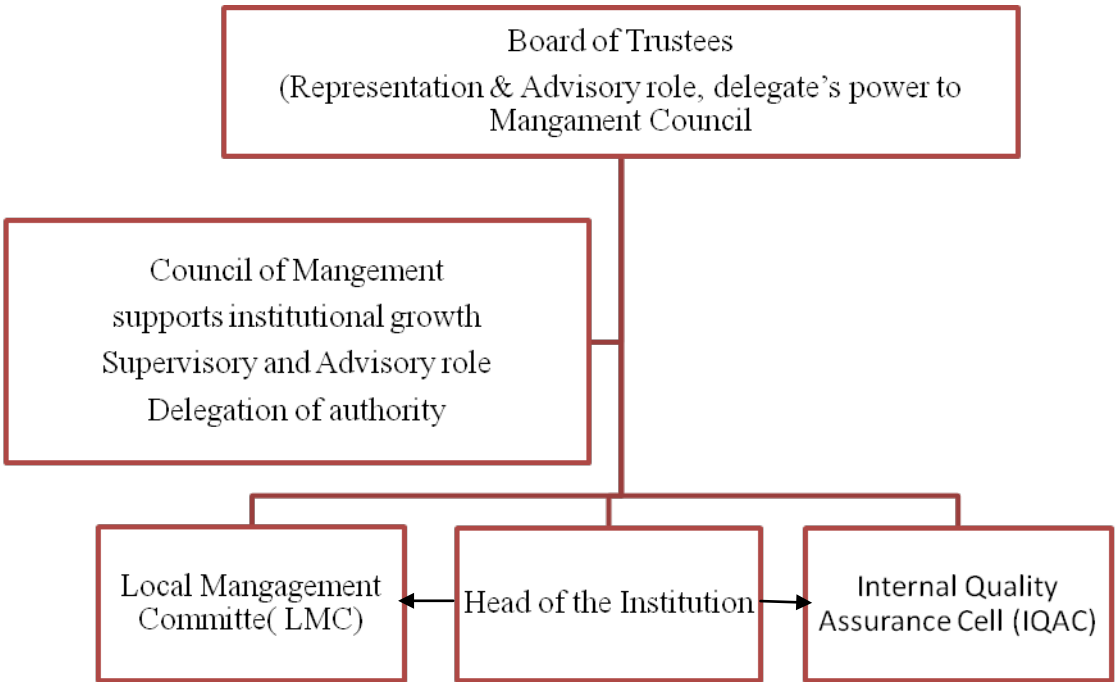
3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The institution was established in the 1960′s by an eminent team of talented educationists and social workers and philanthropists who joined hands to set up an Educational Society under the banner name of 'Sadhana Education Society'. The Management of the Smt. Kapila Khandvala College of Education is known for its supportive role in nurturing all the institutions under its banner. They have the principle of Minimal interference-Maximum governance and provide leaders with necessary freedom to carry on the work of effective transaction of teaching and learning process.

The following are some of the practices of management for effective transaction of the teaching and learning process:

- Open lines of communication.
- Single point reporting.
- Encouragement to the institution to seek accreditations through recognized bodies.
- Participation in the discussions on improving the teaching learning process during IQAC meetings.
- Financial support for infrastructure and technology.
- Technology up gradation.
- Space sharing and space management for classrooms.
- Hiring additional faculty to ensure better workload distribution for teaching and learning.
- Encouragement for Leadership training of Principal and Faculty training .
- Provision of technical IT staff for technology enhanced teaching.
- Freedom to faculty to experiment new ideas.

The composition of the Managing Committee is described below :



The leadership's commitment and involvement to enhance teaching-learning processes is ensured by the Local Management Committee (LMC), Internal Quality Assurance Cell (IQAC) which has management representatives in it who liaison with the Head of the institution.

Committees	Functions	Composition
Local Management Committee (LMC)	The LMC plays a role in decision making for overall budgets, year plans and discuses activities that enhance transaction of the curriculum. The LMC meets twice a year and plays a supportive and advisory role in quality enhancement of the institution. It encourages for some new programmes for quality enhancement in the institution and acts as an important body to initiate several initiatives undertaken by the institution.	• Honorary Secretary of the Management, • Management representatives, • Principal and • Representative staff members

Internal Quality Assurance Cell (IQAC)	The IQAC is involved in the quality enhancement of various processes and practices and monitors progress of work on several parameters.	• Principal, Chairperson, • Community, Representative • Expert, • Coordinator, • Faculty members, • Management, Representative, • Administrative, representative and • Alumni representative

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The institution has a flat structure and hence there are not many tiers of communication**.** A commitment to an open, transparent and honest communication of the Principal with the entire unit is the hall mark of the institutional management practices. Some of the simple strategies practiced by the head of the institution are as follows:

Planning

- Involvement of all faculty members in preparing the annual Plan of Action (POA) is the most direct way of ensuring that responsibilities are defined by the faculty and hence serves as the best way to be communicated.
- At the beginning of the academic programme, the Principal after discussion with the entire faculty in a staff meeting, delegates academic and administrative duties to the staff for the curriculum transaction. The strengths and weaknesses of the staff are considered for best output and the staff members are assigned their duties in the curricular and co-curricular departments.

Execution

- The Principal through the IQAC ensures that descriptors of work for each department were communicated so that there is clarity on requirements to be met.

- The Principal is actively involved with the faculty to plan the activities for the academic year. Special emphasis is laid on quality sustenance and enhancement of all practices and programs in keeping with the perspective plan.
- The Principal holds regular staff meetings throughout the year to evaluate the effective implementation of the programme. All the strategies and practices which proved effective or otherwise are discussed; and those which proved to be less effective are analysed critically for improvements. In case of change of any duties, the teacher is informed before the academic term so that the teacher has sufficient time for preparation.

Quality Assurance

- The LMC ensures accountability as the institution presents its major ideas at the beginning and at the end of the course.
- The IQAC meetings serve as platform to discuss quality improvement in processes and practices.

5. How does the management / head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- The Principal has two sources of valid information. As there is no steep hierarchy, each department is asked to report to the head at two stages. One, at the preparatory stage and the other at the post event stage. So information on pre-planning and effectiveness is available through direct meetings and personal contact.
- Also the IQAC serves as an effective platform to discuss quality issues if any. Regular internal meetings, discussions with the team give an overview of the progress of work on several parameters.
- The management uses audits, six monthly reports of the institution, visits discussions with the head and regular meetings with Principals of the institutions to review the activity of each individual institution. The participation in the LMC and IQAC also allows them to get an inside view of the activities of the institution.
- The college magazine and newsletters are also important sources of information for the management.

- The management representatives are invited to attend the important functions in the institution for example, convocation ceremony, seminars etc. This allows them to collect information in an informal manner.

6. How does the institution identify and address the barriers (if any) in achieving the Vision / Mission and goals?

There are several barriers in a short one year teacher education program such as shortage of time due to delayed centralized admissions, the recently introduced semester based credit system within a one year program and two university semester exams within that short 8 month program were some of our main challenges. Further, some of the entrants do not have sufficient proficiency in the English language which serves as barrier for their communication. In addition, we had shortage of and a threat of staff transfer. The institution also faces a delay in receiving salaries and grants from the government on some occassions. These barriers are addressed in the following manner:

Constraint of time

To overcome this barrier, we have designed ways to provide training to small batches of late entrants that come in instead of waiting for all 100 to start the program. Training is provided to them to bring them at par with the main group.

The year plan is thought out meticulously to provide variety, break the monotony and maintain standards of key areas of training like practice teaching, theory etc. So this constraint of time is addressed by advance planning, clear communication and more interaction with the student body to explain course demands at several junctures.

Crunch of finance at times

Sometimes due to delay in government salaries there is a problem especially for the support staff. This happens generally in March when staff members need to pay the tax dues too. Management in this regard has an open door policy and is extremely positive towards institutional support. They pay the salaries as an interim arrangement till the pay checks arrive. Infrastructural requirements which require large amounts of investment are met by the management.

Staff Shortage

The government policy of 'No NOC's' for staff appointment in place of staff who retired has led to a shortage of staff. The management has appointed additional staff both teaching

and non-teaching to ensure that quality does not suffer. A full time IT support person has been employed to take care of all the computers and gadgets.

Language

The institution has set up a language lab where such student teachers are coached to learn English to address this problem. The faculty helps student teachers to excel in their practice teaching by providing choice of vernacular medium.

Transfer of Staff

An ad-hoc–transfer of surplus staff had upset the morale of the faculty. The management and the principal took affirmative steps to initiate the necessary legal action and supported the faculty to get the transfer order stayed.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The atmosphere of the institution is congenial and open resulting in continuous, critical dialogue and discussions for the total quality improvement.

- The LMC as a platform brings together the Management and Faculty together to discuss important decisions that can impact the overall efficiency of the institutional processes.
- The Management representative on the IQAC is another platform where they listen to the processes, requirements and make public their commitment to encourage staff in any of their endeavours. They often encourage staff to use the common resources available under the banner of the trust.
- There is academic freedom to transact the curriculum. The management provides the funding, legal support, infrastructure, motivation and total trust in the decisions made by the Principal. The staff members are always encouraged to enhance their professional knowledge and skills by attending various workshops, seminars and by taking up research projects.
- The faculty is encouraged to attend various workshops, seminars and conferences to enrich their knowledge. Also UGC's Faculty Improvement Program (FIP), Teacher Fellowship leave is granted for completing doctoral theses.
- Research initiatives by the faculty are supported by the management.

- As a mark of their regard and respect for the institution and its contribution to teacher education and society and the hard work of the principal, staff and every employee of our institution was given a token of appreciation during the golden jubilee celebration year in 2010-11.
- Most importantly the management is a source of motivation and encouragement to the staff when they personally show concern for health and welfare of the staff and their family members.
- Well being measures like loans for the support staff without interest, workshops and life skills sessions like Yoga are organized.
- Management is proactive towards professional development of their staff. Higher studies are encouraged by fee waivers and study leave for examinations.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of student teachers.

A leader's specific roles are determined through the four basic leadership responsibilities of directing, coaching, supporting and delegating. The Principal as the leader of our institution assumes the above roles with ease and efficiency. Simple and sustainable practices like being visible, being democratic and objective, supporting faculty, staff and student teachers and instilling a **'**We**'** feeling , motivating staff and student teachers with effective praise and the most important; effectively delegating has been the overarching strengths of the leadership. These qualities have helped in overall governance and administration of the institution and have been an influencing factor in the area of curriculum transaction, allocation and utilization of resources for student teacher preparation. The empowerment and delegation of responsibilities is finely balanced with discipline, commitment and devotion towards the work allotted to the staff. This kind of leadership has generated a sense of belonging and dedication among the staff members. Some of the highlights of good governance exhibited by our

- Liaisons effectively between the management and staff.
- Works towards the ` Vision, Mission, and executes the plan.
- Is democratic , fair and respectful and gives space to staff for growth

- Has put in place committees that carry out the tasks with accountability.
- Has ensured work descriptions for departments and SOP's are developed.
- Organizational values are communicated clearly and reflected in policies and programmes.
- Has been proactive to enhance ICT and technology facilities in the college.

Management of Curriculum:

The B. ED. Curriculum is challenging due to the nature of the teacher education program with its practical component and the constraints of time to transact the curriculum due to delayed centralized admissions. Curriculum is an important aspect of any educational program. The head of the institution as a leader has taken several initiatives to encourage faculty such as :

- Encouragement to participate in workshops and seminars that can help both curriculum construction and curriculum transaction.
- Opportunities for faculty to participate in syllabus revision meetings of the teacher education programs, act as conveners, host meetings to enhance the curriculum discussion which has been carried out with great enthusiasm and zeal.
- Taking Initiative :In the year 2011-12 when the credit based semester pattern was adopted by Mumbai university, the Principal and the Faculty took the initiative to host a seminar on 'Credit based semester system-opportunities and challenges.' An expert on the CBSS pattern from Chennai was invited as a resource person. The outcome of the meetings and suggestions that came up were consolidated and sent to the Vice-chancellor of the Mumbai University.
- The faculty led by the Principal conducted a State level seminar in collaboration with TISS, Mumbai in 2012-13 to debate and discuss Curriculum for Excellence in Teacher Education which was well attended and appreciated by representatives from Mumbai and Maharashtra
- In 2014, the institution collaborated with Observer Research Foundation (ORF) to initiate a round table meeting of Principals and teacher educators to discuss the Batra committee report and its suggestions for the two year B. Ed. program. Several suggestions and thoughts were conveyed in writing. The faculty also helped ORF faculty to design and draft an online questionnaire to collect feedback from several colleges.

- Curriculum Transaction: For curriculum transaction within the institution, several new initiatives like introducing Moodle as the LMS, Co-teaching, peer assessments, peer coaching, training for inclusion to both staff and student teachers have been initiated under the support of the leadership.
- Discussion of feedback on a one to one basis with faculty and non-teaching staff has been initiated by the leader which helps in improving effective transaction.

Allocation and utilization of resources

Optimum utilization of resources is ensured by proper planning, organizing, coordinating and implementing.

- Human and material resources are allocated as per requirement and optimum utilization is ensured through continuous reviews so that maximum benefit accrues to the student teachers, institution and community.
- Senior staff with experience is especially involved in the UGC budgets and allocation of resources based on dialogue and discussion and they are also well represented on the purchase committee.
- Utilization of resources is encouraged and the Principal as a leader encourages staff and student teachers to use the facilities provided, for instance, Wi-Fi enabled campus, Smart boards, Moodle, Personal Laptops, Language lab, Camera, Video camera etc, are provided to ensure maximum inputs for student preparation.
- The staff members are also invited for discussions about various aspects of the working environment which automatically helps to create trust and a healthy working atmosphere. The staff members are sufficiently empowered to complete the desired task in the best possible manner within the stipulated time. The empowerment and delegation of responsibilities is finely balanced with commitment and devotion towards the work allotted to the staff.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For smooth and effective functioning of the institution several departments/cells and committees have been set up. The committees constituted for the same are as follows:

- Local Managing Committee
- Alumni Association Committee
- Internal Quality Assurance Committee
- Admission Committee
- Attendance Committee
- Library Committee
- Purchase Committee
- Placement service Committee
- Examination Committee
- Student Council
- Research Committee
- Editorial Committee
- Extension work Committee

Committees meet as per the requirement to ensure smooth decision making and executions of work.
See the following table for details:

Meetings and Important decisions taken during the year 2014-15

Name of the Committee	No of meetings held annually	Date of the Meeting	Major decisions taken
Local Managing committee	2	20/12/2014	• To apply for M. Ed. Course • Effective implementation of two years B. Ed. Course. • Exploring the possibility of reviving ECCE either autonomously or through NCTE • Approval of the estimated budget for the financial year • Updation of infrastructure by addition of fans for college terrace and soundproofing of the lecture hall. • Optimum utilization of the space for two years B. Ed course and for working in shifts, • Getting accidental insurance for the non teaching staff. • More consultancy and research projects to be taken.
		9/5/2015	**Academics:** • Apply for B. Ed. & M. Ed. Integrated course along with the regular B. Ed. Course • To opt for group mediclaim policy rather than individual policy. • To explore the possibility of offering vocational courses for students in aided school.
IQAC	2	16/12/2014	• Look for alternatives to increase the efficiency of the solar panels installed. • To invite panel for academic audit from Mumbai University. • Tie up with a theatre group for theatre in education workshop and lend permission to use institution's infrastructure for theatre practice.
		5/05/2015	• Start research journal only with good preparation for peer assessment and quality

			benchmarks. Try a pilot this year. Involve local peer team then move to bringing in reputed members with research background.
Purchase committee	2	23/05/2014	• To expedite the purchase of items as per the UGC grant.
		11/12/14	• Institution to allocate funds for the purchase of teaching aids from the institution's funds.
Placement Service Committee		10/01/15	• Institution to discontinue inviting any coaching class for recruitment.
Research committee	1	01/08/14	• To encourage research based articles as papers in our national level workshop on Positive mental Health and well being.
Extension work committee	2	21/09/14	• To continue with the three projects namely career project, food festival and survey of women's status.
		14/03/2015	• To declare career exhibition competition and give 3 prizes to the student teachers who have selected contemporary career and exhibited the information well through the brochures, charts and power point presentations.
Library Committee	2	4 /8/ 2014	• Institution's library to subscribe e-database under library consortium. • Institution should purchase new edition and authentic publication books to cater to the new syllabus.
		17 /12/ 2014	• To add new books under book bank scheme after final implementation of 2 years B. Ed. course and revision of syllabus.. • Updation of Library infrastructure for certain category of books and periodicals.
Examination committee	2	12/11/2014	• Class tests to be conducted at interval a week instead of all at a stretch in one week. • Preliminary examination to be conducted in each semester according to the university exam pattern.

		25/2/2015	• Class tests to include only two units and Preliminary exam to include all units. • Class tests' feedback to be given to the student teachers within a week of the test.
Student Council	2	25/8/2014	• Elections to be held on13/9/2014 by voting.
			• To increase student participation through student council activities by assigning them to different committees.
Editorial Committee	2	16/09/2014	• To continue with the current printing service provider. • To call for advertisements for revenue generation. • To have a smaller working committees for ease of administration.
		23/12/2014	• Restrict the number of colour pages to control the cost.
Attendance and Discipline Committee	2	02/08/2014	• Continue with existing practices since they were helping improve the average attendance of the class. • Discontinue the practice of signing library musters as it created a lot of chaos in the library.
		05/01/2015	• Student teachers who remained absent for institution picnic to be handed out constructive punishments in the form of presentations. • Restriction of data collection to schools who give permission in the morning hours. No concessions for anyone whatsoever.

The institution has several other departments and cells for day to day functioning and activities such as the practice teaching department, women's cell which take significant decisions throughout the academic year.

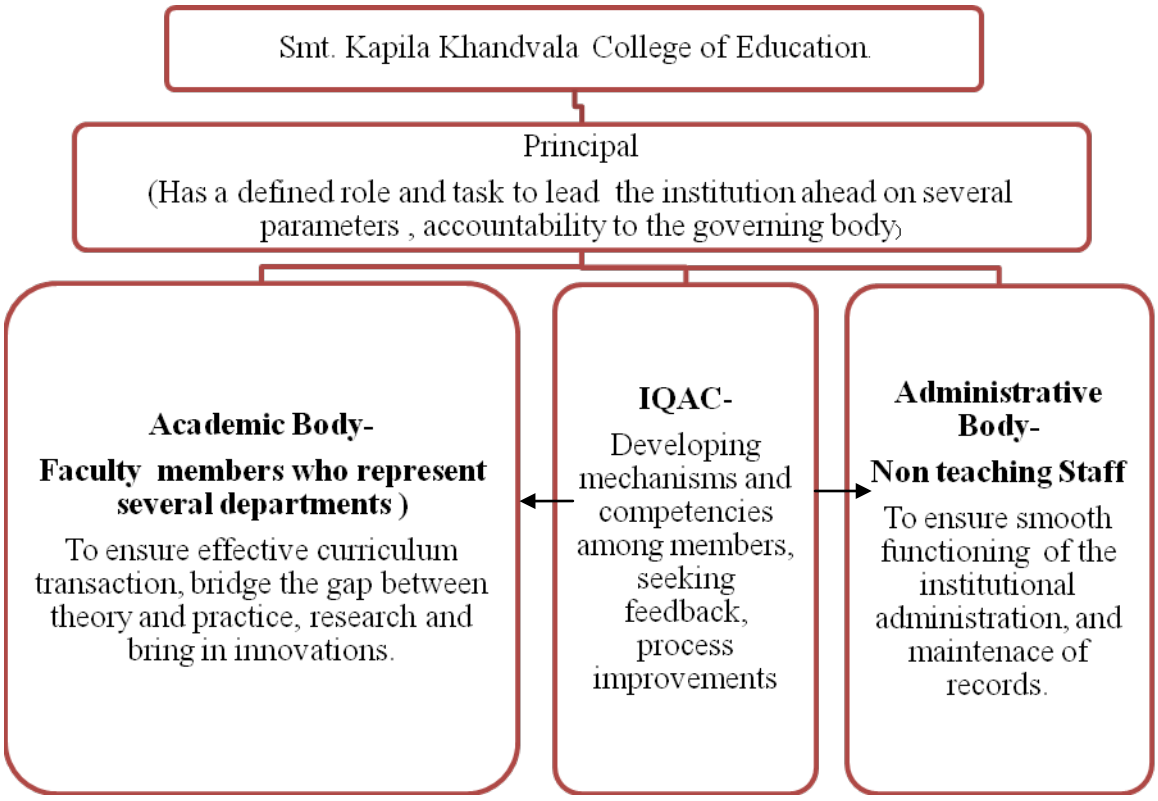
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The formal structure of an organization provides two important roles for organizational members. The structure of an organization clarifies roles for organizational members, so that each member knows what they are supposed to do and whom they report to. The

structure also dictates the amount of control an organizational member has regarding his job in the organization.

The organizational structure of our institution is more horizontal than vertical with elements of limited centralization and more decentralization.

Organizational structure of the Academic and administrative body is as follows:



3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The institution is a small organization and has a horizontal flat structure where delegation of powers is easy. The flow of decision making from the top governance to the bottom level units of the structure is democratic and participatory.

Governance of the institution follows sound ethical principles such as providing autonomy and climate for academic and intellectual development, respect, honesty and truthfulness among institutional members. The structure described above exemplifies a decentralized administration pattern.

The Managing and governing body of our institution has a clear defined goal.

- The governing bodies execute their role with great responsibility and maintain their independence. They are clear to draw lines between day-to-day management and strategy formulation policy decisions.
- They provide great amount of academic/intellectual freedom to conduct the academic activities of the institution.
- They have a constructive supervisory role without daily interference to ensure the following:

♦ Sound financial accountability through regular audits

♦ Access to their time on important matters with a one point contact in the Hon. Secretary.

♦ Participate in the internal quality assurance system for their assessment of the institution.

- The head of the institution plays a crucial leadership role in decentralization.
- The principal in consultation with faculty decides the various committees and its functions.
- Academic freedom with accountability is an important aspect that is handled with care and support.
- The faculty has freedom to handle its portfolio.
- The IQAC with the principal as the Chair and its members helps to ensure quality in processes.
- Performance expectations of the institutional members are made clear through effective communication and the performance is ensured through review, intervention, capacity building and dialogue.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The Institution is a teacher education institution with a small number of faculty and student teachers and there are no subject departments like other degree colleges. Hence the functional aspects of institution are treated as departments.

There are several functional departments and their cells and it is imperative that members collaborate and coordinate with each other in terms of timing, planning, and achievement of objectives. The lists of departments/cells are as follows:

Departments	**Cells**
Practice teaching	Placement cell
Student council	Student & Staff grievance redressal cell
Examination	Research cell
Community work	Counseling cell
Extension work	Women's cell
Teaching aid	Internal quality assurance cell
Magazine work	
Remedial teaching	
Mentoring	
Computer department	
Sports and indoor games	

The POA discussion meeting ensures that department heads and members coordinate with each other to share information. Care is taken that members converge ideas to make educational provisions. For instance,

- The practice teaching department has to coordinate with several departments to share dates to indicate field work. The magazine department has to coordinate with almost all departments for reports, photographs, any interesting information pertaining to their department that has news value.
- The examination department and the remedial teaching department which conducts tutorials, work together to ensure the flow of activities is in a logical manner for better student performance.
- The Purchase committee has to coordinate with to several departments to understand their requirement/demand before purchasing goods.

- The internal quality assurance cell is a classic example of coordination between departments. To put the perspective plan and POA in place, the committee has to work across several departments and committees.

The institution collaborates with other sections/departments and school personnel to improve and plan the quality of educational provisions in the following way:

Collaboration with University:

The faculty actively participates in various seminars, workshops and other programmes of the Mumbai University's Department of Education.

The head and the faculty of the institution take an active part in formulation and revisions of curriculum whenever required. The head and the faculty have in the past held important positions of convener of committees, heads etc.

Collaboration with other agencies:

The institution has collaborated with different organizations for various purposes, a few of which are:

- A seminar with TISS, Mumbai in 2012-13 to initiate debate and discussion on curriculum for excellence in teacher education
- A round table meeting of Principals and teacher educators with ORF to discuss the Batra committee report and its suggestions for the two year B. ED. program.(2013-14)
- A co teaching exercise for inclusion with special educators from SNDT university
- Collaboration with NGO called CHIP which trains teachers who work in the socially disadvantaged sections, with a view of sensitizing its own teacher educators for the same.
- A collaboration with Mumbai University community radio called MUST to give exposure to student teachers about radio lesson planning and delivery for farther community outreach.

.**Collaboration with other colleges**:

The institution collaborates with other colleges of education in many ways.

- It deputes staff members to other colleges for evaluation, question paper setting, etc.
- Staff members also serve as chief guests for various programs in other colleges. They also serve as chairpersons for seminars organized in other colleges.
- The institution conducts various inter-collegiate programs
- Students participate in programs organized by other colleges.

Collaboration with Practice Teaching Schools:

A back to school program to promote healthier school- teacher education institution partnership was initiated which involved mentoring of student teachers by the school teachers for the lesson plans. The department involved all teachers and so the skill sharing of how to guide lesson plans that were to be taught through use of Power Point and other multi-media in a CBSE setting was experienced. A list of linkages and Collaborations is attached in **Appendix 3.4**

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the institution believes in change and development and feedback forms the basis for all improvements.

- The institution takes faculty feedback for student teachers. All activities like workshops, new inputs like peer evaluation and co teaching, pilot mentoring program with schools are evaluated to be able to better the efficacy of the activities conducted so as to benefit student performance each time and improve overall efficiency of doing things.
- We have started course feedback in addition to faculty feedback and an analysis is done to help our faculty improve and grow.
- Parent feedback and school feedback also forms an important part of the feedback.
- The IQAC plays a crucial role in carrying out the feedback and also conveying the same to faculty and staff.

The formats of various feedbacks are attached in **Appendix 1.1 and 1.2**

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The institution is known for its team spirit and a strong work culture. Some of the initiatives to encourage sharing of knowledge and innovations are as follows:

- Space and freedom for the faculty to try a new idea that is beneficial to the student teachers and the overall institution efficiency.

- An opportunity to train student teachers in the new initiatives e.g. Peer assessment for CAI, Moodle training, co-teaching and several other ideas.
- Faculty is encouraged to attend workshops and seminars and share their learning with others.
- Faculty empowerment through training in several relevant areas like theatre for self development from experts from a professional theatre group, content designing from experts in the industry and co-teaching experience with TISS expert was organized.
- Workshops for Non- teaching staff on coping with stress develop skills in hospitality and yoga for well being have been organized.

Skill sharing across departments

The departments in a teacher education institution are different than the usual subject departments seen at a regular arts-science-commerce college.

However, a good amount of sharing of skills happens across departments.

- The research department has started the practice of study circle, where pre-readings of selected topics are carried out, a group of interested members from the education fraternity come together to discuss ideas in the reading facilitated by experienced experts.
- The computer department well versed with ICT initiated the use of learning management through Moodle. All faculty members were trained on the use of Moodle and encouraged to use it as CMS and explore Moodle for student autonomy in learning.
- The library has a section of digital resources for referencing. In 2014 a training to access and use the INFLIBNET resources and e journals was organized.
- The magazine department seeks the skills of different faculty members like editing in vernacular language, photography etc and seeks information across all departments to publish the magazine.

6.3 Strategy Developments and Deployment

1. Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

- Yes. For administrative purposes, the office uses the MIS system prescribed by DHE.
- Tally is used for account keeping.

- Student database is maintained in the digital form.
- Academic aspects too are maintained in a digitized format so that access is easy.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates resources both human and financial based on the funds available and the need.

- The Principal consults the senior faculty members and department heads to see what requirements can be accommodated keeping in mind the perspective plan and the Plan of action. The budget is presented in the LMC and passed**.** Finance is allocated for various heads like workshops, visits and technological upgradation like personal laptops, smart boards, digital panels and wifi across the campus and other learning resources.
- The UGC fund allocation budgets are also carried out in a participative manner in consultation with faculty and administrative staff. We have become the first Teacher Education Institution in Mumbai to secure funds for greening the institution by installing Solar panels**.**
- Human resource allocation for each department is done carefully keeping in mind the strengths of the faculty and staff involved.
- The institution with the help of the departments heads allocates resources both financial and human for several activities that go beyond the curriculum to enhance student teacher proficiency. Keeping in mind the Vision and Mission, the institute organizes several different extracurricular and co-curricular activities like Yoga, First Aid, Moodle training, disaster management, counselling sessions, seminars, workshops etc. Experts in the individual fields are invited as resource persons, guest lecturers or visiting faulty.
- Resource allocation for additional faculty and staff requested by the Principal is considered by the management.

3. How are the resources needed (human and financial) to support the implementation of the Mission and goals, planned and obtained?

The Mission, goals and objectives dictate the perspective plan for a five year period, from which the yearly plans are made. The distribution of work and resources is done according to the plan and human and financial resources are made available in various ways

- The institution is a government-aided college and hence it receives the salary grant from the State Government of Maharashtra.
- The institution applies for grants for various organizations like UGC, ICSSR for developing infrastructure facilities and annual seminars / workshops.
- The management also contributes financially whenever there is a need for infrastructural or technological up gradations.
- The management appoints additional staff members as per the qualifications prescribed by the UGC in consultation with the Principal.

4. Describe the procedure of developing academic plan. How are the practice teaching school, teachers, faculty and administrators involved in the planning process?

The academic plan is developed keeping in mind the perspective plan and the POA for any given year. This plan is developed in consensus with the entire faculty and the Principal. The practice teaching plan is embedded in the academic calendar. There is a specific practice teaching department with a senior faculty involved in the planning and implementation of the practice teaching program. This department shares their plan at the meetings and the plan with suggestions from others is embedded into the academic plan for the year.

School involvement

The department organizes school visits by faculty to discuss time lines and procure their schedule. The practice teaching department gets in touch with school heads, administrators and senior supervisors to coordinate practice teaching activities and internship for the year.

In the last three years, the institution has tried various ways to involve schools to become more engaged with the pre-service teacher education programme. School teachers were asked to observe lessons and offer feedback. In a new initiative called Back to school, for the year 2013-14 we tied up with R.N. Podar, a CBSE school in Santacruz west, where

the in-service teachers of the school were involved in mentoring the student teachers, guiding their lesson plans and evaluating their practice lessons in partnership with teacher educators from our institution. Student teachers had inputs from the school's in-service teachers and the institution's teacher educators as well.

The Placement Cell is also staffed by the same faculty who is in charge practice teaching cell in order to make a seamless transition from practice teaching to placements of the student teachers.

School Administrators / Head

There are lectures arranged by the institution inviting Principals or Administrative heads for student teachers to orient them on what are the expectations of knowledge base, skills and personal and interpersonal skills required for the challenging profession that lies ahead of them as teachers in real life. These inputs have helped the student teachers to prepare for the world of teaching through authentic talks from key people.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

A good communication process helps to keep stake holders engaged and employees motivated. It also helps to have focus on professional objectives and increases cooperative endeavours. Some of the ways the institution conveys objectives:

Staff Meetings

- Faculty meet to plan all the activities and time lines**.**
- The principal and heads of departments hold formal and informal staff meetings to communicate all important assignments.
- Most of the employees have been in the institution for long years. They are familiar with the culture of the institution. The faculty, non teaching and support staff are clear that student well being , quality inputs for teacher development and committed student teachers is the goal of the institution. The staff members are aware and strive to meet these standards .
- The non teaching staff members are also oriented in an implicit way to the Mission, Vision and objectives of the institution so that all activities are always conducted in line with institutional values.

One to one meetings

- The Principal holds one to one meetings with staff to discuss important issues and events.
- Role of all the employees for the academic year is prepared well in advance communicated to them well in advance to enable proper planning and organization. For the newly appointed staff members the objectives are conveyed through a formal orientation and through informal ways by the IQAC.

Open door policy

- The institution has a democratic work culture and communication lines are open between Principal and faculty. This reduces delay in work and ensures involvement.

Written communication

- Circulars are sent to staff members to communicate and coordinate information on important aspects.

Constructive feedback

- Different activities are reviewed from time to time for the attainment of objectives.

6. How and with what frequency is the Vision, Mission and implementation plans monitored, evaluated and revised?

The IQAC placed a proposal for revisiting the Vision- Mission statements of the institution for aligning with the institutional goals. After several rounds of discussions and meetings with management and IQAC and a workshop with experts the following ideas emerged:

- Maintain the original Vision – Mission statement as it was relevant to the institution and stakeholders could identify with it.
- Make the Vision –Mission statement more aspirational and succinct. Accordingly the Vision- Mission statements were improvised to add that element.

The planning and implementing of a roadmap to achieve the Vision and Mission is carried out through several formal and informal feedback exercises which help to ensure that the objectives of the institution are being met.

- The IQAC of the institution constantly monitors and evaluates and revises plans if required to achieve the goals based on the Vision and Mission.

- Regular formal and informal staff meetings help to revisit academic plan and the various activities and programs to be in line with the objectives of the institution. Discussions on sustaining the good idea, shortfalls are noted and corrective measures are adopted immediately.
- The institution also encourages reflections of the academic staff and feedback of student teachers to evaluate the events. Discussions are held by IQAC for deeper view on matters.

7. How does the institution plan and deploy the new technology?

- The UGC budget allocation helped the institution to deploy new technology. For instance, our institution was the first teacher education institution in Mumbai to be sanctioned a budget for solar technology.
- Smart classrooms and language laboratory has been set up in the institution. Air conditioners have been installed in the main lecture hall, staff room and conference room. The entire campus is Wi-Fi enabled.
- Moodle as a Learning Management System has been set up for student support. A faculty member and the technician of the institution who are well versed with the Moodle assist the other faculty to become familiar the ICT. Student teachers are trained to use the MOODLE system as it a learning platform for them.
- CCTV's have been installed at various at strategic points for the purpose of supervision and safety. Different faculty members, administrative and non teaching staff takes up responsibility for several technology related initiative.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The institution has always provided a supportive environment for learning so that faculty has the autonomy to experiment and innovate. With the introduction of performance appraisal systems and API the feedback has become more specific.

The IQAC of the institution has taken up the responsibility to scrutinize and support faculty to fulfil the API criteria. Three of the faculty members were placed in the upgraded scale based on the assessment of their PBAS in 2014. And two more faculty

members were placed in 2015. There are several other areas where the institution identifies the development needs and career progression opportunities of the faculty. Some of the exemplars are described below.

Promoting interest in research activities.

- Faculty is provided motivation and encouragement to apply for funds for minor/major research projects to different funding agencies. Many faculty members in the last three years have successfully completed individual minor projects from the University of Mumbai. In 2014 we got approval for a Major project to the tune of approximately 8 lacs. Flexibility in terms of working, timetable adjustments are made to help faculty complete the task undertaken to the best of their ability.
- In the last five years 3 members have completed their Ph.d with a teacher fellowship under the FIP scheme of the UGC and three more have registered for their Ph.D.

Workshops and Training: The institution encourages faculty to attend several workshops, seminars at state/national and international levels and present papers **(Appendix3.1)** The institution also organizes workshops and training for faculty on relevant themes required for teachers professional growth, for e.g. Theatre for self development, synergizing for success, Introduction to goggle apps etc **(Appendix 3.3)**

Collaborations: Faculty is encouraged to explore collaborations, local, national and international wherever useful and possible with institutions from diverse fields as collaborations help professionals to grow holistically and enhance competencies.

Consultancy work: The faculty is provided support to engage in consultancy work. One of our faculty members is a consultant to British Council. Several other faculty members are invited for their expertise to different colleges. The institution has recently set up institutional consultancy to SVKM group of institutions in the area of action research and evaluation and currently working on capacity building of teachers at SVKM, Shirpur campus. Faculty is also involved with YCMOU for e-content development for e-B. Ed.

Study Circle: A study circle has been initiated by the research cell of the institution where a pre decided articles related to education is circulated in advance, read by participating members and is discussed, facilitated by an expert. This academic activity draws many faculties from other colleges. This initiative serves as a collaborative learning platform and enhances the knowledge base of faculty members.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers. Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Performance appraisal provides useful information for the assessment of staff skill and overall job performance. It also helps to assess the training and development needs of the staff.

Performance appraisal of the faculty and staff is carried out through the following mechanism

- Self appraisal process by faculty follows the UGC pattern and the faculty fill in their self appraisal forms every year. The student teachers' feedback of individual staff is done on common parameters and the results are discussed with the Principal.
- From 2013-2014 Course feedback has also been sought from the student teachers. Course feedback analysis is done by the IQAC and communicated to the faculty in charge. The feedback is discussed on a one to one with the Head of the institution.
- Performances of faculty are assessed by the Principal through continuous monitoring and observation.
- Feedback for the Principal, librarian and overall Institution feedback is also sought.
- Besides this a suggestion box is kept in the premises in order to help student teachers express their views.
- The Principal assess and evaluates the performance of the faculty members in a face to face discussion at the end of each academic year and this helps the human resources planning and development for the next academic year. The faculty reflects on the feedback and shares improvement strategies with te Principal.
- Formats of self appraisal, student teacher feedback are as per prescribed by NAAC.

3. What are the welfare measures for the staff and faculty? (Mention only those, which affect and improve staff well being, satisfaction and motivation)

The institution has the following welfare measures to motivate staff well-being. Welfare measures for staff and faculty:

- Democratic work culture and open door policy.
- Professional growth by knowledge and skill upgradation through workshops, seminars and conferences.
- Timely promotions and timely increments to the staff and the faculty through CAS.
- Encouragement to innovations and research.
- Support for consultancy.
- Interest free Loans for the non teaching staff during emergencies.
- Stationary and laptops, Moodle facility for faculty, Wi-Fi facility.
- Air conditioners for staff rooms.
- Recognition of achievements of self and wards in the institution magazine.
- Duty leave and encouragement to participate in various workshops and courses.
- Support for faculty in terms of study leave under FIP.
- Counselling services for both staff and faculty.
- Birthday celebrations among staff and faculty (simple gesture of giving a birthday card and chocolates for the family).
- Appreciation and recognition for good work by the Principal.
- Grievance cell to air any of their complaints.
- Development Workshops on different themes both for staff and faculty.
- Encouragement to support staff for completion of schooling and higher education.
- New Uniforms annually for support staff.
- Open door policy with the principal to air any issue.
- Flexibility in time table and work arrangements if any personal or health issue.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details

Yes, the institution has conducted faculty development programs for the teaching and non teaching staff of the institution in relevant areas of learning and competency. Viz, Theatre for self development, Workshop on Perspectives on Content development, Synergizing for success and other workshops on relevant themes as indicated in **Appendix 3.3** The institution also provides opportunities for knowledge and skill-up gradation outside the institution at the local, State, National and International level.

In the last three years, non-teaching staff have been deputed for relevant training outside the institution and also provided with in house training in the area of well-being like stress management, yoga for health, hospitality training, opportunities to participate in value added courses like calligraphy. Training in Waste Management and Maintaining Solar Panels.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Staff Recruitment: The institution is an aided college and hence strictly follows the norms laid down by UGC, University and the State Government as far as recruitment is concerned. The institution has a diverse representation of all categories.

The non-teaching staff is recruited as per Government of Maharashtra norms.

In case of any vacancy, a NOC from the Joint Director of Higher Education, Govt. of Maharashtra is sought. On procuring the same a pre-approved advertisement is published in the news papers. Selection Committee is decided as prescribed by the Government Standard Code and the recommendation of the selection committee are appointed subject to approval of the Joint Director of Higher Education, Govt. of Maharashtra. The institution appointed qualified NET/SET cleared faculty to replace teachers who were awarded the teacher fellowship and this was done according to UGC regulations and requirements.

The salary structure and service conditions are strictly followed as per the requirements of the NCTE, UGC and University.

Staff retainment is ensured by providing opportunities of professional growth, a democratic work culture and open communication policy.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time / Ad-hoc faculty different from the regular faculty? (E.g. salary structure, workload specializations)

The criteria for the ad hoc teacher for instance as a substitute for our faculty on study the leave is also as per UGC requirements. Temporary and part time staff has also been appointed for improving the overall efficiency and providing for specializations like the commerce subject. The permanent faculty gets its salary and emoluments from the state government while the management pays the salary for temporary and part time staff. The adjunct professors are part time honorary appointments that are non-salaried.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution has a strong commitment towards the professional development of faculty. All faculty members irrespective of seniority and gender are deputed to various seminars, conferences and workshops as per their requirement. The institution also believes in financially supporting these programme utilizing UGC funds.

Some of the ways in which the institution supports the professional development of faculty are as follows

- Institution sponsors faculty for workshops and seminars for Continuing Professional Development.
- Institution conducts workshops specially developed for the professional growth of the faculty.
- The institution encourages the faculty for registering for Ph.D. and availing of UGC fellowship (FIP scheme)
- Granting leave for attending training for refreshers and other optional training like life skills, mentorship for global teacher accreditation.
- Encouraging faculty to take up Major and minor projects funded by UGC and University of Mumbai.

- Also there is a practice of rotating work responsibilities by changing portfolios every three years
- Hosting learning events like study circle, paper readings and research studies.
- Encouraging faculty to collaborate with other organizations for learning and growth.
- Providing faculty duty leaves for referencing at libraries of reputed institutions like TISS and consultancy work.
- Purchase of relevant books, encourage membership through institutional tie ups, access to e-resources through INFLIBNET.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The faculty has several facilities that can enhance their work capacity and output. Some of the measures taken are as follows:

- A designated space with comfortable seating arrangements and air-conditioned rooms for the faculty.
- There is sufficient storage space, stationary provided to faculty.
- Laptops and Pen drive with WI-FI enabled campus.
- Smart boards in all classrooms.
- Access to institutional repository, library, INFLIBNET resources,
- Different teaching aid rooms like a science lab, a Maths Lab, Language lab and a separate computer lab.
- A designated space in the library especially for faculty and a research cell for reading.
- Facility for Photocopying, intercom and Printing.
- A staff grievance cell for grievance redressal has been established.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and /or make complaints?

- **Student Grievance Cell**: The institution has a grievance cell which has student representatives. The cell constitution is put up on the notice board and the faculty in charge explains the objectives of the cell to the entire student body. A formal meeting is held at

the beginning of the year. Minor grievances or suggestions are resolved through a suggestion box.

- **Staff Grievance Cell:** The institution has a staff grievance cell too. The Principal and Senior teachers constitute the cell. The non-teaching staff also have a representative on the grievance cell. Formal meetings are held at the beginning of the year and then as and when necessary and since the institution has a flat structure it becomes a simple and uncomplicated process.
- **Suggestion box**: A suggestion box is available in the premises for the student teachers and other stakeholders to offer their suggestions. The letters from the suggestion box are collected and analyzed by the Principal and the committee to find out the nature of grievances for promoting better institutional atmosphere.
- **Mentoring:** The institution also has introduced mentor system in order to find solutions to the grievances of the student teachers. All the student teachers are divided into groups and each group has a teacher acting as a mentor to solve problems immediately with the help of the Principal. Mentor meetings are conducted frequently and student teachers share their problems openly.
- **Women's Cell**: The institution has a Women's cell with the Principal, faculty and student teachers to address grievances and conduct gender sensitization programme.
- **Feedback**: Feedback is sought from stake holders about the various aspects of the institution and this serves a platform to share opinions. The parents as stake holders are oriented in the PTA meeting about procedures to seek information or make complaints. They are encouraged to communicate with faculty for the betterment of their ward. Feedback is collected at the end of the year.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The institution has a sound and fair workload policy and practices that enable faculty to be engaged in several areas where different competencies are required. All workload distribution is done on sound principles to make it

- Equitable
- Reasonable
- Safe
- Work load policies are comprehensive and transparent. The institution follows the workload distribution policy as prescribed by the University of Mumbai.
- All faculty members are given multiple responsibilities that require them to use a range of their abilities and skill.
- Further, the work load is designed in such a manner that each faculty member has an equal share of teaching, research opportunities, assessment work, mentoring and working with schools and community engagement.
- There is a rotation of departments and responsibilities every three years, so that everyone has the experience of professional and administrative activities. Some faculty are sometimes extended for the expertise they offer in that area.
- The faculty's expertise in any specialized area is recognized and appreciated and the faculty is involved in related projects.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution motivates its faculty by acknowledging their good performance and providing opportunity to them to share their good practices amongst other teacher educators and teaching community. The principal specifically makes it a point to congratulate the concerned faculty in front of other faculty members and student teachers.

- Achievements are lauded in the institution magazine.
- Management is notified of achievements.
- Appreciation letters from the senior management representative for professional milestones.
- Principal recommends faculty in different areas of expertise to other organizations for workshops and seminars.
- Encouragement for consultancy
- Faith, support and encouragement in the faculty when they embark on a new significant initiative.

- All the staff members of the institution were felicitated by the management during the Golden Jubilee year of the college by a token of appreciation.

6.5 Financial Management and Resources Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

Yes, the institution gets financial support from the government. Details of the same are as follows:

1. Salary Grant

Year	Amount in Rs.
2012-2013	1,10,63,955/-
2013-2014	1,57,74,351/-
2014-2015	1,30,44,797/-

2. University Grants Commission Grant

Year	Amount in Rs. XI & XII plan & Additional Assistance
2012-2013	23,61,059/-
2013-2014	25,62,350/-
2014-2015	11,12,447/-

Grant from UGC for workshops Rs. 1,39,250/- (2)

Grant from UGC for Major Research Project Rs. 2,61,000/-

Add grants from UGC for NAAC IQAC Rs. 3,00,000/-

Grants from NAAC for workshop Rs. 75,000/-

Grants from ICSSR for workshop Rs. 60,000/-

University of Mumbai – Grant for Minor Research Project :- Rs.44,827/-

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

In the last three years the institution has not mobilized any donations.

3. Is the operational budget of the institution adequate to cover the day-to- day expenses? If no, how is the deficit met?

Yes, the operational budget is adequate to cover the day to day expenses of the institution. In case of deficit, the management supports the institution by sanctioning interim funds.

4. What are the budgetary resources to fulfil the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

The audited income expenditure statement is attached for the last five years. The budget allocation is approved in the LMC.

Annexure 6 for Income- Expenditure statement

Appendix 4.2 for Budget allocations and resource planning for 2014-15.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The management is particular about regular audits.The Institution carried out quarterly internal audits and this has become mandatory. External audits are carried out by the government auditors. There are no adverse/major audit objections raised both by internal and external auditors. Auditors report attached see A**ppendix6.1**

6. Has the institution computerized its finance management systems? If yes, give details.

Yes the institution has computerized all its financial management. It has the Tally package 9.3 and for Balance sheet preparation MS-Office is used. The annual data backup is done systematically, where in auditors have approved the statements of finances. The management of finance is programmed in such a way that in real time the true expenses are

known and how much is available for future use is known. This helps to keep track of the planned expenses and the actual expenses.

6.6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

There are several practices of good governance and Leadership in the institution such as:

Best practices in Governance

- Regular meetings with management for better governance.
- Management's active participation in the LMC & IQAC
- Regular internal quarterly financial audits.
- Regular administrative audits.
- Staffing according to NCTE and UGC, University norms.
- Funds to hire extra staff for maintaining quality to reduce workload, due to shortage of staff.
- Encourage national level /foreign collaborations.
- Appreciation of the renewable energy by extending the idea to the entire campus.
- Campus beautification initiatives.

Best practices in leadership

- Mobilizing funds for technology up gradation.
- Open to new ideas, collaborations for better learning and growth.
- Motivating faculty to apply for UGC/ University major and minor projects.
- Involving and supporting faculty for consultancy initiatives.
- Commitment to greening the institution (environmental theme in 2011-12, Solar energy in 2012-13, waste management in collaboration with ORF 2014-15)
- Promotes and encourages faculty growth through FIPs, workshops, training etc, deputing the staff for national and international seminars.
- Increase in the Ph.D. students intake at the institution's centre.
- Freedom and Support for innovative ideas like iEARN, inclusion, theatre .
- Shared decision making.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

No specific observations have been made by the NAAC peer team regarding Governance and leadership.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The governing body of the institution has several measures to sustain and enhance quality.

- **Establishing monitoring systems:** The institution has increased the number of administrative and financial audits to ensure quality and compliance. They have introduced quarterly assessments to thoroughly assess finances and address any financial management issues or challenges faced by institutions under their umbrella. The governing body of the institution ensures that organizational leaders are aware of the relation of revenues to costs, as well as be accountable to the board for all key financial decisions.
- **Promote quality sustenance measures**: The governing body invests time to discuss measures and programs that can enhance quality.
- **Training for Effective leadership**: The Management spends time to meet leaders or heads of institution to discuss various issues regarding their institutions. They also sponsor leadership trainings for heads of the institutions.
- **Decisive action** – The governing body of our institution is open to support any requirement that will upgrade quality such as hiring additional qualified and skilled faculty or support staff. They also support infrastructural requirements and up gradation. They provide legal advice and support for instance, the University of Mumbai send a notification for sudden transfer of a permanent faculty during the vacation. The management took keen interest heard out the leadership and when they realised that the ordinance was unfair and arbitrary they gave full support to go to court against the order to protect the interests of the faculty.

- **Value and respect for the leadership:** The Management has its checks and balances in place. Accountability with autonomy is sought from the heads of the institutions.
- **Sustainability and extension of good ideas:** They encourage innovation and change and are ready to back a good idea that can enhance and sustain quality. For instance, they encourage the B. Ed. College in their unit to work with the primary and secondary school to promote programs for general health and academics of the children.
- The institution's initiative to install solar panels has been appreciated by the governing body and now they intend to extend the facility to the entire campus.

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Criterion VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System:

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes give its year of establishment, composition and major activities undertaking.

Yes, the institution has established an Internal Quality Assurance Cell (IQAC) March 2005 as per the guidelines given by the NAAC with a view to enhance and sustain the quality of teacher education program with the help of all the stakeholders

The Composition of the cell includes:

- Principal as Chairperson
- Community Representative
- Expert
- IQAC Coordinator
- Four Faculty members
- Management Representative
- Administrative representative
- Alumni representative

Activities carried out by IQAC:

- Involvement of members of the institution in quality sustenance and enhancement through democratic and participatory approach.
- Regular meetings to monitor progress and targets attained of different departments and cells.
- Preparation of perspective plan as per quality parameters prescribed by NAAC.
- Submission of Annual Quality Assurance Report.

The IQAC initiated overall quality enhancement procedures based on certain key Quality enhancement principles:

- Focus on improving processes
- Focus on student progress
- Focus on staff development

- Focus on creating team players
- Focus on use of evidence based practice

Some of the major activities for quality enhancement undertaken in the last five years are:

- **Curriculum Transaction**: Initiating curriculum discussions, contributing to an enhanced teacher education curriculum, Improving transacting pedagogies through participatory and active learning methods, enhanced student involvement, innovative ideas like co-teaching, use of ICT, stake holder feedback, , Use of Moodle as a LMS, feedback analysis and implementation of corrective measures.
- **Teaching –Learning and Evaluation**: Catering to student needs by way of tutorials and remedial programs, language lab, content enrichment, reflective practices in practice teaching, Inclusive pedagogical practices, authentic assessments like peer assessments, staff training and student exposure to theatre in education, faculty motivation through synergy for success and team building skills and community initiatives .
- **Research Consultancy and Extension**: Initiated study circles, research paper readings, conducting major and Minor UGC research projects and collaborating with premium organizations like TISS, ORF etc, publishing student action research projects. The IQAC motivated faculty to use their skills etc to undertake consultancy in Education.
- **Infrastructure and Learning Resources**: Greening the campus, installation of solar panels, smart boards, Sound systems, Intercom facilities, CCTV installations in the campus, revamping the institution's website, Digitization of library resources, Ph.D. centre and Research Cell, international projects like iEARN.
- **Student Support and Progression**: Student mentoring program, tutorials, increased alumni involvement, establishment of women's cell and student grievance cell and community initiatives and involvement.
- **Governance and Leadership**: Increased management support, increased financial audits, and encouragement to the staff to avail of FIP leave and other professional training, motivate non-teaching to upgrade qualifications, SWOT analysis for quality enhancement and collaborations.

- **Innovative practices:** The IQAC members encouraged faculty to take risks to innovate and initiate best practices like back to school program, inclusive pedagogical practices, Study circle, peer assessments and participation in an international project iEARN,

2. Describe the mechanism used by the institution to evaluate the achievement of Goals and objectives.

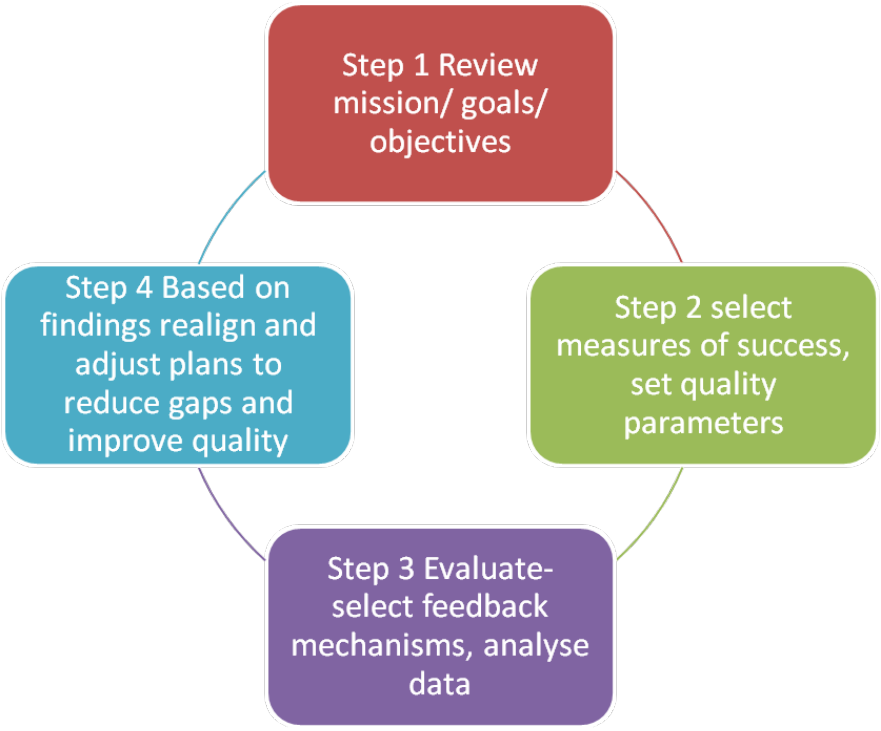
The institution has clear goals and objectives enshrined in its Vision and Mission. All the activities of the institution are planned in tune with the goals and objectives.

The broad objectives of the institution are grouped into four strands:

Developing and nurturing

- **Teachers as reflective lifelong learners**
- **Social Equity**
- **Global trends**
- **Partnerships and Collaborations**

Overall institutional efficiency depends on mechanisms that are in place to review the goals and objectives set by the institution. The following diagram is a representation of the process followed for reviewing:



Assessment for Institutional effectiveness

- **Step 1 - Revisiting/Reviewing goals and objectives:**

The process of keeping the Mission and objectives as the yardstick for decision making was the goal of IQAC and Governance. The institution focused on improving process in the light of the larger goals of the institution. The learner was the most important and central person according to our Mission. So the question that guided us was: Are our processes contributing to creating a more reflective practitioner? What inputs and processes are required to ensure that the student teachers passing out from the institution have a cutting edge over others? In this reference several quality parameters like more enhanced teaching learning practices, integrating ICT and pedagogy, Inclusive pedagogical practices were introduced.

- **Step 2 – Select measures of success & select quality parameters**

The Seven criteria given by NAAC as accreditation body served as criteria to measure performance and initiate change for Institutional effectiveness. The IQAC through its perspective plan in the seven parameters were chalked out by the institution. Action plans to meet criteria was drawn up. Observation, Review and feedback helped to continuously align ourselves to the indicators set.

- **Step 3- Evaluate – Select feedback mechanisms**

Documentation, feedback both qualitative and quantitative helped to improve process was achieved. Creating standard operating procedures (SOP) for departments for efficient functioning and delivery of services were drawn up.

The institution ensures that planning and evaluation process includes the participation of all stake holders like administration, faculty, student teachers, alumni, practice teaching schools and the community. This serves to seek feedback at all stages from planning to execution. A variety of methods are used for obtaining inputs from these stake holders. Some of the instances are as follows:

- Student teachers are a part of a various committees and cells like women's cell, grievance cell, and student council.
- Student teachers are involved in planning for activities like practice teaching, visits, and cultural events and other co-curricular activities, magazine etc.
- Alumni representation in IQAC.

The institution has a robust mechanism of obtaining feedback on all aspects of the curriculum transaction. Feedback is obtained from all stake holders such as:

- Student teachers
- Heads of practice teaching schools
- Alumni
- Parents
- Student achievement record
- Self Appraisal by faculty
- Evaluative action research on various departments and practices

Governing bodies

- LMC meetings ensure that activities are planned and implemented in accordance with the stated objectives and also that the outcomes are in conformity with institutional goals and goals.
- IQAC of the institution employs different mechanisms to evaluate the achievement of goals and objectives. Constructive feedback and discussions with faculty give valuable insight into the achievement of objectives of the institution. Sustaining good practices and evidence based practice is emphasized.
- A SWOC Analysis is done by IQAC to provide an analytical framework to understand the faculty perspectives on strengths, weaknesses, opportunities and challenges.
- **Step 4 - Realign goals based on feedback**

- **More informed decisions based on feedback:**

The feedback analysis by IQAC helped to improve several processes, reflect upon key findings, and check the overall direction the institution has taken towards quality mechanisms and institutional effectiveness.

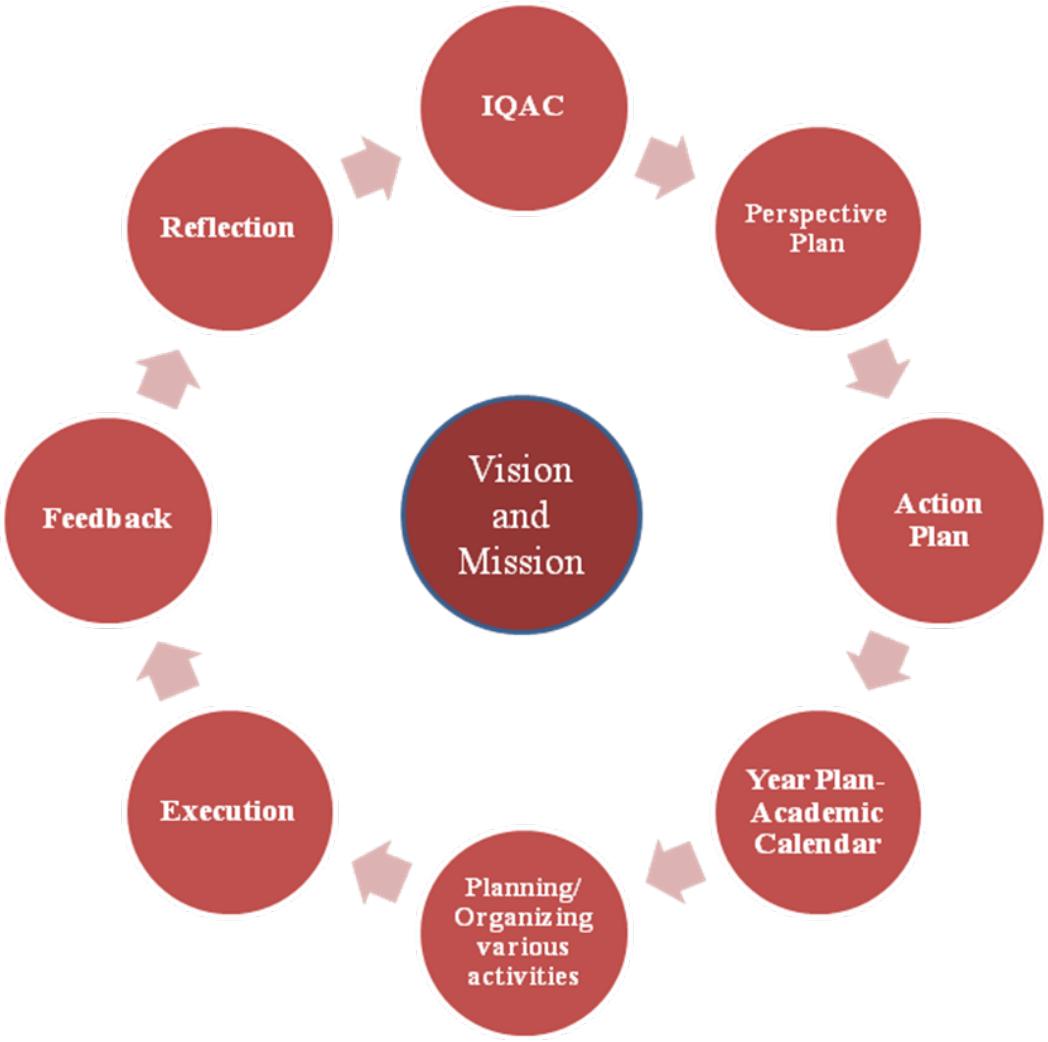
- **Reflections on goals and objectives**

IQAC meetings, staff meetings, department meetings helped to review our progress and revisit goals, certain specific workshops by experts.

3. How does the institution ensure the quality of its academic programmes?

To have clear actionable goals, the institution formulates a perspective plan for five years. The yearly action plan of each academic year is prepared in line with the perspective plan. The quality of academic programs is maintained through various ways. The cycle of

Planning, Organizing, resource allocation, execution, feedback and reflection is followed in all the activities.



- **Planning, Organizing and Execution**

All the academic programs including curricular and co-curricular activities are planned after thorough discussion with all the faculty members and the principal of the institution and if required with the Management.

During these discussions the strategies are planned to overcome the challenges faced earlier while conducting similar activities. Several new initiatives are added every year to enhance the quality of the academic programs in the institution.

Various committees such as examination, research cell etc. are formed and delegation of activities is done according to faculty expertise and workload involved.

The resource people for different seminars, workshops and guest lectures are selected with utmost care to ensure quality.

- **Feedback and Reflection**

As already mentioned in the previous question regular feedback is obtained from all the stake holders like the student teachers, parents, faculty, practice teaching schools etc to bring in the required corrective measures. **Appendix 1.1 and 1.2.**

Also reflection on the part of the faculty post major programs helps in bettering the standards. Timely feedback is given to the faculty about teaching learning and related issues wherein they get an opportunity to make their teaching learning more and more effective.

Evaluation of the functioning of important departments and cells is regularly undertaken by the faculty and student teachers, the outcome of which is used to improve standards.

Also collaborating with leading institutions like TISS and ORF gives the institution opportunity for reflection and improvement.

- **Role of the IQAC**

The IQAC is central to ensuring the quality of the academic program. The members are conscious that inputs impact processes and outcomes. Hence constant guidance and action to initiate changes and introduce different kind of activities through discussion and consensus is carried out. Evaluations are ongoing; formative and summative. Formative evaluations in the form of observations, qualitative feedback is often done at early stages of implementation to put ideas in order and summative evaluations at the end of the activity are also carried out. Informal reflection meetings are held to discuss very significant points.

4. How does the institution ensure the quality of its administration and financial management processes?

Administrative Management

The institution functions in a very democratic way which has given everyone an opportunity to contribute in planning and administration of various activities in the institution.

At the beginning of the academic programme, the Principal after discussion with the various administrative committees, delegates academic and administrative duties to the faculty and the non teaching staff that is required for the curriculum transaction. The strengths and weaknesses of the staff are considered for best output and the staff members are assigned their duties in the curricular and co-curricular departments. The IQAC also issues guidelines for the functioning of each department and encourages members to fulfil the requirements.

For administrative purposes, the office uses the MIS system of DHE. Tally is used for account keeping. Student database is maintained in the digital form. Academic aspects too are maintained in a digitized format where access is easy. Google docs are used to share the year plans and other important documents to avoid overlaps and bring in ease of administration.

Financial Management

Financial management is a transparent process at the institution. The institution gets financial support from the government by way of salary grants. The principal consults faculty to draw up plans to apply for UGC and other grants. IQAC plays a supportive role to identify how and when these grants should be sought and utilized. Regular internal and external audits are carried out. The management advises and supports the decisions taken by the principal and faculty. The management plays an active part in LMC and IQAC meetings.

5. How does the institution identify and share good practices with various constituents of the institution?

The essence of identifying and sharing good practices is to learn from others and to re-use knowledge. The biggest benefit consists in well developed processes based on accumulated experience.

Various constituents of the institution comprise of management, principal, staff, student teachers, Alumni, sister organizations, practice teaching schools and community centers. The institution endeavors to share good practices developed with all the constituents in its knowledge management initiative. For instance,

- The Principal and IQAC coordinator participated and presented in a discussion on Best Practices followed by Teacher Education institutes which was held at H J College of

Education in 2013-14. At the state level seminar organized with TISS, the faculty members shared inclusion and peer assessment as a good practice which was highly appreciated. Faculty attending workshops, seminars and conferences also serve as an important source of sharing knowledge of best practices either informally or through paper presentations.

- Booklet carrying information about best practices followed by the institution along with faculty and student reflections has been published and shared.
- The institutional website also displays information about the best practices followed.
- The language lab services are extended to the teachers and students of its sister concerns and community centers working for the underprivileged.
- Faculty development programmes like theatre and study circle are also organized and faculty from other institutions is invited for the same. **(Appendix 3.3).**
- Action research training for teachers within the complex and practice teaching schools is conducted.
- Yoga sessions is conducted for all the support staff of the institution and its sister organizations**.**
- Blood donation camp and Health checkups in collaboration with K.E.M. hospital is conducted for the school children within the complex.
- The knowhow of sustainable practices like use of solar panels and solid waste management is shared with the other institutions in the campus under the management of Sadhana Education Society.
- Sharing of passes with student teachers and teachers from other institutions for educational plays as an outcome of our collaboration.
- Directing Sponsorship to one of our community centers working for underprivileged students has provided educational support for the institution and students.

7.2 Inclusive practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these national policies and the school curriculum?

Creating awareness and providing skills to cater to inclusion is one of the most significant requirements of a teacher education program.

The institution sensitizes faculty and student teachers to issues of inclusion in the following ways:

- The institution conducts workshops for the student teachers to orient them to the concept of inclusion. Experts in the field are called as resource people and various aspects of these themes are explored.
- A pilot study for two years with a small sample of student teachers in collaboration with SNDT to carry out inclusive lessons through co-teaching was undertaken. Drawings from this exercise were very valuable in developing inclusive lesson plans, understanding the spirit of differentiated teaching and also providing hands-on skills to try these lessons in different schools.
- Practice teaching and community work provides hands on experience to the teachers in issues of individual differences and learning disabilities.
- The student teachers are exposed to films and documentaries on gender equalities, social anomalies, differentiated learning needs etc.
- Assemblies, street plays with these themes give an opportunity to student teachers to read and update their knowledge in this area.
- Student teachers are encouraged to write articles on these issues in the annual magazine of the institution.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- While preparing the academic plan of the institution the seminars and workshops are specifically planned for the student teachers to learn about gender differences and learning disabilities. For instance, Meljol an NGO working primarily with underprivileged children has conducted workshops to highlight gender differences. Street Play workshop and Mobile Film making workshop centred on these themes are also conducted each year.
- A two day workshop to train faculty and student teachers to plan lessons for inclusive classrooms is organized each year. The lesson plans contain two questions about how student teachers would address the differential needs of students with accommodations through their lesson.

- The plan ensures that varied environments are provided to student teachers in their practice lessons. Care is taken to send them to schools catering to the underprivileged and to the elite. Also schools affiliated to different boards are included.
- Selection of community centers catering to different areas of inclusion is included in the plan, like ADAPT (formerly spastic society), Gharkul home for the mentally challenged, Baljeevan home for underprivileged children etc.

3. Detail on various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation

All the student teachers of the institution are given equal opportunities for participation in all the activities of the institution irrespective of their background and social status. The democratic environment of the institution gives freedom to every student teacher to raise their concern at any given time which helps in developing their sense of self esteem and self worth. The faculty of the institution ensures active participation of student teachers in the teaching learning process through various methods facilitating active engagement of the learner.

- **Workshops and seminars** are conducted on various themes through the year by which the student teachers get exposure to experts in various fields. Such interactions create a motivational drive among the student teachers.**(Appendix 5.1)**
- **The library facilities and ICT** platform provided through Moodle and other resources also promote self learning among the student teachers. Various active learning methods like cooperative learning, role plays, seminars, paper presentations, peer reviews, concept maps for content learning are employed by the faculty to ensure active student involvement.
- **International collaborations** like iEARN where student teachers interact with teachers from across boundaries on a web based platform.
- **Inter-collegiate competitions** were the student teachers are encouraged to participate in various talent competitions and festivals to foster healthy competitive atmosphere and desirable social interaction with peers. **(Appendix 5.3)**
- **Student council elections**, **Co-curricular and extension work activities** conducted by the institution further enhances social competencies and leadership skills**. (Appendix 5.2)**

4. How does the institution ensure that student teachers develop proficiency for? working with children from diverse backgrounds and the exceptionalities?

Teachers need to be knowledgeable about how children from diverse backgrounds and exceptionalities perceive the world, and process and organize information. Social backgrounds and abilities influence not only values, beliefs, and social interactions, but also how we view the world.

The institution is very sensitive to this need and ensures that student teachers develop proficiency for working with children from diverse backgrounds and the exceptionalities in the following ways:

- The student teachers during practice teaching are exposed to various schools which cater to students of diverse social backgrounds. Many of the schools that the teachers give their practice lessons have inclusive setups.
- A workshop is conducted every year to sensitize teachers to the needs of differently abled children. Experts working as special needs trainers equip the teachers as to ways of addressing such needs which includes special methods and evaluation strategies.
- Some student teachers engage in co-teaching in inclusive setups with special needs educators. The institution followed a co teaching model for inclusive education in collaboration with special education department of SNDT University and Mind's institution. Differentiated lesson plans were developed where the student teachers have to plan various strategies to cater to these special children in the school.
- Student teachers are also sent to various community centers where they get a fair bit of exposure on the social and learning diversities.
- Student teachers are encouraged to take up action research in the area of inclusive practices, health and hygiene awareness programs in socially disadvantaged sections.

5. How does the institution address the special need of the physically challenged and differently-abled students enrolled in institution?

The institution has so far not had any seriously handicapped student teacher enrolled for the B. Ed. program. However, few student teachers with mild physical handicap and learning disability were admitted to the institution are provided supports with the required

facilities such as appropriate seating arrangements and provision of extra time during examinations.

One of the student teachers of the institution was dyslexic in the year 2010-11and found it difficult to use the chalk board because of handwriting and spelling issues in the English class. The experience made her lose her confidence and she wished to drop out of the course. The institution, at this juncture made provisions to opt for two social studies subjects which was not the policy of the institution till then. The student teacher seemed more comfortable without having the burden of teaching language. We further made accommodations by allowing her to use readymade CB work and display it in the class.

No discrimination is made by the institution either against or in favor of student teachers with special needs and they are encouraged to participate in all the activities of the institution. Only accommodations are made that merit the case.

6. How does the institution handle and respond to gender sensitive issues (Activities of women cell and other similar bodies dealing with gender sensitive issues)?

- The institution has constituted a women's cell, managed by senior female faculty. The institution conducts various activities related to gender issues to create awareness among student teachers.
- The Women Development Cell (WDC) of the institution conducts an orientation for all the student teachers to make them aware about the composition of WDC, its working and procedure to be followed for filing a complaint. The details of the Women's Cell are also displayed on the institution's website as well as notice board on the campus.
- The cell also conducts various programs such as poster competition, slogan competition, and seminars/ workshops by NGO's working in this area.
- Student teachers are encouraged to publish articles related to women's issues in the annual magazine.
- Protection of girl child and upholding the dignity of women as a core element in lesson plans are actively promoted at the lesson planning and guidance stage.

- The institution has also organized training in preparing street plays wherein the student teachers were trained in preparing street plays related to gender bias, gender inequality etc. These role plays were played at several places by the student teachers.
- The mobile film making workshop specifically handles themes related to gender sensitive issues.
- The International Women's day is celebrated every year by inviting experts from NGOs working towards women's empowerment to hold discussions and lectures.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (academic & administrative) to the stake holders?

The institution ensures the access to the information on organizational performance in the following ways:

- The institution has its publications in the form of college magazine, newsletter. The college magazine carries the information related to the achievements of the faculty, articles written by faculty and student teachers. It also contains the annual report of the institution which highlights all the activities conducted during particular academic year.

The magazine and newsletters are sent to the management, parents, community centers and practice teaching schools.

- The institution's website displays all information related to the activities including the courses offered, various past and upcoming activities, information on student grievance cell, women's cell details are displayed. NAAC related documents indicating perspective plans, AQAR, are also available.
- The PTA meetings are another platform for the parents to know about the academic highlights.
- The academic achievements by way of best practices are also discussed in Alumni meetings.
- The Annual Report is read out on the Annual Prize Distribution Day for guests and student teachers.
- Academic prize winners are felicitated on the Annual Prize Distribution Day.

- List of academic prize winners, both for current year students and for previous year students performance are published in the institution magazine.
- Audit reports are sent to the management for administrative performance.
- LMC and IQAC meetings are important points of communication for the institution to discuss its performance with the management.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- Several ways are adopted to bring in qualitative improvements:
    - Feedback from various stake holders like schools, parents and student teachers are taken and reflected upon for improvements in IQAC and staff meetings.
    - Faculty and institutional feedback is an important indicator for improvement which principal discusses openly in staff meetings and also shares information on feedback on a one to one basis.
    - Workshops/seminar feedback is analyzed by the department and then shared with faculty. This helps to decide whether the resource person was effective and can be invited in future programs.
    - All major events are followed by open oral feedback and reflections from students.
    - Feedback of student support mechanisms like language lab, library is analyzed and used for further improvements. Information is shared with the support teacher.
    - Data from counseling cells helps mentors to understand student issues in specific cases.
    - The suggestion box is used effectively the Principal and the IQAC goes through the suggestions they analyze the information and it is seriously taken up in staff meetings or sometimes urgent meetings called for that specific purpose.
    - Feedback overall whether negative or positive is shared with faculty and student in an informal or formal manner as the case merits.

3. What are the feedback mechanisms in vogue to collect data from students professional community, Alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?

Educated decisions depend on a good feedback system. The institution is keen on improving its processes in every possible way. The institution employs the following different ways of acquiring feedback:

- The institution takes feedback from student teachers about all the faculty members, librarian, principal and the overall B.Ed. programme. A separate course feedback is also taken for each of the courses **(Appendix 1.1)**
- A suggestion box is kept for student teachers. They can put any suggestion in it without disclosing their name. They can also convey their complaints, suggestions and demands through student's council of the institution or through their mentor teachers.
- The student teachers are involved in evaluating all the important departments of the institution through action research. For this purpose, the data is collected from all the student teachers, faculty in charge and other concerned persons.
- The institution conducts parent teacher's meeting. During the meeting the parents are oriented to the structure of the B. Ed. course and its requirements. Towards the end of the year a feedback is taken from the parents about the course and the institution.
- In addition to this, feedback from Alumni, practice teaching schools, community centers and management are taken regularly.
- The feedback received through formal and informal ways from stakeholders is used to improve the overall quality of the institution. The feedback is reflected upon and discussed by the Principal and faculty and corrective measures are planned and implemented wherever required.
- The results acquired through action research are shared with the respective departments of the institution which helps to improve the performance of the respective departments. The copies of these action research projects are kept in the library for future reference.
- Feedback taken from parents is shared during the staff meetings and if required changes are made in respective areas where suggestions are given.

Additional information to be provided by institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the functions of the institution?

The institution has a strong value framework in which the course operates which corresponds with the core values of NAAC.

- **National Development**

♦ The institution endeavors to prepare teachers who are employable, who can work in various educational avenues like school and college teaching, content development, NGOs, and educational research.

♦ The student teachers acquire several skills and perspectives such as social equity, team spirit, persistence, sportsmanship, civic and patriotic values, entrepreneurial competencies and environmental awareness and sensitivity through the institution's inclusive philosophy, active learning methods, co-curricular activities, various workshops and sensitization activities.

♦ The institution also fosters leadership skills which help the educators become heads of institutions, coordinators, lead teachers.

♦ This helps us to provide to the nation the educators of the future who will positively impact the coming generations.

- **Fostering Global Competencies among Students**

♦ The institution's previous experience of working with international organizations on projects that emphasize global perspectives, working on climate change and gardens for life project has prepared faculty in developing competencies for global education. The faculty is also instrumental in introducing the unit on global dimensions within the B. Ed. curriculum in method papers like science and history.

♦ Integration of global values through practice lessons, action research projects is encouraged.

♦ Currently the institution is involved with iEARN, an international forum for educators for more than 160 countries. Student teachers carry out projects outlined on the iEARN website and exchange ideas on the discussion forums. All these projects are aimed at fostering global competencies.

♦ We invite international experts to share ideas on various subjects ranging from educational practices to ICT to environmental issues. Currently we are in association with Israel consulate to build connections with their teacher education institutions.

- **Inculcating a Value System among Student**

♦ The founders of the institution have been great philanthropists who believed in uplifting the socially disadvantaged and empowering people through education. The culture and ethos they set has been carried on by different leaders.

♦ The spirit of the egalitarianism, secularism, respect for the nation, brotherhood is emphasized in all the activities of the institution at all levels. The values are inculcated in student teachers through various activities such as practice lessons, action research, mentorship program, assemblies, internship, visits, community work and celebration of festivals of different religions.

♦ The institution strives to empower the student teachers through a participatory approach.

♦ All activities of the institution are oriented towards inclusive philosophy and practices

♦ There is a distinctive stress on disciplined way of life in the entire course.

- **Promoting the Use of Technology**

♦ The institution has technologically well developed infrastructure including well equipped computer laboratory, language laboratory. The campus is wifi enabled which can be used by teachers as well as student teachers.

♦ All the faculty members are provided with individual laptops. A full time technical assistant is available for required support. Smart boards have been installed in all the teaching halls.

♦ Every year workshops are conducted to train student teachers for the use of smart boards, mobile film making etc to aid them to be technologically competent for their lessons.

♦ The institution has employed Learning Management System (LMS) - Moodle to facilitate effective teaching learning and e learning.

♦ The institution intends to install the Management Information System (MIS) in the near future.

♦ The library is completely digitized. All the student teachers have open access to all the facilities available.

♦ Communication between faculty, between faculty and students and alumni is facilitated with the use of social media and mobile. Information sharing through documents such as POA, year plans, etc. and coordination of activities is done using Google docs.

- **Commitment to sustainability**

♦ The institution is committed to instilling respect for environment and sustainable practices. Several workshops, visits, training programs are weaved into the year's plan to sensitize student teachers to these values.

♦ Greening the campus, UGC sponsored installation of solar panels, Green points through solid waste management with Observer research foundation are some of the strong initiatives the institution has been involved with.

♦ Curriculum interventions for environment and sustainability through practice lessons.

♦ Tie ups with other organizations like trailblazers, CERE.

♦ Action researches related to these themes.

♦ Community outreach through NGOs like Hariyali.

- **Quest for Excellence**

♦ The institution's Vision-Mission is to develop humane and caring teachers who can contribute to nation building. The focus is not just academic excellence but sensitizing them to the larger picture of needs of the society. A general thrust towards idea of a teacher as a lifelong learner is nurtured.

♦ The institution strives constantly to achieve excellence. The institution is well known for its initiatives for enhancing and maintaining the quality. Constant endeavors have been made in diverse areas such as inclusion, peer assessment, curriculum initiatives, collaborations etc.

♦ The faculty of the institution is actively involved in conducting research. So far two major research projects (one completed and one ongoing) sponsored by UGC and five minor research projects funded by UGC and University of Mumbai have been carried out by the faculty members. Faculty improvement programs such as study circle, workshops on theatre in education and synergizing for success help the faculty to grow professionally and keep abreast with the ever evolving field of education.

♦ The institution has a democratic and egalitarian culture with very less hierarchy of structure between student teachers, faculty, head of the institution and management. Opinions and suggestions are valued and acted upon. In short there is transparency in systems. Stake holder's feedback is sought with an overt intension of bringing about necessary improvements in systems and processes. A SWOC analysis is done on an

institutional level to identify corrective measures and new avenues of development.

- The flexible nature of the institution makes it possible to incorporate changes with immediate effect in its quest for excellence.

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C. Mapping of the Academic Activities of the Institution for 2014-15

Sr No	Description	1	2	3	4	5	6	7	8	9	10
1	Admission and Orientation										
2	Theory										
3	Prepractice Teaching (Microteaching/Demonstrations/ Simulations/Obersvation)										
4	Lesson Guidance										
5	Practice Teaching										
6	Tutorials+ Remedial Teaching+ Selfstudy)										
7	Sessional Work(Class tests, Essays, Content Test)										
8	Cocurricular and Extracurricular Activities										
9	Community Work										
10	Extension Work										
11	Workshops and Guest Lectures										
12	Student Support Activities (Mentoring, Counselling)										
13	Internship										
14	University Examinations										

	Admission and Orientation
	Theory
	Prepractice Teaching (Microteaching/Demonstrations/Simulations/Obersvation)
	Lesson Guidance
	Practice Teaching
	Tutorials+ Remedial Teaching+ Selfstudy)
	Sessional Work (Class tests, Essays, Content Test)

	Cocurricular and Extracurricular Activities
	Community Work
	Extension Work
	Workshops and Guest Lectures
	Student Support Activities(Mentoring, Counselling)
	Internship
	University Examinations

C. Mapping of the Academic Activities of the Institution for 2014-15

Sr No	Description	11	12	13	14	15	16	17	18	19	20
1	Admission and Orientation										
2	Theory										
3	Prepractice Teaching (Microteaching/Demonstrations/ Simulations/Obersvation)										
4	Lesson Guidance										
5	Practice Teaching										
6	Tutorials+ Remedial Teaching+ Selfstudy)										
7	Sessional Work(Class tests, Essays, Content Test)										
8	Cocurricular and Extracurricular Activities										
9	Community Work										
10	Extension Work										
11	Workshops and Guest Lectures										
12	Student Support Activities (Mentoring, Counselling)										
13	Internship										
14	University Examinations										

	Admission and Orientation
	Theory
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	Lesson Guidance
	Practice Teaching
	Tutorials+ Remedial Teaching+ Selfstudy)
	Sessional Work (Class tests, Essays, Content Test)

	Cocurricular and Extracurricular Activities
	Community Work
	Extension Work
	Workshops and Guest Lectures
	Student Support Activities(Mentoring, Counselling)
	Internship
	University Examinations

C. Mapping of the Academic Activities of the Institution for 2014-15

Sr No	Description	21	22	23	24	25	26	27	28	29	30
1	Admission and Orientation										
2	Theory										
3	Prepractice Teaching (Microteaching/Demonstrations/ Simulations/Obersvation)										
4	Lesson Guidance										
5	Practice Teaching										
6	Tutorials+ Remedial Teaching+ Selfstudy)										
7	Sessional Work(Class tests, Essays, Content Test)										
8	Cocurricular and Extracurricular Activities										
9	Community Work										
10	Extension Work										
11	Workshops and Guest Lectures										
12	Student Support Activities (Mentoring, Counselling)										
13	Internship										
14	University Examinations										

Admission and Orientation	
Theory	
Prepractice Teaching (Microteaching/Demonstrations/Simulations/Obersvation)	
Lesson Guidance	
Practice Teaching	
Tutorials+ Remedial Teaching+ Selfstudy)	
Sessional Work (Class tests, Essays, Content Test)	
Cocurricular and Extracurricular Activities	
Community Work	
Extension Work	
Workshops and Guest Lectures	
Student Support Activities(Mentoring, Counselling)	
Internship	
University Examinations	

C. Mapping of the Academic Activities of the Institution for 2014-15

Sr No	Description	31	32	33	34	35	36	37	38	39
1	Admission and Orientation									
2	Theory									
3	Prepractice Teaching (Microteaching/Demonstrations/ Simulations/Obersvation)									
4	Lesson Guidance									
5	Practice Teaching									
6	Tutorials+ Remedial Teaching+ Selfstudy)									
7	Sessional Work(Class tests, Essays, Content Test)									
8	Cocurricular and Extracurricular Activities									
9	Community Work									
10	Extension Work									
11	Workshops and Guest Lectures									
12	Student Support Activities (Mentoring, Counselling)									
13	Internship									
14	University Examinations									

Admission and Orientation	Cocurricular and Extracurricular Activities
Theory	Community Work
Prepractice Teaching (Microteaching/Demonstrations/Simulations/Obersvation)	Extension Work
Lesson Guidance	Workshops and Guest Lectures
Practice Teaching	Student Support Activities(Mentoring, Counselling)
Tutorials+ Remedial Teaching+ Selfstudy)	Internship
Sessional Work (Class tests, Essays, Content Test)	University Examinations

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

V. Maheshwari

Signature of the Head of the institution

PRINCIPAL
SMT. KAPILA KHANDVALA
COLLEGE OF EDUCATION
Juhu Rd., Santacruz (W)
MUMBAI-400 054

Place : MUMBAI

Date : 3.12.2015

ANNEXURE I

A brief note on Teacher Education scenario in Maharashtra

The value of education has historically been appreciated in Maharashtra, the foundations of which have been laid down by contributions of social reformers and leaders like Lokmanya Tilak, Maharshi Karve, Savitribai Phule, and Mahatma Phule. As a result, educational indicators like the Gross enrolment rate, transition rate, dropout rate, retention rate etc for the State are better than in most other states and the national average.

According to the Joint Review Mission (2014) on Teacher Education, Maharashtra, constituted by the Ministry of Human Resource Development (MHRD), there are 493 B.Ed. Colleges, 122 M.Ed. Colleges, 1405 D.T.Ed. Colleges, 97 B.P.Ed. Colleges and 27 M.P.Ed. Colleges in the state. Around 90% of teacher education institutions are in the private space - only 9.42% are government or aided institutions. Out of the 42 universities in the state, 11 have departments of education and colleges are affiliated to these universities.

The apex body for teacher education institutes is NCTE and the western zonal branch governing Maharashtra is located at Bhopal. The Teacher Education system in Maharashtra is regulated by the Maharashtra University's Act (1994).The universities in the state frame the entire programme of Teacher Education including Curriculum, Examination, Appointments of teachers and so on. The admission process (CAP) for B. Ed. and M. Ed. is done through CET, which is conducted by State Govt. of Maharashtra. The annual student intake capacity is on an average 100 students per institution as per the NCTE norms. The faculty positions sanctioned are 6+1. UGC regulations of minimum qualification of teachers and other academic staff and other service conditions of University & college teachers for the maintenance of standards in higher education and revised of pay scales, career advancement scheme, increments are formulated in consultation with NCTE and are accepted and followed. Examinations are conducted by the University at the end of each session. The results are declared within reasonable time.

There has been a mushrooming of colleges of teacher education in remote and isolated areas where there is limited availability of basic infrastructure as well as qualified teacher educators. As a result desirable knowledge and skills on part of teacher education faculty for the proper implementations of the teacher education curriculum is said to be compromised. The Joint Review Mission (2014) report has made an acute observation that pre-service teacher education is confined mostly to the transaction of textbooks in lecture mode and devoted to presentation of the lesson, with minimum interaction through dialogue and discussion, reading and reflective sessions from the students, theory-based projects, interaction with the field or reflection on contemporary developments in curricular and evaluation aspects. The report has emphasized the need to revise the curriculum in alignment with the NCF 2005 and NCFTE 2009 coupled with the need to change certain aspects of classroom practices. In- service training for teachers is inadequate for lack of funds, infrastructure and faculty at the CTEs. Faculty members are exposed to seminars and trainings but most often, the exposure is not linked to their professional needs. Research and innovations, linkages and collaborations with other teacher education institutes like DIETs, IASEs, BRCs and CRCs, schools and other academic also remains a neglected area.

NCTE has now finalized the new curriculum for teacher education from the year 2015-16. There is a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. Transaction of the courses shall be done using a variety of approaches, such as base studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments. Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum. Universities have accordingly designed their own curriculum under these guidelines. With the new curriculum promising to be more engaging with more exposure to field, the prospects of a holistic teacher education seems to be looking brighter.

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

ANNEXURE II

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Academic Calendar 2014-15

Dates & No. of Days	Details
July	
14h Mon	Reopening of the college
15th -16th	IQAC Meeting
30th	• Review of the Batra Committee report in collaboration with ORF (Inter-collegiate event) • Alumni Meeting
31st July	• Yoga Training (1st Batch) • Google earth workshop • Workshop on Content enrichment • Theory Lectures
August	
1,2,4,5,6,7	• Yoga Training (1st Batch) • Theory Lectures
2nd -13th	• Time table collection • Unit Collection • Micro Teaching workshop • Orientation to the use of teaching aids
14th	• Staff Meeting • Theory Lectures • Practice teaching Guidance
16th	• Independence day celebration • Lesson planning workshop • Demo lessons workshop • Demonstration Lessons • Theory lectures • Practice Teaching Guidance
18,19	• Lesson planning workshop • Demo lessons workshop • Demonstration Lessons
21st ,23rd ,26th	• Theory Lectures • Practice Teaching Guidance
22nd , 25th ,27th	• Practice teaching
28th	• Orientation to student council elections & filling of nomination forms • Film viewing

	• Study Circle activity • Theory Lectures • Practice Teaching Guidance
30th	• Theory Lectures • Practice Teaching Guidance
September	
2nd	• Moodle training for students • Theory Lectures
4th	• Students' council election activities- canvassing • Orientation to & practice for Simulated lesson 1 • Theory Lectures
5th	• Teacher's Day Celebration • Visit
6th & 9th	• Orientation and practice for Simulated lesson 1 • Theory Lectures
13th	• Students' council election • Tutorial 1 • Theory Lectures
18th	• Essay 1 • Theory Lectures
20th	• IQAC meeting • NAAC work • Community work at National park (Students & Librarian)
26th	• Open Book Assignment of Roll Nos. 1-50 • Practice teaching
27th	• **PTA meeting** • Theory Lectures
29th	• Open Book Assignment of Roll Nos. 51-100 • Practice Teaching
1, 11, 16, 25, 30	Theory lectures
3, 10,12,15,17,19,22, 23,24	Practice Teaching days
October	
1st	• Content test • Shramadan Day on the occasion of M. Gandhi & L.B. ShastriJayanti • Talent Search Programme
4th ,	• Class test Course 4 & 5 • Theory lectures • Tutorial 2

7th	• Class test – Course 3 • Theory lectures
9th	• Guest lecture on inclusive education • Theory lectures
10th	• Tutorial 3 • Essay 2 • Theory lectures
11th	• VISIT to Museum • Theory lectures
13th 13th & 14th	• Class test - Course 2 • Theory lectures
16th	• Theory lectures • IQAC Meeting
17th	• Orientation to extension work • Mentoring • Essay 3 • Theory lectures
18th	• Cultural Day • Nirantar Meeting
30th, 31st	• Theory days
DIWALI VACATION 20th Oct till 8th NOV. 2014	
November	
1st	• Orientation to Active Learning Method • Theory lectures
3rd	• Orientation to Book Review • Support Staff Development training • Theory lectures
5th	• Orientation to action research oriented project • Workshop on Waste resource Management • Workshop on Counselling
10th	• Class test for course 1 • Orientation to Special Fields • Orientation to action research oriented project • Theory Lectures
11th	• IQAC meeting (External) • Theory Lectures
12th 12th -13th	• Guest lecture by Mr. Mathan on 12th 2.30-3.30 • Theory Lectures
14th	• Orientation to Simulated lesson 2 Role play • Theory Lectures

15th	• Tutorial 4 & 5 • Correction of simulated lessons • Theory Lectures
17,18,19	Community Work
20th	• Simulated lesson 2 practice (2nd Half) • Theory Lectures
21st	• Alumni meeting • Theory Lectures
22nd	• Essay no 4 • Theory Lectures
24th	• Essay no 5 • Theory Lectures
25th -26th	Theory Lectures
27,28,29,	Prep leave for Prelim
December	
1,2,3,4	Preliminary Examination
10,11,12,16,17	University Examination (1st semester)
12th	Staff Meeting
16th	IQAC meeting
18,19,20,22,23, 24	EVALUATION WORKSHOP +Yoga Training for Batch 2 (9.30 to 11.30)
22nd	• Workshop on Mobile film making by Himanshu Warlikar • Radio Lessons • Orientation to CAI
23rd	• ORF Waste Management Training • Workshop on Google earth
24th	• X' mass Celebration • Add-on course
26th	• workshop on Google earth II
27th	• Add-on courses
29th – 30th	Workshop on Disaster management

2nd Semester 2014-2015

January 2015	
2nd	• Orientation to Peer review • Theory Lectures
3rd	Annual Picnic
5th	• N-list orientation DP • Theory Lectures
6th	• CAI presentation (orientation-storyboard correction-presentations) • Theory Lectures
8th	Trailblazers Workshop at Karnala and Visit to Mahim Nature Park.
7th , 9th	Practice Teaching
10th	CAI presentation(orientation-storyboard correction-presentations)
12,13, 15, 16,19, 20, 22, 23	Practice teaching
14	Theory Lectures
17th	• CAI presentation(orientation-storyboard correction-presentations) • Theory Lectures
21st	• Theory Lectures
24th	• CAI presentation(orientation-storyboard correction-presentations) • Theory Lectures
26th-31st	Internship
February 2015	
2nd	Internship CAI
3rd	• Orientation to CV writing • Theory Lectures
4	Theory Lectures
5,6	Workshop on Neuro Linguistic Programming (NLP) for Personal excellence
7th	• Orientation to ‘facing the interview’ • Theory Lectures

9th	• Guest lecture on Basic concepts of Vedic Maths • Theory Lectures • Tutorial 6
10th – 11th	Campus Interview
12th	Theory Lectures
13th	• Research paper reading sessions • Orientation to Simulated lesson • Theory Lectures
14th	• Essay 6 • Theory Lectures
16th	Sports events (I)
18th	• Orientation to Extension work projects • Tutorial 7
20th	CAI lesson presentations
21st	• Book review Presentations • Training in Self Defense Organized by Women's cell
19th -22nd	Educational Tour to Goa
23rd -24th	Theory Lectures
25th	• Essay 7 • Guest lecture on Learning to teach in International Setup • Staff Meeting • Theory Lectures
26th	• Guest lecture on women Empowerment (Majlis) • Theory Lectures
27th	• Marathi Bhasha Day celebration • Tutorial 8 • Theory Lectures
28th	Sports Event II
March 2015	
2nd	• Session on Analysis and interpretation of test scores • Theory Lectures
4th	• Essay 8 • Theory Lectures
5th	• Tutorial 9 • Theory Lectures
7th	• International Women's Day celebration • Guest Lecture on 'Capital Markets in Indian Economy' • Theory Lectures

11th	• Essay 9 • Theory Lectures
12th	• Tutorial 10 • Theory Lectures
13-14	UGC sponsored National level Seminar-cum-cum- workshop
18th	• Extension work activities-- food festival & Career exhibition • Theory Lectures
2, 9, 19, 23, 30	Class Tests for course VIII, IX, X, XI, XII
23, 24, 25, 26	Value Add Courses Graphology (1.30 - 5.30) & Dance(4.00 to 5.30)
24	• PSA Maths Quiz Radio Must Mumbai University • Guest Lecture on '21st Century Educator'
30	Action Research Training (Major Research Project)
3, 9,10,17, 19,20,23, 25,26,27, 30, 31	Theory lectures
April 2015	
1st	Cultural Day competitions
4th	• Project report submission • Theory lectures
6th	• Teaching Aid Simulated lesson • Theory lectures
10th	• Essay 10 • Theory lectures
7,8,9,15,16,17	Theory Lectures
8,9,10,11,13	• Tutorial & Remedial programme • Theory lectures
20,21,22,23, 24	Prelims
25th	• One day seminar on Mental health issues: identification, intervention and research • Method Club Activities
27th	Viva for Action Research Projects
May 2015	
1st	May Day Celebration
6th	Training for Using Google Apps in Education for staff
13th	Staff Meeting

11th -18th	UNIVERSITY EXAMINATION
16th	Shodh Sadhana Research cell meeting
19th	Annual Prize Distribution and Farewell
31st	Term End

V. Maheshwari

Principal

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Annexure II (b)

SMT KAPILA KHANDVALA COLLEGE OF EDUCATION
Juhu Road, Santa Cruz (W)
Time Table from 30-09-14 to 05-10-14

Time	Monday 29-09-14	Tuesday 30-10-14	Wednesday 01-10-14	Thursday 02-10-14	Friday 03-10-14	Saturday 04-10-14
11.00-11.10	Practice Teaching in Schools + Lectures from 12.00	Assembly	Assembly	Holiday on account of Mahatma Gandhi Jayanti	Holiday on account of Dassera	CLASS TEST 1st and 2nd methods 11.15- 12.45
11.10-12.00		Course II JI	Content test 11.15-12.45			
12.00-12.50	Sci. / Com. (AD/RM)	Lang. / Math. (JI/SZ/GH)				
12.50-1.40	Sci. / Com. (AD/RM)	Lang. / Math. (JI/SZ/GH)	Gandhi Jayanti Celebration Programme 1.00-1.30			Theme Based Assembly Grp 4 1.00-.130
1.40-2.10	Lunch	Lunch	Lunch			Lunch
2.10-3.00	Hist. / Geog. / Eco. (SM/SZ/MD)	Hist. / Geog. / Eco. (SM/SZ/MD)	Talent search program 2.00-3.00			Course-III (SG)
3.00-3.50	Hist./ Geog./ Eco. (SM/SZ/MD)	Hist./ Geog. / Eco. (SM/SZ/MD)	Shramdaan 3.00 onwards			Course-I (VM)
3.50-4.40	Course-I (MD)	Sci. / Com. (AD/RM)				Tutorials for essay 2
4.40-5.30	Open Book Assignment +Library Work	Library Work	Library Work			Library Work

Date : 27-09-14

Professor In-charge

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54

Principal

SMT KAPILA KHANDVALA COLLEGE OF EDUCATION
Juhu Road, Santa Cruz (W)
Time Table from 08-09-14 to 13-09-14

Time	Monday 08-09-14	Tuesday 09-09-14	Wednesday 10-09-14	Thursday 11-09-14	Friday 12-09-14	Saturday 13-09-14
11.00-11.10	Holiday on account of Ganesh Chaturdashi	Assembly	PRACTICE TEACHING	Assembly	PRACTICE TEACHING	Theme based Assembly
11.10-12.00		Course-III (SG)		Course-III (SG)		Course-III (SG)
12.00-12.50		Simulated lessons		Course-III (SG)		Tutorials
12.50-1.40		Simulated lessons		Sci. / Com. (AD/RM)		Tutorials
1.40-2.10		Lunch		Lunch		Lunch
2.10-3.00		Simulated lessons		Orientation to Counselling cell		Students' Council Election
3.00-3.50		Lesson Guidance		Lesson Guidance		Students' Council Election
3.50-4.40		Lesson Guidance		Lesson Guidance		Lesson Guidance
4.40-5.30		Library Work		Library Work		Lesson Guidance

Date:06-09-14

Professor In-charge

V. Maheshwari
Principal

Smt. Kapila Khandvala College of Education
Juhu Road, Santacruz (West),
MUMBAI-400 054.

ANNEXURE III

A copy of the syllabus is displayed on on institutional website http://kkcoe.org.in/wp-content/uploads/2014/08/Syllabus-B.Ed-SEM-I-and-II.pdf

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

ANNEXURE IV

tripal | Interior · Architecture · Urban Design · Project Management

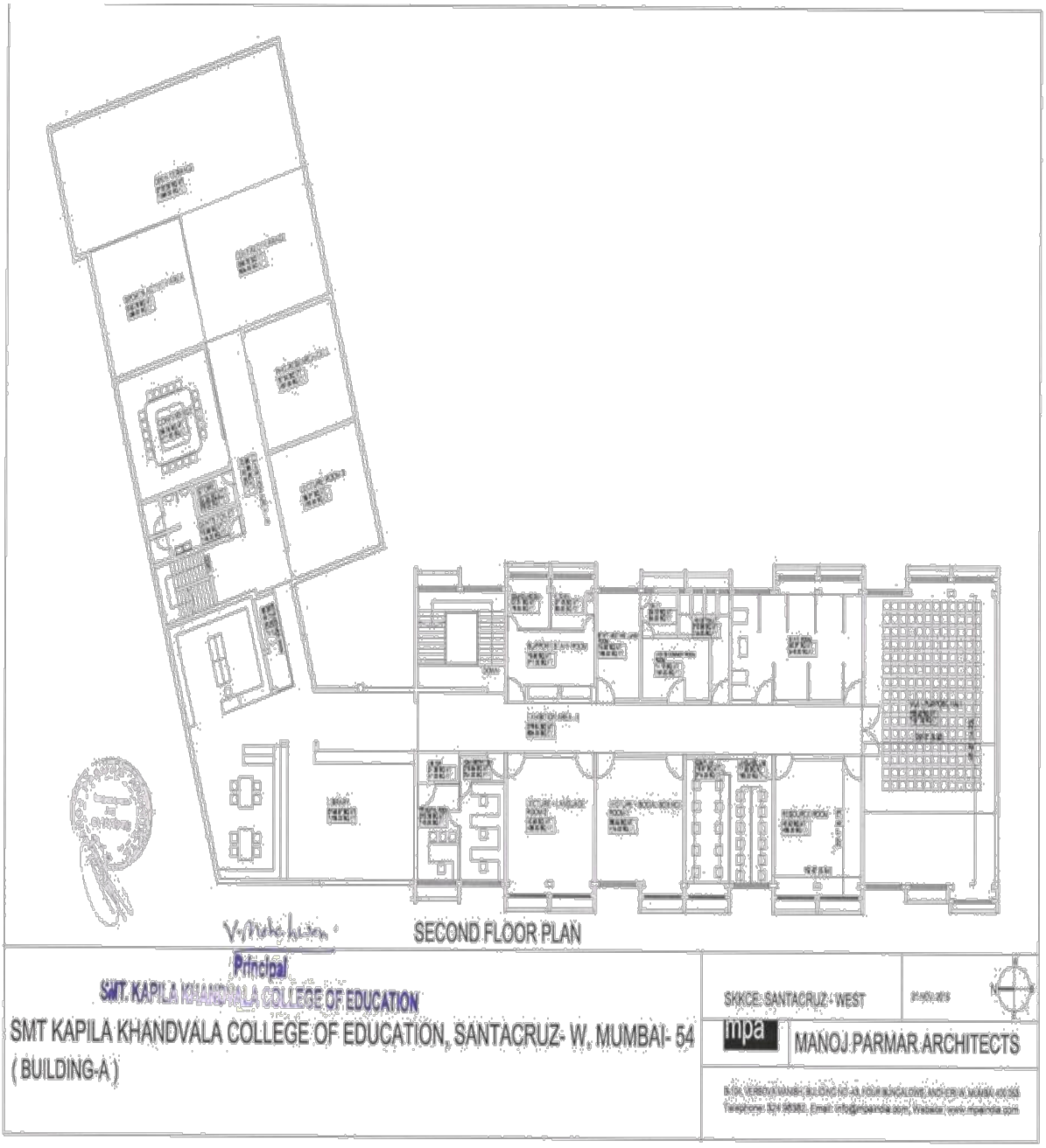
SMT KAPILA KHANDVALA COLLEGE OF EDUCATION

SECOND FLOOR PLAN (FACILITIES)	
SPACE DESCRIPTION	AREA IN SQ.MTS
MULTI PURPOSE HALL	133.60
RESOURCE ROOM	040.50
LANGUAGE LAB	017.93
COMPUTER LAB	019.97
LECTURE + SOCIAL SCIENCE ROOM - 1	038.55
LANGUAGE + LECTURE ROOM - 2	040.50
STAFF ROOM	050.91
LADIES TOILET	010.68
LADIES COMMON ROOM	014.12
STAFF MEETING + LUNCH ROOM	015.60
COUNCILING CELL	007.24
KITCHEN	007.43
SUPPORT STAFF ROOM	019.60
EXHIBITION AREA - II	076.64
ADMINISTRATION	019.95
VISITOR AREA	004.36
PRINCIPAL ROOM	013.28
LIBRARY	158.67
BOYS COMMON ROOM	006.47
GENTS TOILET	013.56
STORE	004.55
CONFERENCE ROOM	038.18
PHD RESEARCH CELL	037.34
LECTURE ROOM -3	039.01
EXHIBITION AREA - III	039.66
SPORTS ACTIVITY AREA	040.78
COVERED TERRACE	056.20
OPEN TERRACE	102.00
TOTAL CARPET AREA	**1067.28**

FIRST FLOOR PLAN (FACILITIES)	
SPACE DESCRIPTION	AREA IN SQ.MTS
MULTI PURPOSE HALL	133.60
CLASS ROOM 1	040.50
MATHS LAB	038.55
CLASS ROOM 3	038.55
CLASS ROOM 4	040.50
SCIENCE LAB	040.50
COMPUTER LAB	038.55
COUNSELING ROOM	038.55
CLASS ROOM 8	040.50
EXHIBITION AREA-I	076.64
TOTAL CARPET AREA	**526.44**

GROUND FLOOR PLAN (FACILITIES)	
SPACE DESCRIPTION	AREA IN SQ.MTS
MULTI PURPOSE HALL	133.60
GYMNASIUM	075.25
PLAY GROUND	506.00
ENTRANCE LOBBY	063.26
CIRCULATION AREA	057.41
CANTEEN	128.39
GYMKHANA	178.83
ASSEMBLY HALL	401.33
TOTAL CARPET AREA	**1544.07**

Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION


SECOND FLOOR PLAN
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
SMT KAPILA KHANDVALA COLLEGE OF EDUCATION, SANTACRUZ- W, MUMBAI- 54
(BUILDING-A)
SKKCE SANTACRUZ - WEST
mpa
MANOJ PARMAR ARCHITECTS

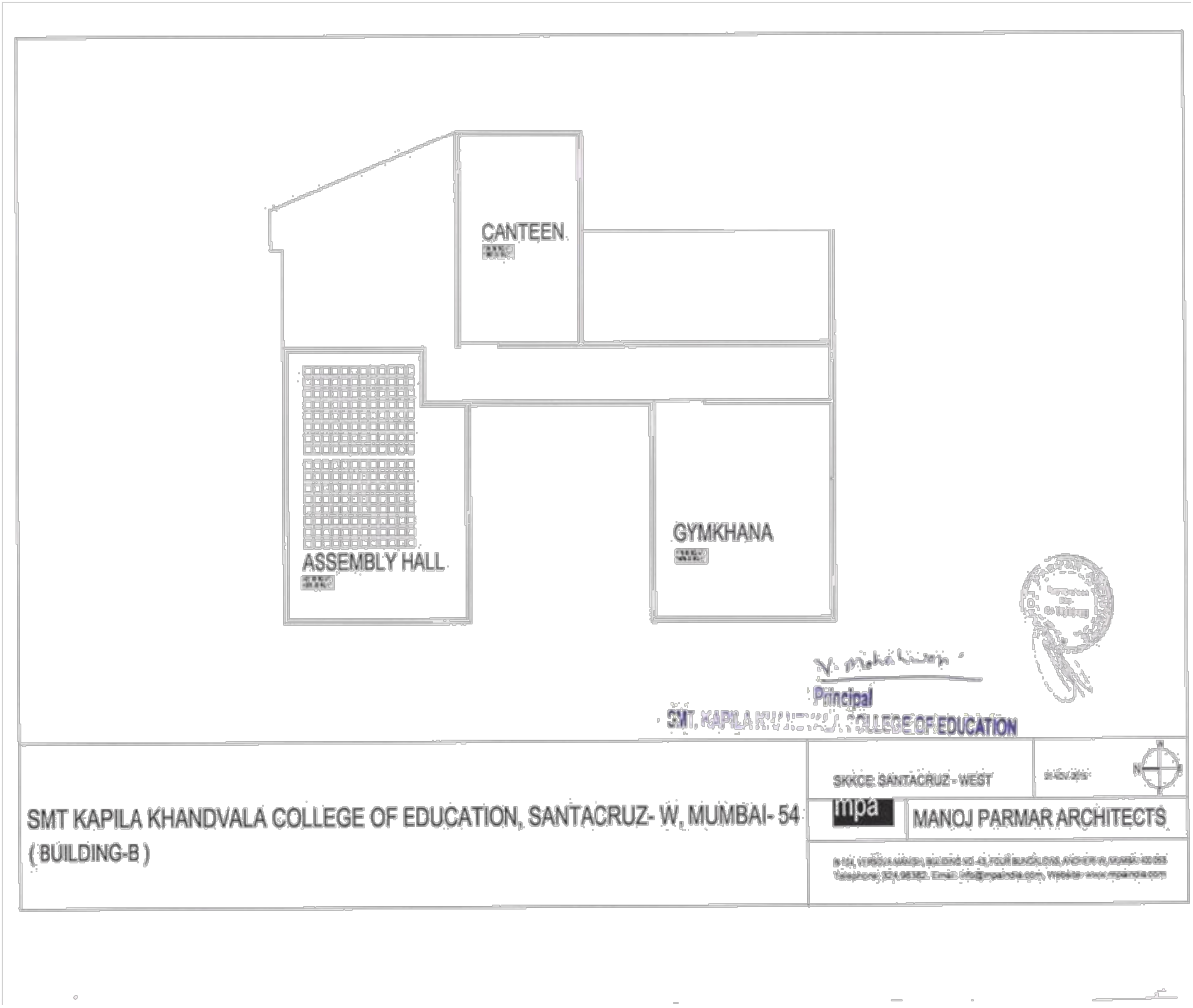
FIRST FLOOR PLAN

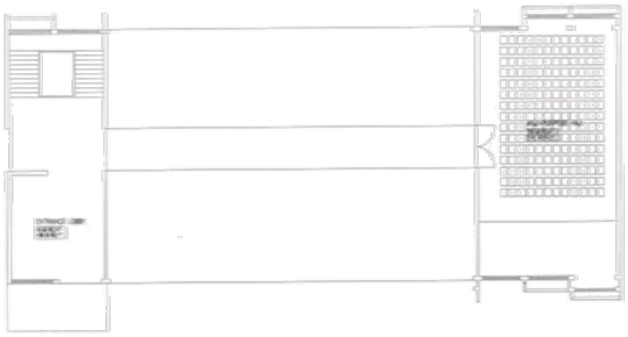
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT KAPILA KHANDVALA COLLEGE OF EDUCATION, SANTACRUZ- W, MUMBAI- 54
(BUILDING-A)

SKKCE: SANTACRUZ - WEST

MANOJ PARMAR ARCHITECTS


CANTEEN
GYMKHANA
ASSEMBLY HALL
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
SMT KAPILA KHANDVALA COLLEGE OF EDUCATION, SANTACRUZ- W, MUMBAI- 54
(BUILDING-B)
SKKCE: SANTACRUZ - WEST
mpa
MANOJ PARMAR ARCHITECTS



Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

GROUND FLOOR PLAN
SHARED FACILITIES

SMT KAPILA KHANDVALA COLLEGE OF EDUCATION, SANTACRUZ- W, MUMBAI- 54
(BUILDING-A)

SKKCE: SANTACRUZ - WEST

MANOJ PARMAR ARCHITECTS

GYMNASIUM
COMMON GROUND 2
BUILDING-B
COMMON GROUND 1
CANTEEN
ASSEMBLY HALL
GYMKHANA
BUILDING-A
RELIEF ROAD
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
CAMPUS LAYOUT
BUILDING-A : SMT KAPILA KHANDVALA COLLEGE OF EDUCATION, SANTACRUZ- W, MUMBAI- 54
BUILDING-B : SHARED FACILITIES: ASSEMBLY HALL, CANTEEN, GYMKHANA
COMPOUND : OPEN GROUND & GYMNASIUM
SKKCE: SANTACRUZ - WEST
MANOJ PARMAR ARCHITECTS

ANNEXURE V

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
MUMBAI - 400 054
Students Feedback on B.Ed. Programme
Year 2013-2014

Code of the student: 43

Please rate the course on the following attributes putting a tick mark (√) using the four point scale: **VG = Very Good, G = Good, S = Satisfactory, NS = Not Satisfactory**

Sr.No.	Parameters	VG	G	S	NS
1	Induction to the B. Ed. Course		✓		
2	Depth of the course content including project work if any	✓			
3	Extent of course coverage				
4	Applicability/ relevance to real life situation	✓			
5	Learning value (in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives)	✓			
6	Relevance of additional source material in the Library				
7	College Program is suitable for the development of student's various potential	✓			
8	Fair & encouraging internal assessment	✓			
9	Apt & timely assignments (Essays, Open book)	✓			
10	Well planned course	✓			
11	Planning & execution of following activities:				
	a) Community work	✓			
	b) Extension work	✓			
	c) Practice teaching	✓			
	d) Simulated lessons (CAI, role play, game, team teaching)	✓			
	e) Micro teaching	✓			
	f) Seminars & workshops	✓			
12	Overall rating of the course	✓			

Comments & Suggestions for the course: Though hectic, the overall experience at the term-end is pleasant and satisf
A lot of things were covered under fixed timed schedul
well-planned and executed by all the teachers.

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Course - 3

PERFORMANCE APPRAISAL FOR FACULTY MEMBERS

Academic Year: 2014 -2015

Please rate on the following attributes putting a tick mark (✓) using the four point scale:

E = Excellent, VG=Very Good, G=Good, S=Satisfactory, NS=Not satisfactory

Planning / Organization Component

Parameters →	E	VG	G	S	NS
1.Knowledge base (as perceived by you)	✓				
2.Preparation	✓				
3.Communication Skills (in terms of articulation and comprehensibility)	✓				
4.Student participation		✓			
5.Ability to generate interest		✓	✓		
6.Ability to integrate course material with environment/ other issues, to provide a broader perspective		✓			
7. Guidance					
a) Expertise	✓				
b) Adequacy of time		✓			
c) Encourages	✓				
d) Promotion of students ideas	✓				
8.Lesson supervision					
a) Keen observation		✓			
b) Supportive	✓				
c) Impartial	✓				
d) Empathetic	✓				
9. Feedback on performance					
a) Timely	✓				
b) Constructive	✓				
c) Detailed		✓			
d) Positive	✓				
10. Accessibility of the teacher in and out of the class		✓			
11. Interpersonal relationship					
a) Genuine	✓				
b) Professional	✓				
c) Motivating	✓				
d) Approachable	✓				
12. Sincerity/ commitment	✓				
13. Personal Qualities					
a) Dependable	✓				
b) Enthusiastic	✓				
c) Punctual	✓				
d) Democratic	✓				

14) Any other Observations or Comments

Good teacher, Makes the subject practical

ANNEXURE VI

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Income & Expenditure Account for the year ended on 31st March, 2015

EXPENDITURE		For the year ended 31st March, 2015	INCOME		For the year ended 31st March, 2015
		Amount in Rs.			Amount in Rs.
To	Salaries & Allowances including PF (Schedule - VII)	14,800,245	By	Salary Grants Received (Schedule (XI)	13,044,797
To	Students related Expenses (Schedule - VIII)	192,833	By	Fees & Other receipts from Students (Schedule - XII)	2,747,392
To	Adminstrative & Other Expenses (Schedule - IX)	566,376	By	Interest from Bank	35,611
To	Miscellaneous Expenses (Schedule - X)	11,058	By	Miscellaneous Income	51,766
To	Depreciation (Schedule - VI)	177,788			
To	Excess of Income Over Expenditure for the Year	131,266			
	Total	15,879,566		Total	15,879,566

As per my report of even date

IYER VISHWANATH & CO.
(Chartered Accountant)
M.No. 032563
PLACE : MUMBAI
Dated:28.07.2015

SHRI.PRASHANT S.MEHTA
(Hon. Gen. Secretary)

SHRI. DHRUV KAPADIA
(Hon. Treasurer)

DR. V.MAHESHWARI
(Principal)

Cash and Bank balances : Schedule - VI

Particulars	Amount in Rs.
Cash in hand	6,308
Bank of Maharashtra (Salary) a/c	911,665
Corporation Bank(Freeship/scholarship) a/c	45,998
Corporation Bank (Non Salary) a/c	127,555
SBI(Non Salary) a/c	2,877
SBI (Salary) a/c	1,935
Total	1,096,338

V. Mahalwar
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Sadhana Education Society's

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Schedules to Income & Expenditure Account for the year ended 31.03.2015

Salaries & Allowances including PF — **Schedule - VII**

Particulars	Amount in Rs.
Salary Paid (Teaching Staff)	11,501,436
Salary Paid (N.Teaching)	2,078,330
D.A. Arrears (N.T.Staff)	66,496
D.A. Arrears (T.Staff)	387,693
VI Pay Arrears - Prov. Fund	501,565
VI Pay Arrers to Staff A/c	264,725
Total	14,800,245

Students related Expenses — **Schedule - VIII**

Particulars	Amount in Rs.
Activity Expenses	29,086
Convocation Ceremony Expenses	26,147
University Share - Affiliation Fees	20,000
University Share - Enrolment Fees	16,600
University Share - Exam Fees	101,000
Total	192,833

Adminstrative & Other Expenses — **Schedule - IX**

Particulars	Amount in Rs.
Advertisement Expenses	59,981
Audit Fees	7,416
Bank Charges	2,384
Computer Expenses	10,830
Electricity Expenses	161,194
Laboratory Expenses	31,635
Legal & Professional Charges	5,000
Library Periodicals Expenses	23,028
Library Reading Room Expenses	7,938
Postage & Telegram & Courier	4,706
Printing & Stationery	53,574
Purchase of Exam & Enroll Forms	2,090
Premise maintenance Charges	7,855
Repairs & Maintenance	118,446
Staff Welfare Expenses	962
Telephone Charges	48,598
T.A.D.A	8,098
Uniform & Washing Charges	4,691
Water Charges	3,000
Workshop & Seminar Expenses	4,950
Total	566,376

V. Maheswari

Principal

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Sadhana Education Society's

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Schedules to Income & Expenditure Account for the year ended 31.03.2015

Miscellaneous Expenses — Schedule - X

Particulars	Amount in Rs.
Book Binding Expenses	6,500
Miscellaneous Expenses	4,558
Total	11,058

Salary Grant Received — Schedule - XI

Particulars	Amount in Rs.
Salary Grant A/c.	12,278,511
VI Pay Arrears (N.Teaching) (Inc)	241,340
VI Pay Arrears (T.Staff) (Inc)	524,946
Total	13,044,797

Fees received from Students — Schedule - XII

Particulars	Amount in Rs.
Eligibility Fees	340
College Development Fees	689,250
Exam Fees - University	102,250
Library Fees	1,500
Sale Of Admission Forms	15,450
TC / Transcript / Migration certificate Fees	6,100
Tuition Fees & Phd	1,907,752
University - Convocation Fees	24,750
Total	2,747,392

V. Mahalingam

Principal

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Sadhana Education Society's

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Fixed Assets & Depreciation As on 31.03.2015

Schedule - IV

Amount In Rs.

Sr. No.	Particulars	Rate of Dep.	Op. WDV as on 1st April, 2014	Additions During the Year		Sale/ Discarded	Total	Dep. For the year	WDV as on 31st March, 2015
				More than 180 days	Less than 180 days				
1	Air Conditioners	15%	242,812	-	-	-	242,812	36,422	206,390
2	Bio-Metric Machine	15%	7,400	-	-	-	7,400	1,110	6,290
3	Computers & Printers	60%	15,768	-	155,700	-	171,468	56,171	115,297
4	Equipments	15%	19,075	-	11,292	-	30,367	3,708	26,659
5	Furniture & Fixtures	10%	368,763	-	42,500	-	411,263	39,001	372,262
6	Intercom	15%	-	-	30,000	-	30,000	2,250	27,750
7	Lab Equipments	10%	21,482	-	-	-	21,482	2,148	19,334
8	Library Books	15%	142,419	-	21,494	-	163,913	22,975	140,938
9	Library Books (Research)	15%	43,703	-	-	-	43,703	6,555	37,148
10	Teaching Aids	15%	5,868	-	37,000	-	42,868	3,655	39,213
11	Water Cooler	15%	-	-	32,700	-	32,700	2,453	30,247
12	Water Purifier	15%	5,936	-	-	-	5,936	890	5,046
13	Sports Equipments	10%	-	-	9,000	-	9,000	450	8,550
Total			873,226	-	339,686	-	1,212,912	177,788	1,035,124

IYER VISHWANATH & CO. CHARTERED ACCOUNTANTS

V. Maheshwari

Principal

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

ANNEXURE VII

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति

NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-IV

No.WRC/5-6/2k/ 10868 Date 11 DEC 2000

ORDER

In exercise of the powers vested under section 14(3) (a) of the National Council for Teacher Education(NCTE) Act, 1993, the Western Regional Committee grants recognition to **Smt. Kapila Khandwala College of Education , Juhu Road, Santacruz (West), Mumbai** for B.Ed. course of one year duration from the academic session 2000-2001 with an annual intake of 100 students, subject to fulfilling the following conditions:

1. All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.
2. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
3. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/State Government.
4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.
5. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.
6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
7. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
8. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 7 above.

1/9

P.T.O.

Our previous order No.WRC/5-6/96/1287-89 dt. 16.02.99 is hereby cancelled

मानस भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills Bhopal 462 002
दूरभाष/Phone: 660912, 739672 फैक्स/Fax :0755-660912 E-mail nctebhp@bom6.vsnl.net.in

PRINCIPAL
SMT. KAPILA KHANDVALA
COLLEGE OF EDUCATION
Juhu
MUMBAI-400 054

If Smt. Kapila Khandwala College of Education , Juhu Road, Santacruz (West), Mumbai contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Regional Director

Code- 1 1 3 1 1 3

The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines,
Delhi – 110054.

C.C.

1. Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. The Secretary (Higher Education), Government of Maharashtra, Mantralaya, Mumbai.
3. The Member Secretary, National Council for Teacher Education, New Delhi – 110 016.
4. The Registrar, University of Bombay, University Road, Fort, Bombay 400 032.
5. The Principal, Smt. Kapila Khandwala College of Education , Juhu Road, Santacruz (West), Mumbai- 400054.

Regional Director

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रिय समिति

गुरूर्गुरूतमो धाम
NCTE

National Council For Teacher Education
(A Statutory Body of the Government of India)
Western regional Committee

15/6/15

F.No. WRC/OAPW0596/113113/2015/14/229 Date - 31.5.15

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Smt. Kapila Khandvala College of Education, Juhu Road, Santacruz (West), Mumbai400054 Maharashtra by affidavit dt. 12.01.2015 has consented to come under new Regulations and sought for two basic units in B.Ed, which require additional facilities

3. And whereas, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

3. 4. Now therefore, in the light of the above and in accordance with the **NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Smt. Kapila Khandvala College of Education, Juhu Road, Santacruz (West), 400054 Maharashtra.for conducting B.Ed programme of two years duration with an annual intake of 100 students (two basic units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.**

Cont.....2

मानस भवन, श्यामला हिल्स, भोपाल-462002 Manas Bhawan, Shyamla Hills, Bhopal-462002
दुरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912
Email: wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

a) Sanctioned programmes along with annual intake in the institution:
b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
c) Name of faculty members who left or joined during the last, quarter:
d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
e) Fee charged from students;
f) Available infrastructural facilities;
g) Facilities added during the last quarter;
h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
i) The affidavit with enclosure submitted along with application.
j) The institution shall be free to post additional relevant information. if it so desires.
k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/APW0596/113113/10868 dt. 11.12.2000 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

Copy to:

1. **The Principal, Smt. Kapila Khandvala College of Education, Juhu Road, Santacruz (West), Mumbai-400054 Maharashtra.**
2. **The Secretary, Sadhna Education Society's, Smt. Kapila Khandvala College of Education, Juhu Road, Santacruz (West), Mumbai – 400054, Maharashtra.**
3. **The Registrar, University of Bombay, University Road, Fort, Bombay- 400032, Maharashtra.**
4. **The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.**
5. **The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.**
6. **The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.**
7. **The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.**
8. **Office Order file/institution no. APW0596/113113**

Regional Director

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Annexure VIII

University Results for Previous Academic Year

2014-2015

Title of the Programme	Total No of students appeared	Grades						
		O	A	B	C	D	E	F
B.Ed.	100	-	32	49	19	-	-	-

PRINCIPAL
SMT. KAPILA KHANDVALA
COLLEGE OF EDUCATION
Juhu Rd. Santacruz (W)
Mumbai-400 054

ANNEXURE IX

Smt. Kapila Khandvala College of Education

Observation Schedule

Name of the Student – Teacher : Dipali B. Chitroda Roll No. : 9

Subject : Science Std. : VI Lesson No. : 7 Date : 12/1/16

Topic : Sources of Energy & conservation of energy

1. TEACHERS	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Content Knowledge			✓	
b) Language Competency			✓	
c) Composure			✓	
d) Preparation			✓	
e) Innovativeness			✓	
2. SET - INDUCTION				
a) Relevant			✓	
b) Well - Linked				
c) Aims stated			✓	
d) Interesting			✓	
3. CLASSROOM MANAGEMENT				
a) Clear Instructions regarding expected behaviour were given			✓	
b) Encouraged pupil participation			✓	
c) Stimulates pupils to think			✓	
d) Motivates learning			✓	
e) Creates interest			✓	
f) Provides reinforcement			✓	
g) Provides conductive climate			✓	
h) Open to different viewpoints			✓	
i) Develops rapport			✓	
4. DEVELOPED / INCULCATED				
a) Appreciation for subject				
b) Scientific temper				
c) Global perspective				
d) Core values				
e) Life values				

Suggestions : * Dipali avoid mistakes on C.B. Work on ur pronunciation also
* You have been working sincerely on your lesson & lang. skills – really appreciable.
* You built a very good rapport with sts.
* Sometimes your expl^n are inappropriate – Be careful.

5. COMMUNICATION SKILLS	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Explanation - Logical			✓	
- Clear & Fluent			✓	
b) Questioning - Specific			✓	
- Adequate & Concise			✓	
c) Chalkboard Work - Clear & Legible			✓	
Neat - Adequate			✓	
Organization			✓	
d) Audio - Visual Aids - Appropriate			✓	
- Innovative - Effective Use				
e) Stimulus Variation - Gestures			✓	
- Voice Modulation			✓	
f) Illustrations - Relevant			✓	
- Interesting			✓	
6. METHOD				
A) Methods used were :				
i) Lecture			✓	
ii) Lecture - cum - demonstration				
ii) Inducto - deductive				
iv) Problem solving				
v) Analytico - Synthetic				
vi) Dramatization				
vii) Discussion				
viii) Story telling				
ix) Role play				
x) Social Inquiry				
xi) Source method				
B) Appropriateness of Method :				
i) Systematic			✓	
ii) Effective			✓	
7. CLOSURE				
a) Review of activities				
b) Appropriate Testing / Assessment				
c) Appropriate Assignment				
8. a) Provided Scope for application				
b) Attained lesson objectives				

Suggestions : * Clarification regarding fossil fuel being non-renewable is incorrect.
* Why is your lesson file incomplete - where are your other lesson plans.
* Deepak don't use words synonymously - Forms of energy and sources of energy.
* Use fillers for new words Hmm - so that std. number and pronounce appropriately.

Remarks :

Supervisor :

Guiding Professor

V. Mahalingam
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Smt. Kapila Khandvala College of Education

Date 7/1/15 Lesson No. 05

Lesson given by Jigna Mehta

School children's Academy Class 9th

Subject Geography (Economics) Topic Transportation

Teacher Content Knowledge, Fluency over Language, enough preparation was seen.

Set Induction set Induction was relevent and well linked to the topic. Chart or use of picture could make it more effective

Classroom Management all the students participated Actively, there was good rapport between you & students seen. Stimulates pupil to think. Little disciple was needed in the class. attention should be given to Whole class. Back benchers also.

Values values were inculcated, i.e. Time is money or Importance of Time.

Skills Explanation was clear & Fluent. chalkboard was Neat. Aid could be use better ways. Illustrations were relevant. Reforming of Question needed with the student who does not know Answer. need to control class.

Method / Approach lecture cum discussion method were used. Systematic Approach was used. little time management needed.

Good attempt in drawing diagram on CB with the help of students (all answers came from students only).

Closure closure was made. Review of activities done. Assignment was given.

Initial of the Supervisor

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54

Smt. Kapila Khandvala College of Education

Observation schedule for school teacher

Name of the student- teacher: Komal Tandel Roll no 80

Subject: Economics Std: IX Date: 12/1/2015

Topic: Agro based Industries

Sr.no		Excellent	V. Good	Good	Average	Unsatisfactory
1	Introduction to the lesson		✓			
2	Content knowledge		✓			
3	Language competency			✓		
4	Classroom management			✓		
5	Time management			✓		
6	Teaching aids/ resources used					
7	Interaction with students		✓			
8	Audibility			✓		
9	Chalk board work		✓			
10	Organization of the lesson		✓			
11	Preparation for the lesson	✓				
12	Innovativeness		✓			
13	Methodology		✓			
14	Overall impact of the lesson		✓			

General comments: V. Good

Suggestion: Elaborate important point more i.e. give more example.

Name of the school teacher: Mrs Choudhary U.A
I.E.S's New English School Bandra(E) Signature: 12/1/15

Name of the school: I.E.S's New English School Bandra(E)

V. Mahalwar
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

ANNEXURE X

Best Practices

Best Practice 1

Title of the Practice	**Integrating Inclusive Practices**
Context that required initiation of the practice	The faculty has been conscious of the fact that the general B.Ed. course falls short in addressing inclusion. So in 2012-13, a pilot study on 'Co-teaching for Inclusion' was initiated in collaboration with the Special Education Dept of SNDT University, Mumbai. Our student teachers were paired with student teachers from the special education dept, to plan an inclusive lesson and co-teach. The co-pairs developed common inclusion oriented lesson plans to actually implement in schools. They were guided by the faculty from both organizations and an international expert who shared ideas. Both students and teacher educators learnt from this experience. However, since it was on a small scale the students who directly benefited were small in number. (Ten students from both institutions). The pay backs were good - exemplars were developed, video filming done and co-teaching lesson plans (for inclusion) were developed. This experiment which was modelled for two years, gave us the confidence to declare our intent to take on more in terms of inclusion. The institution was already working with an internationally trained special educator and with her inputs; in 2014-15 we integrated two key questions which required students to think of how they will address inclusion in their practice lessons.
Objectives of the practice	1. To acquaint students with the concept of inclusion. 2. To develop co-teaching lessons for inclusive classrooms. 3. To prepare them with skills of integrating inclusion in their lesson plans 4. To bring on board all teacher educators in the institution to address this area of concern. 5. To seek feedback on the practice from student teachers and the expert 6. To implement learning's from the experience of the current year to the next year.
The Practice	The practice involved writing responses to two key questions on inclusion in the lesson plan. The responsibility was huge. Training the current batch to understanding the concept of inclusion and developing ideas in training workshops was carried out. Student teachers learnt how to visualise accommodations and actually attempt to write correct interventions for those questions. Most important challenge was not reducing it to routine exercise which undermines the spirit of inclusion. The task was to build capacity for inclusion in both faculty and student teachers. So instead of a complete inclusive lesson plan, two key questions as an institutional practice were introduced.

	Training both for faculty and student-teachers were organized. The previous experience of co teaching helped faculty to guide students in this area.
Obstacles to the practice and strategies to overcome	The questions on inclusion were included in the lesson plan in the beginning of the year 2014-15. However , in the first semester with trickling centralized admissions and the different batches of students coming in at different times and in addition the need to grapple with the basics technicalities of lesson planning it was not possible to train them to address the questions on inclusion. At this stage the team comprising faculty met and decided that the first semester they will not attempt the question in the lesson plan, and instructed the students accordingly. It was a bold step to tell students there is something in the lesson plan they need to refrain from writing in the first semester as they were not equipped to do so. This remedy already created a curiosity and readiness to work on the same in the second semester. It helped us to plan an intensive two day workshop with an expert in the end of first semester.
Impact of the practice	The quantitative analysis of student feedback indicates that a large majority (nearly 96%) thought the idea of introducing questions on inclusion in the lesson plan is much required. 83% felt the inputs given were sufficient. 82% felt the workshop on inclusion and learning disabilities benefited them. 93% said they now realize that their lesson plan cannot ignore diverse learners. A large majority (98%) said it would have been better to start in the first semester as they would have had more time to learn about inclusion. 85% agreed that the teacher educators of the college made effective efforts to guide them for inclusion based questions and a large majority were satisfied with the guidance. More than 90% said they want to learn more about inclusive strategies and an overwhelming majority said inclusion is an area that teachers cannot ignore and that it was a good start to make them think about inclusion. Overall the findings indicate a positive reception to the idea of inclusion. It also showed the student teachers had made attempts to engage with those questions. And many of them indicated they were interested in learning further. The fact that nearly 50% did not find the questions on inclusion easy to attempt indicates more training to teacher educators and more time for student teachers to internalize the idea is required. The responses and expert interview indicated that we should start right away in the first term and perhaps begin with a complete inclusive lesson plan. The qualitative analysis of the lesson plans with the help of an expert and the action research team indicated that the lesson plans included generic ideas like ‘I will ask oral questions to a dyslexic student’ or will bring

	some special need student to the front benches to very specific strategies like reinforcement of terms, pacing, use of ICT, virtual maps, buddy learning, word chart, cheat codes etc. 25% of student teachers attempts seemed to fulfil the requirements of inclusion but the rest seemed below average in terms of quality responses although the student had made an attempt. There was a realization that they need to do something different but the ideas for accommodations were not so appropriate. On the whole, the expert analysis indicated that the students had tried and the responses could be broadly classified as realizable, responsible and redundant ideas for inclusion. Distinction in strategies for LD and general teaching methods needed clarity. The faculty needed to separate the questions so as to differentiate process stage accommodations and evaluation stage accommodations. Better still use a complete inclusive lesson plan that demands teachers to write the entire process in a holistic manner has been suggested. In short, the practice impacted the student teacher, the teacher educator and the process of teaching and learning in a very deep way.
Resources required	Co-teaching lesson exemplars, Lesson plans integrated with the questions on inclusion. Training workshops by an expert, teacher educator as facilitators, handouts with ideas for use.
Contact Person	Dr. Smita Gupta & Ms. Megha Parekh, Dr. Jayashree Inbaraj

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Best Practice 2

Title of the Practice	Peer assessment-Raising standards in training
Context that required initiation of the practice	The domain of teacher education in India has to make a paradigm shift from traditional supervisor/teacher assessments to more authentic assessment methods like peer assessments and ipsative assessments. Assessment has morphed from being a summative tool of judging students to a more diagnostic and formative exercise of continuous learning. The institution decided to introduce student teachers to the process of peer assessments in their training year. Studies have shown that peer assessment improves the students' critical faculties and gives them an ownership of the learning process. Skills developed in peer assessment are used by student teachers to critically assess their own work and better their performance. The need to introduce authentic assessments in the teacher training program prompted us to experiment and begin small with one simulated lesson in Computer Assisted Instruction (CAI)
Objectives of the practice	1. T orient student teachers to the value of peer assessment. 2. To train pre-service teachers in the steps of peer assessment. 3. To provide skills to observe CAI presentations on a given rubric 4. To enable the student teachers to experience peer assessment in small groups. 5. To seek feedback on the experience from the student teacher.
The Practice	A pilot study on training student teachers for Peer Assessment was conducted at our college in the year 2010-11 led by faculty and the Action Research group of students. All 100 student teachers were oriented and trained to carry out peer assessments for CAI's (Computer assisted instructions) that they had developed as a part of their curriculum. A rating scale was developed for the assessment and its aspects were thoroughly discussed. The training involved a theme centred interaction (TCI) approach for evaluation. A rating scale for evaluating CAI lessons was used. The innovation introduced in the training and feedback was as follows: • Every student to give one simulated lesson in the peer group (generally a group of 10) • Two evaluators for one demonstration to observe the lesson carefully. The selection of the evaluators for each lesson is to be done in a planned manner. For instance in a group of ten student teachers when 1st gives his/her lesson - No.9, 10 would be judging. When 2nd gives his/her lesson - No.10, 01 would be judging and so on. • The aspect of the rating scale for that particular skill is discussed and doubts clarified.

	• As soon as the individual lesson/demo is finished a group of 4 students carry out the theme centered intervention. Any 4 students from the peer group come forward it's a spontaneous decision to form a circle, (using theme centered interaction technique). They are instructed that they are in the street or corridor of the college or in the canteen and discussing informally the merits and demerits of the lesson in a very casual way. There can be constructive criticism too. However if the entire group is too negative then another student from the peer group joins them to add a positive remark which is of course genuine opinion. The student who gives the lesson listens attentively. There is no scope for defense. • The two evaluators have meanwhile heard others and finally give their individual assessments. • These two evaluators then discuss and emerge with the final rating. They also write their qualitative comments.
Obstacles faced and strategies to overcome	The challenge was to get all student teachers understand the value of the process. Some student teachers are not mature enough to receive feedback from their peers. Also there was a tendency for student teachers to grade one level higher than what is merited. They would write objectively critical qualitative comments but on the final remark they would mark higher. So over the years faculty started orienting students to the drawbacks of the peer assessment, carrying out discussions post training and generally warning them of the pitfalls. This reduced the tendency to some extent. The student teachers are expected to rise above their inadequacies of judging more competent peers, insecurities of being judged by better peers, and lastly and most importantly the discomfort of assessing friends and awarding grades. This is possible with more practice and experience.
Impact of the project	Majority students found the Peer Assessment experience useful and said it was an enriching learning experience. Around 20% participants did express doubts about the objectivity of the peer assessment as a practice and this corroborates with the review of literature. Majority said the peer assessment experience taught them skills for holistic feedback. The faculty feels the positives outweigh the negatives for peer assessment. Care was taken that student teachers employed sensitivity, responsibility and honesty in the feedback. The results of the study were very encouraging. The whole group seemed to move closer to achieving the objectives of keen observation, communicating feedback and taking ownership for learning and assessment. Some student teachers reported having acquired creative ideas, improved observation skills, openness to accept feedback and importance of attention to detail. Peer feedback and assessment is an indispensable method of training and

	a powerful way to share and assist each other in learning and when student teachers engage in this kind of learning they learn to be sensitive, caring, responsible and honest in their communication which is an asset for any individual who desires to be in the teaching field. It will also help student teachers face the world of work confidently.
Resources required	Hand outs, video film, rating scale for CAI and power point presentation
Contact person	Dr. Jayashree Inbaraj, Dr. Smita Gupta

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

ANNEXURE XI

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
Permanently Affiliated to University of Mumbai & Recognised by NCTE
[Linguistic (Gujarati) Minority Institution]
Juhu Road, Santacruz (West), Mumbai - 400 054.
Tel. : 2660 87 47 • Fax : 2660 86 33
E-mail : kkbed54@gmail.com • Website : www.kkcoe.org.in

Dr. Vandana Maheshwari
Principal

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

[NAAC TRACK ID : MHCOTE11201]

This is to certify that **Smt. Kapila Khandvala College of Education, Juhu Road, Santacruz (West) Mumbai - 400054** fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

V Maheshwari

Date : 10 AUG 2015

Place : Mumbai 400 054.

Principal / Head of the Institution
Smt. Kapila Khandvala College of Education
Juhu Road, Santacruz (West),
MUMBAI-400 054

ANNEXURE XII

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
Permanently Affiliated to University of Mumbai & Recognised by NCTE
[Linguistic (Gujarati) Minority Institution]
Juhu Road, Santacruz (West), Mumbai - 400 054.
Tel. : 2660 87 47 • Fax : 2660 86 33
E-mail : kkbed54@gmail.com • Website : www.kkcoe.org.in

Dr. Vandana Maheshwari
Principal

SSR Upload intimation Format

To,
Dr. Ganesh Hegde
Assistant Adviser
National Assessment & Accreditation Council
P. O. Box. No. 1075, Opp: NLSIU
Nagabhavi, Bangalore – 5600072

Subject: Intimation regarding uploading of SSR/RAR on website

Dear ***Sir,***
We hereby intimate that SSR/ RAR is uploaded on website as per following details.

Sl. No.	Particulars	
1.	Name of the Institution and Address	Smt. Kapila Khandvala College of Education Juhu Road, Santacruz (W), Mumbai 400054
2.	Head of Institute	Dr. Vandana Maheshwari
3.	Contact Mobile No.:	9967405105
4.	Co-ordinator	Dr. Jayashree Inbaraj
5.	Contact Mobile No.:	9820391893
6.	Track Id of NAAC:	MHCOTE11201
7.	Accreditation Cycle	Cycle 3
8.	Web site: Web-link showing SSR	www.kkcoe.org.in
9.	a. Date of Uploading SSR/RAR : *(SSR accepted, after one month of uploading only)* b. Probable date of submission of SSR/RAR :	2nd December, 2015 2nd January, 2016
10.	Institution has Uploaded the data of All India Survey of Higher Education (AISHE - MHRD) website: **(Mandatory)**	Yes (Proof attached)
11.	12 B UGC status and XII Plan General Development Grant copy submitted to NAAC:	Yes (Already submitted)
12.	Probable date of NAAC Peer Team Visit: *(After 60 days of SSR Submission and before 180 days)*	10th March, 2016
13.	Nearest Airport for the Peer team to arrive:	Chhtrapati Shivaji Terminal, Vileparle (W)
	and distance (and time taken) from the Airport to the College/place of stay	4Km (21 minutes)

10 AUG 2015

With regards

V. Maheshwari

PRINCIPAL
SMT. KAPILA KHANDVALA
COLLEGE OF EDUCATION
Juhu Rd., Santacruz (W)
MUMBAI-400 054

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
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Tel. : 2660 87 47 • Fax : 2660 86 33
E-mail : kkbed54@gmail.com • Website : www.kkcoe.org.in

Dr. Vandana Maheshwari
Principal

LOI Fee Submission Intimation Format

To,

The Director

National Assessment and AccreditationCouncil P. O. Box. No. 1075,

Opp: NLSIU, Nagarbhavi,

Bangalore -5600072Karnataka

Subject: Intimation regarding LOI Fee Submission Format

Dear *Sir*,

We hereby intimate that LOI submitted with following Bank Details:

Sr.No.	Particulars	
1.	**Track Id ofNAAC:**	MHCOTE11201
2.	**Name of the Institution:**	Sadhana Education Society's Smt. Kapila Khandvala College ofEducation
3.	**Head ofInstitute:**	Vandana maheshwari
4.	**Contact Mobile No.:**	9967405105,9820391893
5.	**DD No.**	387824
6.	**DD Date**	23/06/2015
7.	**DD Amount**	28500
8.	**Bank Name and Address**	Corporation Bank MUMBAI JUHU Santacruz west Mumbai400054

With regards,

Principal
Smt. Kapila Khandvala College of Education
Juhu Road, Santacruz (West),
MUMBAI - 400 054.

25 JUN 2015

Note: Please enclose DD of Rs. 28500/- along with this letter.

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
(An Autonomous Institution of the University Grants Commission)
विश्वविद्यालय अनुदान आयोग का स्वायत संस्थान

	LOI submitted date	25/06/2015
1	Process and Cycle	ACCREDITATION, Cycle: 3
2	Institution Name	SADHANA EDUCATION SOCIETY'S SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
3	Name of the Head of the Institution	DR.VANDANA MAHESHWARI
3a	Designation	PRINCIPAL
4	Address	JUHU ROAD, SANTACRUZ (WEST)
	City	MUMBAI
	State	MAHARASHTRA
	Pin code	400054
	Phone no.	022 26608747 022 26608633
	Mobile no	9967405105 9820391893
	Fax	022 26608633
	Email	kkbed54@gmail.com vandana.maheshwari56@gmail.com
	Website	www.kkcoe.org.in
5	Date of Establishment	10/06/1962
5a	Have two batches of students graduated from the college	Yes
6	Is the College recognized under section 2f of UGC act?	Yes
6a	Date of Recognition by UGC under 2f	15/06/1984
	Uploaded UGC 2f certificate	KKCE_6A & 6B_2F.PDF
7	Is the College recognized under section 12B of UGC act?	Yes

V. Maheshwari
Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

7a	Date of Recognition by UGC under 12(B)	15/06/1984
	Uploaded UGC 12B certificate	KKCE_6A & 6B_2F_12B.PDF
7b	Name of the university to which the college is Affiliated or of which the college is Constituent	UNIVERSITY OF MUMBAI, MUMBAI
	State in which affiliating university is located	MAHARASHTRA
	Type Of Affiliation	PERMANENT
	Uploaded Certificate	KKCE_7A_UNIVERSITY AFFILIATION.PDF
7c	If the institution is not affiliated to a university,does it offer any programmes recognized by any Statutory Professional Regulatory (SPR) Council which is equivalent to a post graduate programme of a university	No
	Name of the Programmes	
	Name of SPR Council recognizing it	
	Equivalent University degree	
8a	Is the institution recognised as an Autonomous College by the UGC?	No
	Autonomous Date	
	Uploaded Certificate	
8b	Is the institution recognised as College with 'Potential for Excellence(CPE)' by the UGC	No
	CPE Date	
	Uploaded Certificate	

V. Maheshwari

Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

8c	Is the college offering any programmes by any Statutory Regulatory Authority(SRA)?	Yes
	Statutory Regulatory Bodies	NCTE UNIVMUMBAI
	Uploaded certificate of recognition by SRA	KKCE_NCTE_8C_RECOGNITION LETTER.PDF
9a	Nature of the college	PRIVATE GRANT-IN-AID
9b	Number of degrees offered	Certificate: : Diploma: : UG: :1 PG: : 0 PG Diploma recognized by statutory authority: 0 Research: :1 Others: : 0
9c	Details of degrees offered	Arts: : Commerce: : Science: : Education: :B.ED.,PH.D. IN EDUCATION Health Sciences: : Engineering and Technology: : Management: : Others: :
10	Whether Teacher Education / Physical Education department is opting for A&A process separately?	No
	How many years of standing TE departments have?	54

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SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

	Whether two batches of students graduated from the TE department?	Yes
	Whether the college is exclusively for Teacher Education	Yes
	Uploaded NCTE Certificate	UPLOADED FILE NAME:KKCE_NCTE_8C_RECOGNITION LETTER.PDF
11	Total Number of Teaching Staff Non-Teaching Staff Students	 10 8 108
12	Date of establishment of IQAC	15/03/2005

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
P. O. Box No. 1075, Nagarbhavi,Bangalore -560072,
Karnataka, India
Phone. +91-80-23210261

V. Maheswari

Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

Appendix 1.1

Student Feedback Formats

B.Ed. Programme

Code of the student:_____

Please rate the course on the following attributes putting a tick mark (√) using the four point scale:

VG = Very Good, G = Good, S = Satisfactory, NS = Not Satisfactory

Sr.No.	Parameters	VG	G	S	NS
1	Induction to the B. Ed. Course				
2	Depth of the course content including project work if any				
3	Extent of course coverage				
4	Applicability/ relevance to real life situation				
5	Learning value (in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives)				
6	Relevance of additional source material in the Library				
7	College Program is suitable for the development of student's various potential				
8	Fair & encouraging internal assessment				
9	Apt & timely assignments (Essays, Open book)				
10	Well planned course				
11	Planning & execution of following activities:				
	a) Community work				
	b) Extension work				
	c) Practice teaching				
	d) Simulated lessons (CAI, role play, game, team teaching)				
	e) Micro teaching				
	f) Seminars & workshops				
12	Overall rating of the course				

Comments & Suggestions for the course: _____

FEEDBACK FOR PRINCIPAL

Please rate on the following attributes putting a tick mark (✓) using the four point scale:

A=Very Good
B= Good
C= Satisfactory
D=Unsatisfactory
Planning / Organization Component

S.No	Parameters	A	B	C	D
1	A good planner to achieve targets for institutional excellence.				
2	Sets priorities distinguishes important from the unimportant tasks				
3	Effective interpersonal communication skills with staff & Students, competent at dealing with other`s feelings. And positive and pleasant in her communication				
4	Exhibits good listening skills Presents ideas in clear, informative and non- evaluative manner				
5	Communicates concern for students problems and demonstrates sensitivity to student diversity				
6	Encourages student feedback on various programs implemented				
7	Recognizes and appreciates people for their work				
8	Cares about the institution's reputation inside and outside				
9	Maintains visibility in Classroom, Campus & School activities				
10	In-depth-knowledge of an appropriate curriculum area				
11	Updated with skills, to keep pace with changing demands and demonstrates effective teaching skills.				
12	Ensures that curriculum transactions are being carried out in the best manner				
13	Keeps the focus on the College`s mission/vision by serving as an institutional leader				
14	Provides constant motivation for better performance				
15	Has a democratic & proactive approach				
16	Approachable sensitive to student grievances.				

FEEDBACK FOR FACULTY MEMBERS

Please rate on the following attributes putting a tick mark (✓) using the four point scale:
E = Excellent, VG=Very Good, G=Good, S=Satisfactory, NS=Not satisfactory

Planning / Organization Component

Parameters →	**E**	**VG**	**G**	**S**	**NS**
1.Knowledge base (as perceived by you)					
2.Preparation					
3.Communication Skills (in terms of articulation and comprehensibility)					
4.Student participation					
5.Ability to generate interest					
6.Ability to integrate course material with environment/ other issues, to provide a broader perspective					
7. Guidance					
a) Expertise					
b) Adequacy of time					
c) Encourages					
d) Promotion of students ideas					
8.Lesson supervision					
a) Keen observation					
b) Supportive					
c) Impartial					
d) Empathetic					
9. Feedback on performance					
a) Timely					
b) Constructive					
c) Detailed					
d) Positive					
10. Accessibility of the teacher in and out of the class					
11. Interpersonal relationship					
a) Genuine					
b) Professional					
c) Motivating					
d) Approachable					
12. Sincerity/ commitment					
13. Personal Qualities					
a) Dependable					
b) Enthusiastic					
c) Punctual					
d) Democratic					

14) Any other Observations or Comments

FEEDBACK FOR LIBRARIAN

Name of Student (Optional) : _____
Academic Year : _____

Instructions :-

- Based on the evidence from your observations, interaction and discussions, please rate the Librarian's performance with respect to the functions listed below.
- Rating Scale will be as follows :
  SA - Strongly agree, A - Agree , NS - Not satisfactory, D - Disagree, DS - Strongly Disagree
- Kindly tick your response**.**

Major functions :

1. Orientation Regarding Library Usage

a)	Coverage Regarding library usage	**SA**	**A**	**NS**	**D**	**SD**
b)	Methods/Skills employed	**SA**	**A**	**NS**	**D**	**SD**
c)	Interaction	**SA**	**A**	**NS**	**D**	**SD**
d)	Clarity in explaining	**SA**	**A**	**NS**	**D**	**SD**

2. Handling the Dept assigned :-

a)	Planning	**SA**	**A**	**NS**	**D**	**SD**
b)	Implementation	**SA**	**A**	**NS**	**D**	**SD**
c)	Open to Suggestion	**SA**	**A**	**NS**	**D**	**SD**
d)	Proactive	**SA**	**A**	**NS**	**D**	**SD**
e)	Flexibility	**SA**	**A**	**NS**	**D**	**SD**
f)	Overall efficiency	**SA**	**A**	**NS**	**D**	**SD**
g)	Systematic	**SA**	**A**	**NS**	**D**	**SD**

3. Support from Librarian :-

a)	Knowledge of the collection	**SA**	**A**	**NS**	**D**	**SD**
b)	Updated with current events	**SA**	**A**	**NS**	**D**	**SD**
c)	Commitment	**SA**	**A**	**NS**	**D**	**SD**
d)	Adequacy of time	**SA**	**A**	**NS**	**D**	**SD**
e)	Help in using Library material	**SA**	**A**	**NS**	**D**	**SD**
f)	Making information literate (Inculcating Independence in Library use)	**SA**	**A**	**NS**	**D**	**SD**

4. Interpersonal Skills :

a) Approachable	YES	NO
b) Motivating	YES	NO
c) Open	YES	NO
d) Patient	YES	NO
e) Professional	YES	NO

5. Qualities :

a) Helpful		YES		NO
b) Punctual		YES		NO
c) Enthusiastic	YES		NO	
d) Democratic	YES		NO	
e) Dependable	YES		NO	

6. Any other Observations or Comments

_____

_____

_____

_____

7. Suggestions if any :

Course Feedback

Student's overall Evaluation of the program and Teaching will be used only for the purpose of the course and teaching in the future.
You need not discuss your name if you don't not wish to.
Tick in the appropriate column of the rating scale for each question.
Course: Teacher/s:

Please rate on the following attributes putting a (√) using a five point scale:
E=Excellent, VG=Very Good, G=Good, S= Satisfactory, NS= Not satisfactory

Sr No	Question	E	VG	G	S	NS
1	The adequacy of the syllabus					
2	The relevance of the course					
3	The ease with which you could understand the course					
4	The coverage of the syllabus in the class					
5	The adequacy of the library materials and facilities for the course					
6	The ease with which you could get the material for the prescribed reading.					
7	Teacher preparedness for the classes					
8	The effectiveness of communication by the teacher					
9	The encouragement provided by the teacher for you to participate in the class					
10 a.	The encouragement to ask questions					
10 b.	The encouragement for discussion					
11	The helpfulness of the teacher in advising on the course					
12	The courteousness exhibited by the teacher					
13	Fairness with which the curriculum transaction and internal assessment was conducted					
14	The extent to which the internal assessment helped you in your course grade.					
15	The effectiveness of the feedback which the teacher provided on your performance.					
16	The extent to which your assignments were discussed with you.					
17.	Overall opinion of the course delivery					

17. If you have any other comments to offer on the course and suggestions for the teacher you may do so in the space given below.

Appendix 1.2

OTHER FEEDBACK

Smt. Kapila Khandvala College of Education

PARENT FEEDBACK FORM
[To be filled by the student's parents]

Academic Year : 2014-15

Class : B.Ed **Date:**

Dear Parents,

We thank you for having chosen Smt. Kapila Khandvala College of Education for your ward's professional training as a teacher. In our endeavor to provide quality training and teaching the college is striving to upgrade its practices. In one of the steps to achieve this, we provide you with a feedback form and request you to duly fill the same and return it at the earliest. We value your feedback so please rate upon the following points given below:

Sr. No.	Areas	*Grades	Any comments
1	Infrastructure Facilities namely library, Computer lab, teaching aid, technology, language lab etc		
2	Programmes/inputs/workshops/ guest lectures organized for developing professional competencies		
3	Opportunities for participation in various co-curricular activities (Visits, Intercollegiate participation, sports, cultural activities)		
4	Academic resources namely teachers, course material		
5	Placement services		
6	Personality development initiatives		
7	Student support (lesson guidance, tutorials, book bank and mentoring)		
8	Practice teaching & internship		
9	Delivery of the courses (teaching and assessment)		
10	Extension and community work		
11	Value Added courses		

***Grades:** A – Excellent B – Good C – Average D – Poor

Any other feedback/suggestions

Name of the ward:	
Name of the father:	
Name of the mother:	
Father's profession	
Mother's Profession:	
Telephone no:	
Permanent Address	

Smt. Kapila Khandvala College of Education

Feedback from practice teaching school

Name of the School: _____

Name of the Principal / Headmaster/ Supervisor: _____

Sr. No	Particulars	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	The practice teaching programme is planned in consultation with the school				
2	The college follows the plan submitted to the school.				
3	The student teachers of the college are disciplined and carry out their work systematically.				
4	The student teachers of the college display good understanding of teaching skills.				
5	The student teachers use innovative methods of teaching.				
6	Student teachers are trained in using modern technologies in teaching.				
7	Student teachers are proactive and helpful in school activities whenever required.				
8	There is always a supervisor present to observe practice teaching lessons.				
9	The college sets bench marks in teacher preparation.				

Q. 1. Your opinion about the professional preparation of student teachers by the institute.
Ans:----------

Q.2. Your expectation from the college.
Ans:

Q. 3. Your overall impression of the practice teaching programme implemented by the college.
Ans:

Q.4. Suggestions for improvement of the practice teaching programme
Ans:

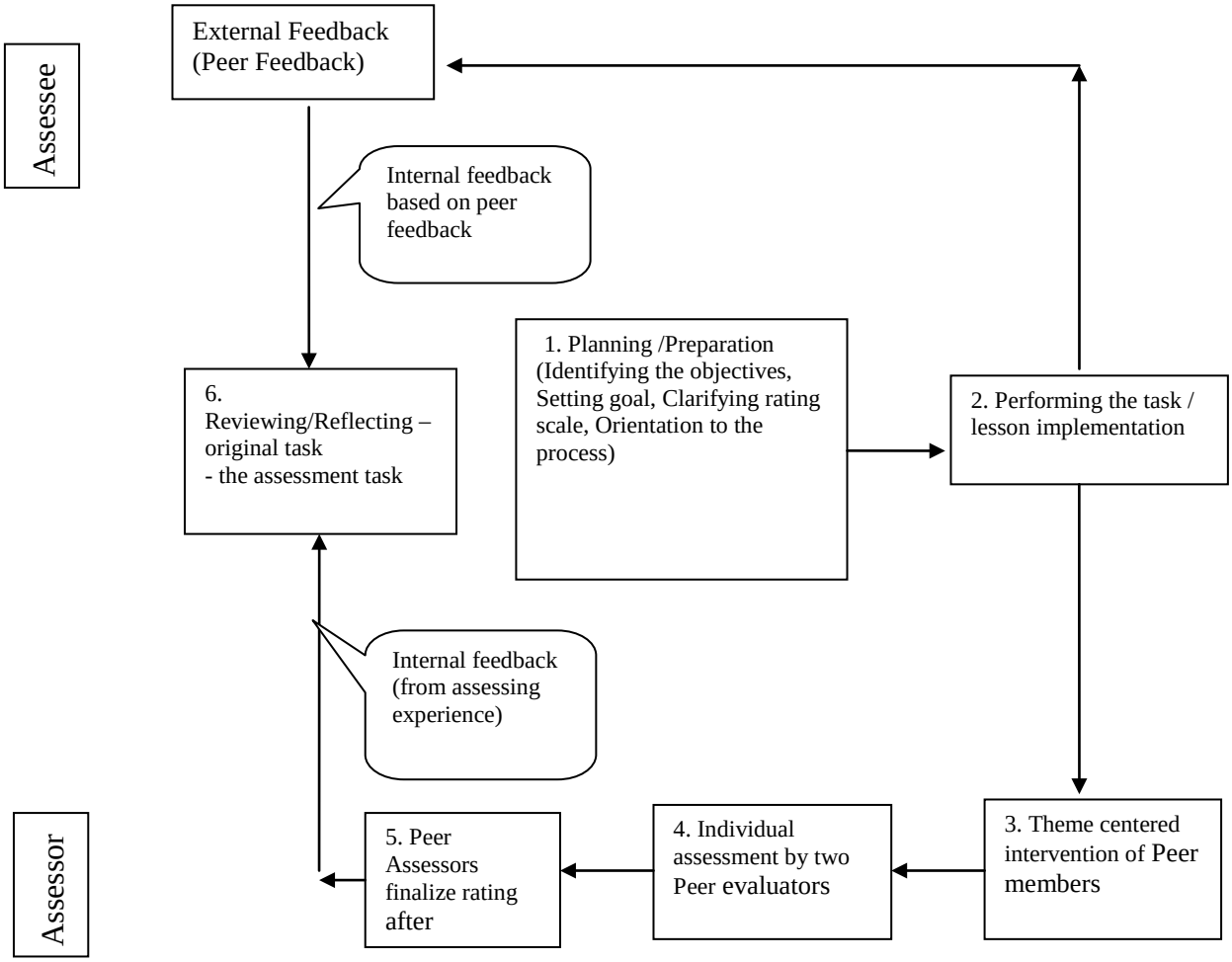
Signature of the Principal/ Headmistress/ Supervisor:

Appendix 1.3

Peer Assessment Process

The innovation introduced in the training and feed back was as follows:

- One student to give a simulated lesson/lesson in the peer group (a group of 10)
- Two evaluators from the group for one demonstration to observe the lesson carefully. The selection of the evaluators for each lesson is to be done in a planned manner to avoid overlaps and repetitions.
- The aspect of the rating scale for that particular skill is discussed and doubts clarified.
- On completion of individual lesson/demo, a group of 4-5 students carryout the theme centered intervention. Any 4 students from the peer group come forward to form a circle, (using theme centered interaction technique) and discuss informally the merits and demerits of the lesson in a very casual way. There can be constructive criticism too. The student who gives the lesson only listens at this stage there is no scope for defense.
- The two evaluators have meanwhile heard and finally give their individual assessments.
- These two evaluators then discuss and emerge with the final rating. They also write their qualitative comments.



Appendix 2.1

ROUGH

ROLL No. :_____

Guiding Professor's Sign

SADHANA EDUCATION SOCIETY'S

T. KAPILA KHANDVALA COLLEGE OF EDUCATION

SANTACRUZ (WEST) MUMBAI – 400054

LESSON PLAN

NAME OF THE STUDENT TEACHER :

_____

NAME OF THE CO-OPERATING SCHOOL :

_____

SUBJECT _____ STD. _____LESSON NO. _____DATE _____

TOPIC :

_____

ENTRY BEHAVIOUR_____

CONTENT ANALYSIS :

- **Subject Matter Analysis :**
- **Core Elements :**
- **Values :**
- **Instructional Objectives & Specifications :**
- **Reference Materials (Books, Websites, OER's etc.) :**
- **Teaching Aids :**
- **Methodology / Strategy of teaching :**

- **Inclusion : Promoting access, participation and learning for all kind of learners.**

    1. **Describe one or two target students you will keep in mind during this lesson designing process. It could be on the basis of academic performance. (eg. Weak, average, high performing, gifted or students with learning disabilities such as dyslexia, dyscalculia, dysgraphia or any other physical challenges such as visual / auditory or any other)**

    2. **What kind of adaptations / accommodations will you make for this target learners during the teaching – learning process and at the assessment stage of the lesson?**

- **Well being of the learner :**

    1. **What positive emotions do you plan to bring about in children through your lesson?**

    2. **How do you plan to achieve this through your lesson?**

- **Set Induction :**

- **Statement of Aim :**

TEACHING POINTS	TEACHING – LEARNING ACTIVITIES

- **Closure :**
- **Testing Procedure :**
- **Assignment :**
- **Jotting, Diagrams and Summary :**

- **SELF REFLECTIONS :**

  - What did I think and feel about my lesson ?

  - What were the positives and negatives ?

  - What else could I have done ?

  - What will I do better next time ?

_____

Signature of the Student Teacher

Appendix 2.2

List of Schools for practice teaching and internship programme

Sr. No	Name of the school	Location
1	St. Joseph's High School	Santacruz (west)
2	K. E. S Hans Bhugra High School	Santacruz (east)
3	New English High School	Bandra (east)
4	Purushottam High School	Bandra (east)
5	Sane Guruji Vidyalaya	Santacruz (east)
6	Malati Jayant Dalal High School	Santacruz (west)
7	Sadhana Education Society's Taraben Master High School	Santacruz (west)
8	B. L Ruia High School	Vile Parle (east)
9	Gokalibai P. P. High School	Vile Parle (west)
10	Jamnabai High School	Vile Parle (west)
11	Bunts Sangha's S. M. Shetty High School and junior college	Powai
12	St. John's Universal high School	Goregaon (west)
13	Dr. S. Radhakrishnan Vidyalaya	Malad (west)
14	Aspee Nutan Vidyalaya	Malad (west)
15	Malad Kandivali Education Society's English high School	Malad (west)
16	Thakur Vidyamandir and Junior College	Kandivali (east)
17	Children's Academy (Asha nagar and Ashok nagar)	Kandivali (east)
18	Pioneer Gala High School	Kandivali (east)
19	Thakur Shyamnarayan High School	Kandivali (east)
20	Samartha Vidyamandir	Santacruz (east)
21	A. B. Goregaonkar High School	Goregaon (west)
22	Air India High School	Santacruz (east)
23	Amulakh Amichand High School	King Circle
24	S. T Mehta High School	Ghatkopar
25	S. V. D. D. High School	Ghatkopar
26	St. Xavier's High School	Mira Road (east)
27	Our Lady of Nazareth High School	Bhayander (west)
28	J. H. Poddar High School	Bhayander (west)
29	Saraswati Vidyamandir	Bhayander (east)

30	Raheja Junior College	Santacruz (west)
31	Nirmala Junior College	Kandivali (east)
32	Guru Harkishan High School	Santacruz (west)
33	Fatima Devi High School	Malad (east)
34	Holy Cross High School	Santacruz (west)
35	Podar High School	Santacruz (west)
36	Holy Cross High School	Kurla (west)
37	Kherwadi Municipal High School	Bandra (east)
38	Fatima High School	Vidyavihar
39	Pupil's Own High School	Santacruz (west)
40	Kamla High School	Khar (west)
41	A. H. Wadia High School	Andheri (west)
42	Sadhana High School	Sion
43	V. N. Sule High School	Dadar (east)
44	Chhabildas High School	Dadar
45	R. C. Patel High School	Borivali (west)
46	Samta Vidya Mandir	Kandivali (east)

Appendix 2.3

List of Community Centers

Sr No	Name of the Commuinity Centre	Area of Work
1	**Hariyali**	•Protection and upgradation of Envirnmental conditions •Afforestation and conservation of water •Protection of bio-diversity and natural resources. •Developing nature related inquisitiveness, literacy, Education and culture among youngsters with emphasis on self - education.
2	**Baljivan**	Their mission is to better the lives of Mumbai's rag picking children and to improve their nutrition, education, health and general self-worth.
3	**Gharkul**	It is a voluntary organisation and school for special children. They aim to provide a nurturing, supportive environment to enable these children with special needs to learn relevant life-skills, become confident and self-reliant.
4	**Old age home at keshav srushti Kisan Gopal Vanaprastha Aashram**	It is an old age home situated in 14 acres in Keshav Shrushti. It is a very good place for senior citizens to stay in natural surroundings with all the necessary facilities available.
5	**Punarvas School for Physically Handicapped & Mentally Retired**	It is a special school and vocational training centre for Mentally Handicapped. They impart educational, diagnostic & vocational services for the mentally challenged by specially trained personnel thereby laying a foundation for them to be integrated in the society.
6	**CHIP**	CHIP is an NGO which works towards quality education in government schools. They aim to do this by leveraging the existing resources to drive educational reform in the public school system.
7	**ADAPT**	It is one of the foremost non-profit organisations of the country working to create an inclusive disability friendly nation. Their services include assessment, infant stimulation, therapy, counseling, inclusive education, skills training and job placement, continuum of support services and home management programmes for children and young adult with disability.

Appendix 2.4
Practice Teaching Feedback by Teacher Educator

Smt. Kapila Khandvala College of Education

Observation Schedule

Name of the Student – Teacher : _____ Roll No. : _____

Subject : _____ Std. : _____ Lesson No. : _____ Date : _____

Topic : _____

1. TEACHERS	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Content Knowledge				
b) Language Competency				
c) Composure				
d) Preparation				
e) Innovativeness				
2. SET - INDUCTION				
a) Relevant				
b) Well - Linked				
c) Aims stated				
d) Interesting				
3. CLASSROOM MANAGEMENT				
a) Clear Instructions regarding expected behaviour were given				
b) Encouraged pupil participation				
c) Stimulates pupils to think				
d) Motivates learning				
e) Creates interest				
f) Provides reinforcement				
g) Provides conductive climate				
h) Open to different viewpoints				
i) Develops rapport				
4. DEVELOPED / INCULCATED				
a) Appreciation for subject				
b) Scientific temper				
c) Global perspective				
d) Core values				
e) Life values				

Suggestions : _____

5. COMMUNICATION SKILLS	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Explanation - Logical				
- Clear & Fluent				
b) Questioning - Specific				
- Adequate & Concise				
c) Chalkboard Work - Clear & Legible				
Neat - Adequate				
Organization				
d) Audio - Visual Aids - Appropriate				
- Innovative - Effective Use				
e) Stimulus Variation - Gestures				
- Voice Modulation				
f) Illustrations - Relevant				
- Interesting				
6. METHOD				
A) Methods used were :				
i) Lecture				
ii) Lecture - cum - demonstration				
ii) Inducto - deductive				
iv) Problem solving				
v) Analytico - Synthetic				
vi) Dramatization				
vii) Discussion				
viii) Story telling				
ix) Role play				
x) Social Inquiry				
xi) Source method				
B) Appropriateness of Method :				
i) Systematic				
ii) Effective				
7. CLOSURE				
a) Review of activities				
b) Appropriate Testing / Assessment				
c) Appropriate Assignment				
8. a) Provided Scope for application				
b) Attained lesson objectives				

Suggestions : _____

Remarks : _____

Supervisor : _____

_____

Guiding Professor

Smt. Kapila Khandvala College of Education

Observation Schedule - Languages - H.L. & L.L

Name of the Student – Teacher : _____ Roll No. : _____

Subject : _____ Std. : _____ Lesson No. : _____ Date : _____

Topic : _____

1. READING / RECITATION	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Clarity				
b) Speed				
c) Pronunciation				
d) Articulation				
e) Expression				
2. DEVELOPING THE SKILL OF SILENT READING				
a) Comprehension questions				
b) Instructions				
c) Allocation of time				
d) Appropriately conducted				
3. DEVELOPING THE SKILL OF READING ALOUD				
a) Presentation of proper model				
b) Proper instructions				
c) Feedback				
4. DEVELOPING LISTENING COMPREHENSION				
a) Students listen attentively				
b) Students answered comprehension questions				
c) Time allocated				
d) Feedback				
5. DEVELOPING READING COMPREHENSION				
a) Comprehension questions				
b) Time allocation				
c) Feedback				

Suggestions : _____

6. DEVELOPING APPRECIATION	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Mood				
b) Music				
c) Rhyme				
d) Word picture				
e) Figures of speech				
7. DEVELOPING ORAL / WRITTEN EXPRESSION				
a) Initiation of discussion				
b) Acceptance of pupil's ideas				
c) Organization of ideas				
d) Pupil's participation				
e) Encourages oral expression				
f) Encourages written expression				
8. DEVELOPING GRAMMATICAL KNOWLEDGE				
a) Adequate examples				
b) Examples from text				
c) Interesting examples				
d) Developed classification table				
e) Writing the generalization				
f) Students give examples				
9. LANGUAGE COMPETENCY				
a) Provided appropriate activities				
b) Revised the previous knowledge related to lesson				
c) Teacher gave clear instructions				
d) Teacher elicited desired responses				
e) Teacher arranged pair / group work				
f) Teacher probed questions / points for discussion				
g) Teacher set tasks				
h) Teacher used support materials regarding the tasks				
i) Teacher supervised the task				
j) Teacher participated in pupil's discussion				

Suggestions : _____

Remark _____

Supervisor _____

Guiding Professor

Smt. Kapila Khandvala College of Education

Observation Schedule
History / Geography / Economics

Name of the Student – Teacher : _____ Roll No. : _____

Subject : _____ Std. : _____ Lesson No. : _____ Date : _____

Topic : _____

1. TEACHER	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Content Knowledge				
b) Language Competency				
c) Composure				
d) Preparation				
e) Innovativeness				
2. SET - INDUCTION				
a) Relevant				
b) Well - Linked				
c) Aims stated				
d) Interesting				
3. CLASSROOM MANAGEMENT				
a) Clear Instructions regarding expected behaviour were given				
b) Encouraged pupil participation				
c) Stimulated pupils to think				
d) Motivated learning				
e) Created interest				
f) Provided reinforcement				
g) Provided conducive climate				
h) Open to different viewpoints				
i) Developed rapport				
4. DEVELOPMENT / INCULCATION OF VALUES				
a) Appreciation for subject				
b) Scientific temper				
c) Global perspective				
d) Core values				
e) Life values				

Suggestions : _____

5. COMMUNICATION SKILLS	Not Evident	Evident but N.I.	Evident & Good	Evident & V. Good
a) Explanation - Logical, Clear & Fluent				
b) Questioning - Specific, Adequate & Concise				
c) Chalkboard Work - Clear, Legible				
- Neat, Adequate				
- Organization				
d) Audio - Visual Aids - Appropriate				
- Innovative				
- Effective Use				
e) Stimulus Variation - Gesture				
- Voice Modulation				
f) Illustrations - Relevant				
- Interesting				
6. METHODOLOGY				
a) Scientific approach - CBT / GBT*, Source method, Social Inquiry method				
b) Journey method				
c) Dramatization / Role Play				
d) Lecture method				
e) Correlation - Internal				
- External				
f) Developed - Time sense				
- Space sense				
g) Arrived at Generalization				
h) Concept Clarification				
i) Linked with current events				
j) Map Skills - Map reading				
- Map filling				
k) Appropriateness				
7. CLOSURE				
a) Review of activities				
b) Appropriate Testing / Assessment				
c) Appropriate Assignment				
8. TIME MANAGEMENT				
9. OVERALL IMPACT				
a) Systematic				
b) Effective				
c) Provided Scope for application				
d) Attained lesson objectives				

***CBT - Concept based teaching, GBT - Generalization based teaching**

Suggestions : _____

Remark _____

Supervisor _____

_____

Guiding Professor

Appendix 2.5

RATING SCALE FOR THE SKILL OF SET INDUCTION

Name : _____ Subject : _____ Topic : _____ Std. : _____ Date : _____

Components of the Skill	TEACH NI	F	S	G	VG	RETEACH NI	F	S	G	VG
1. Used previous knowledge of the pupils.										
2. The device used was appropriate.										
3. There was logical continuity.										
4. Used relevant statements and questions.										
5. Introduction to the lesson was effective.										
6. Introduction was interestly / aroused curiosity.										
7. Appropriate Linking statement was used.										
8. Statement of Aim was made.										

Comments _____

_____

Supervisor's Signature _____

Comments _____

_____

Supervisor's Signature _____

RATING SCALE FOR THE SKILL OF ILLUSTRATING WITH EXAMPLES

Name : _____ Subject : _____ Topic : _____ Std. : _____ Date : _____

Components of the Skill	TEACH NI	F	S	G	VG	RETEACH NI	F	S	G	VG
1. Examples used were simple.										
2. Examples used were interesting.										
3. Examples used were relevant.										
4. Examples were sufficient.										
5. Media used were appropriate.										
6. Approach used was appropriate.										
7. Pupils gave their own examples to show understanding.										

Comments _____

_____

Supervisor's Signature _____

Comments _____

_____

Supervisor's Signature _____

RATING SCALE FOR THE SKILL OF EXPLANATION

Name : _____ Subject : _____ Topic : _____ Std. : _____ Date : _____

Components of the Skill	TEACH NI	F	S	G	VG	RETEACH NI	F	S	G	VG
1. Used beginning statement.										
2. Used explaining links.										
3. Used concluding statement.										
4. Used relevant statements.										
5. There was logical continuity.										
6. Used appropriate vocabulary.										
7. There was fluency in explaining.										
8 Avoided vague words and phrases.										
9. Used questions to test pupils understanding.										
10. Pupils responded correctly to the questions.										

Comments _____

_____

Supervisor's Signature _____

Comments _____

_____

Supervisor's Signature _____

RATING SCALE FOR THE SKILL OF QUESTIONING

Name : _____ Subject : _____ Topic : _____ Std. : _____ Date : _____

Components of the Skill	TEACH NI	F	S	G	VG	RETEACH NI	F	S	G	VG
1. Questions were grammatically correct.										
2. Questions were relevant to the topic.										
3. Questions were specific.										
4. Questions were concise.										
5. Directed questions with proper cause.										
6. Asked questions with proper speed & voice.										
7. Unnecessary repetition of questions and students answers were avoided.										
8 Used prompting questions.										
9. Used questions to seek further information.										
10. Used questions to redirect.										
11. Used questions to refocus.										
12. Used questions to increase critical awareness.										
Lower order questions.										
Higher order questions.										

Comments _____

_____

Supervisor's Signature _____

Comments _____

_____

Supervisor's Signature _____

OBSERVATION SCHEDULE FOR THE SKILL OF INTEGRATION

Name of the Student – Teacher : _____ **Roll No. :** _____

Subject : _____ **Std. :** _____ **Lesson No. :** _____ **Date :** _____

Topic : _____

Entry Behaviour : _____

Sr. No.	Components	Rating					Reteach Rating				
		NS	F	S	G	VG	NS	F	S	G	VG
1.	The set induction was interesting and relevant										
2.	The explanation, narration had the appropriate links i.e. use of phrases & words.										
3.	There were appropriate vocabulary & fluency & continuity in explanation.										
4.	Examples use were appropriate and relevant.										
5.	Sufficient examples were used to make the point clear.										
6.	The questions were specific, concise and gramatically correct.										
7.	The qusetions were thought provoking and with proper speed.										
8.	The questions could fetch proper answers.										
9.	The closure of the lesson was natural and comprehensive.										
10.	The skills used in the lesson were integrated smoothly.										
11.	The integration was natural and appropriate skills were used.										

Suggestions :

Remark _____ ***Supervisor*** _____

Appendix 2.6

Feedback on Simulated lessons

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
Santa Cruz (W), Mumbai – 400 054

Observation Schedule

DRAMATIZATION

Name of the student-teacher_____**Roll No.**_____

Name of the Cooperating School _____

Subject _____ **Std.** _____ **Lesson No.**_____ **Date** _____

Planning	V. G.	G.	A.	B. A.	N .I.
form was suitable to the script					
The topic selected is appropriate for Dramatization method.	5	4	3	2	1
The content selected is from the syllabus to be taught.	5	4	3	2	1
The characters were worth considering for the Drama.	5	4	3	2	1
The scrip of the skit covered all the significant points of the content.	5	4	3	2	1
langauage in the script was effective.	5	4	3	2	1
Suitable Stage arrangement was made for the Drama.	5	4	3	2	1
Effective props were used.					
Execution					
Students were interested in the drama	5	4	3	2	1
The student-viewers were well oriented and instructed for the Drama	5	4	3	2	1
There was proper coordination among the actors in the Drama.	5	4	3	2	1
Dialogue dilivery was powerful and conveyed the feelings and message effectively.	5	4	3	2	1
Drama left a marked impact on students-viewers.	5	4	3	2	1
Time management was followed effectively.	5	4	3	2	1
Evaluation & follow-up					
The teacher ensured constructive feedback on the Drama.	5	4	3	2	1
Evaluation was effective.(knowledge, feeling and judgement)	5	4	3	2	1
The students' answers reflected their understanding on the subject matter	5	4	3	2	1
The teacher could clarify students' doubts and queries effectively.	5	4	3	2	1
Approriate assignment was give as a follow-up work.	5	4	3	2	1

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
Santa Cruz (W), Mumbai – 400 054

Observation Schedule

Game based Learning (GBL)

Name of the student-teacher_____**Roll No.**_____

Name of the Cooperating School _____

Subject _____ **Std.** _____ **Lesson No.**_____ **Date** _____

Planning	V.G.	G.	A.	B.A.	N.I.
The topic is appropriate for the GBL					
Selection of content is as per students' maturity levels.					
The group size is as per requirement					
The focus of the game is on learning outcomes					
time management is well planned					
Execution					
Orientation and instruction for Team Teaching.					
Coordination among the teachers during teaching session.					
Focus on the main theme.					
Correlation between subject matter.					
Active involvement of every teacher in the Team Teaching session.					
students' involvement in the teaching-learning process.					
Appropriateness of the and strategies used by every teachers for team teaching.					
Contribution of each teacher in the team effort.					
Evaluation					
Appropriateness of the evaluation strategy.					
Coverage of the of the content matter for testing the understanding of each subject					
Evaluation of the focussed theme.					
Overall impact.					

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
JUHU ROAD, SANTACRUZ (W), MUMBAI-54.

SIMULATED LESSONS
OBSERVATION SCHEDULE FOR CAM

Name of the Student – Teacher : _____ Roll No. : _____

Subject : _____ Std. : _____ Lesson No. : _____ Date : _____

Topic : _____

Entry Behaviour : _____

I. Planning the Lesson :

		Scale			
A. Selecting the concept :	VG	G	Ab.Avg.	Average	NI
1. The concept selected is from the content to be taught.	5	4	3	2	1
2. The matter to be taught is a real concept. (not a fact / generalisation)	5	4	3	2	1
3. The selected concept is worth teaching by CAM.	5	4	3	2	1
4. The concept selected is appropriate in terms of child's experience.	5	4	3	2	1
B. Selecting examples :	VG	G	Ab.Avg.	Average	NI
1. Example selected are according to the entry behaviour and the maturity level of the pupils.	5	4	3	2	1
2. Positive examples chosen consist of all the essential attributes.	5	4	3	2	1
3. Positive examples chosen exhibit the non-essential attributes.	5	4	3	2	1
4. Nagative examples contain atleast one essential attribute and are not totally unrelated to the concept.	5	4	3	2	1
5. A variety of examples are selected.	5	4	3	2	1
6. The initial example chosen is a positive one.	5	4	3	2	1
7. The examples are arranged according to the objectives determined and students involved.	5	4	3	2	1

II. Presenting Examples and Guiding pupils thinking.

		Scale				
		VG	G	Ab.Avg.	Average	NI
1.	The teacher explained the rules and procedure of the game.	5	4	3	2	1
2.	The examples were presented in the required sequence.	5	4	3	2	1
3.	The teachers encouraged the pupils to generate hypotheses.	5	4	3	2	1
4.	The teacher guided the pupils to compare the attributes of the positive and negative examples.	5	4	3	2	1
5.	The teacher guided the pupils to compare the attributes between the positive examples.	5	4	3	2	1
6.	There were adequate pauses between the examples presented.	5	4	3	2	1
7.	The teacher retained the examples presented before the pupils for sufficient time.	5	4	3	2	1
8.	The teacher elicited the attributes to the concept.	5	4	3	2	1

III. Testing the attainment of the concept.

1.	The teacher presented appropriate unlabelled examples.	5	4	3	2	1
2.	The teacher elicited examples from the pupils.	5	4	3	2	1
3.	The teacher asked the pupils to list essential attributes.	5	4	3	2	1
4.	The teacher guided the pupils to formulate the definition of the concept.	5	4	3	2	1
5.	The teacher asked the students to name the concept.	5	4	3	2	1

Suggestions : _____

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Remark _____ *Supervisor* _____

SIMULATED LESSONS
OBSERVATION SCHEDULE FOR ROLE PLAY

Name of the Student – Teacher : _____ Roll No. : _____

Subject : _____ Std. : _____ Lesson No. : _____ Date : _____

Topic : _____

Entry Behaviour : _____

		Scale				
A.	**Planning**	VG	G	Ab.Avg.	Average	NI
1.	Appropriate instructions are provided for the Role Play.	5	4	3	2	1
2.	Issue / situation to be presented is appropriate for the Role Play.	5	4	3	2	1
3.	Issue is appropriate to the maturity level of the class.	5	4	3	2	1
4.	Additional information / content matter is provided to clarify the issue / situation.	5	4	3	2	1
5.	Appropriate time is provided to understand the issue / situation.	5	4	3	2	1
B.	**Execution**					
1.	Appropriate instructions are provided to facilitate the Role Play.	5	4	3	2	1
2.	Selection of Students / group for the Role Play is appropriate.	5	4	3	2	1
3.	Students are given freedom to put forward their views.	5	4	3	2	1
4.	Teacher ensured minimal interference during the Role Play.	5	4	3	2	1
5.	Teacher restates the role clearly if required.	5	4	3	2	1
6.	Role reversal is carried out effectively.	5	4	3	2	1
7.	Students are encouraged to emote their roles.	5	4	3	2	1
C.	**Post Role Play discussion**					
1.	Maximum participation of students is ensured.	5	4	3	2	1
2.	Students are encouraged to share their experiences / feelings.	5	4	3	2	1
3.	Thorough discussion on roles enacted was ensured.	5	4	3	2	1
4.	Related values were highlighted effectively - Attitudes, Values & Perception	5	4	3	2	1
D.	**Overall impact of the Role Play**	5	4	3	2	1

Suggestions : _____

_____

_____

_____

Remark _____ *Supervisor* _____

OBSERVATION SCHEDULE FOR TEACHING AID BASED LESSON

Name of the student-teacher_____**Roll No.**_____

Subject _____ **Std.** _____ **Lesson No.**_____ **Date** _____

PREPARATION	V.G.	G.	A.	B.A.	N.I.
Teaching aid was neat in its appearance.					
Teaching aid was portable and managable.					
Matter in the Teaching aid was clearly visible to the entire class.					
Teaching aid content was logical in its arrangement.					
Teaching aid was interesting and could attract students' attention.					
Teaching aid included good diagrams, figures, classifications etc.					
Teaching aid was innovative in its preparation.					
The material used for the teaching aid was eco friendly.					
Effectiveness					
Sufficient number of teaching aids were used to clarify the concept.					
Teaching aid was used at appropriate times.					
Teaching aid encouraged interaction and involvement of students.					
Teaching aid was used as a teaching tool than merely as a memory aid.					
The teaching aid was worth using for the topic.					
Teaching aid could enhance students' understanding of the topic.					
Overall use of the teaching aid reflected the resourcefulness of the teacher.					

Sadhana Education Society's
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
Observation Schedule

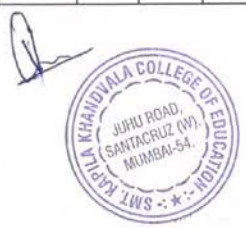
TEAM TEACHING

Name of the student-teacher_____**Roll No.**_____

Name of the Cooperating School _____

Subject _____ **Std.** _____ **Lesson No.**_____ **Date** _____

	Planning	V.G.	G.	A.	B.A.	N.I.
1	The topic selected is appropriate for Team Teaching.	5	4	3	2	1
2	The content selected is from the syllabus to be taught.	5	4	3	2	1
3	The group size of teachers is appropriate as required.	5	4	3	2	1
4	The assigned role of each teacher is worth considering for Team Teaching.	5	4	3	2	1
5	Each teacher has the scope to show her/his expertise in the subject.	5	4	3	2	1
		5	4	3	2	1
	Execution					
		5	4	3	2	1
1	The students are well oriented and instructed for Team Teaching.	5	4	3	2	1
2	There is proper coordination among the teachers during teaching session.	5	4	3	2	1
3	There is logical and smooth switch over between teachers to carry out their roles.	5	4	3	2	1
4	All the teachers are actively involved in the Team Teaching session.	5	4	3	2	1
5	The teachers ensure the students' active involvement in the teaching-learning process.	5	4	3	2	1
6	Different strategies of teachers are recorded.	5	4	3	2	1
7	Each teacher carries out his/her role effectively.	5	4	3	2	1
	Evaluation					
		5	4	3	2	1
1	Appropriate evaluation strategy is selected.	5	4	3	2	1
2	The understanding of the content matter taught by each teacher is well covered in the evaluation.	5	4	3	2	1
3	The students' answers reflect their understanding on the subject matter.	5	4	3	2	1
	Overall impact.	5	4	3	2	1



Appendix 2.7
Feedback of Staff of Practice teaching School

Smt. Kapila Khandvala College of Education
Observation schedule for school teacher

Name of the student- teacher: _____ Roll no _____
Subject: _____ Std: _____ Date: _____
Topic: _____

Sr.no		Excellent	V. Good	Good	Average	Unsatisfactory
1	Introduction to the lesson					
2	Content knowledge					
3	Language competency					
4	Classroom management					
5	Time management					
6	Teaching aids/ resources used					
7	Interaction with students					
8	Audibility					
9	Chalk board work					
10	Organization of the lesson					
11	Preparation for the lesson					
12	Innovativeness					
13	Methodology					
14	Overall impact of the lesson					

General comments:

Suggestion:

Name of the school teacher: _____ Signature: _____
Name of the school: _____

Appendix 3.1

Conferences/seminars/workshops attended by the faculty members in the past five years are as follows:

Faculty	Year	Participation by	Theme	Type
Mr. James Michael	2010	Attended	'The Rights of Children to Free and Compulsory Education'	National Conference
	2010	Attended	'Quantitative and Qualitative Data Analysis.'	Seminar
	2011	Attended	'Counselling- A challenge for Teachers Today'	Seminar
	2011	Attended	Professorship in colleges	Seminar
	2011	Attended	'Counselling-A silent Necessity'	State level Seminar
	2011	Attended	'Healthy Quality Practices-Known to Unknown'	NAAC sponsored National Seminar
Ms. Ashima Deshmukh	2011	Attended	A discourse by his holiness, Dalai Lama on 'Ancient Wisdom-Modern Thought'	Discourse
	2011	Attended	'Environment Re-Engineering Series-2, Forest Management'	Seminar
	2012	Attended	'Studies and Research: Text and Approaches to Melody, Rhythm and Languages'	Seminar
	2012	Presented a Paper titled 'Multimedia and digital Open Educational	'Multimedia and digital Open Educational	National Level Conference

		Resources'	Resources'	
	2012	Attended	'Education for Peace'	National Level Conference
	2013	Attended	'Libre Office Software at IIT'	Workshop
	2013	Attended	Open and Flexible Distance Learning	International Conference
	2013	Attended	'NAAC Accreditation and Quality enhancement'	Seminar
	2014	Attended	'Perspectives in Higher Education: Alternatives in the context of Globalization'	International Conference
	2014	Attended	India Innovation-Creating a Network for Assessing Student in Schools and Colleges at Mumbai	Seminar
	2014	Presented a paper ' Generative Dialogue in the distance education programme in the University of Mumbai'	Asian Association of Open Universities	International Conference
Dr. Jayashree Inbaraj	2011	Attended	Global Schools Partnership	Workshop
	2011	Attended	Women Empowerment through Financial Literacy Initiatives	Seminar
	2011	Co-Authored a Paper titled 'Peer Assessment in teacher Education – Raising standards in training and Evaluation'	Raising the Bar: Striving for Quality.	NAAC Sponsored Conference

	2012	Presented a Paper titled ' A taxonomy of professional competencies for global citizenship'	Taxonomy of Education Skills	UGC-SAP Seminar
	2012	Attended	Academic Performance Indicator'	Workshop
	2013	Presented a Paper titled 'Understanding the Dimensions of Developing Global Perspectives in Teacher Education'	Redefining Education : Expanding Horizon	International Conference
	2013	Attended	NAAC Accreditation and Quality Enhancement'	Seminar
	2013	Attended	Param University and Course Development for Teacher Training for Certificate, Diploma, Degree.	Seminar-cum-Workshop
	2014	Attended	Perspectives in Higher Education: Alternatives in the context of globalization	Seminar
	2014	Attended	Benchmarking for excellence in higher education	Seminar
	2014	Attended	Promoting Collaborative learning : Changing Paradigm using e-resources	National level Workshop

	2014	Attended	Global Teacher Accreditation program	Workshop
	2014	Presented a paper ' Towards a Pedagogy of humane well being Influence of positive Psychology in Teacher Education'	Enriching Education: sculpting humane professionals.	National level Conference
	2014	Attended	British Council's Teacher researchers: Agents of change	National level Conference
	2014	Presented a paper on 'Collaborative learning experience for pre-service teachers through the iEARN platform'	iEARN Conference	International level Conference
Dr. Smita Gupta	2012	Attended	Performance Based Assessment	Workshop
	2012	Attended	Women Empowerment	Seminar
	2014	Attended	Empowering teachers in Life skills Education	Seminar
	2014	Attended	Promoting Collaborative learning : Changing Paradigm using e-resources	National level Workshop
Dr Savita Manchekar	2011	Conducted	Preparation of CAI packages for D.Ed. students and teachers	Workshop
	2012	Attended	Quantitative Data Analysis	Workshop
	2012	Attended	'Open Education Resources'	Workshop

	2013	Attended	Param intervarsity and course development for teacher training for certificate, diploma and degree.	Seminar-cum-Workshop
	2015	Presented a paper 'Flipped Classroom model for blended learning through ADDIE model of Instructional Design'	Blended learning pathways to success	Workshop
	2015	Presented a paper 'Respecting women practicing human rights'	Contemporary issues in Women's studies	National Seminar
	2015	Presented a paper ' Preparing the next generation teachers; A case study'	ICT transforming education	Seminar
Ms Gauri Hardikar	2010	Presented a paper titled 'Applications of Principles of Andragogy for Reconfiguring Teacher Education'	'Taking charge of anger: Strategies for constructive anger management'	Seminar
	2010	Attended	'Access to Success: New Vistas in Management of Education '	Seminar
	2011	Presented a paper titled 'Exploring Principles and Models of efficient, engaging and effective teaching learning'	Teaching, learning and evaluation: Shaping our future	UGC sponsored Seminar
	2011	Presented a paper titled ;Learning to learn:	Preparation and professional	National Seminar

		Preparation of Teacher Educators for self directed learning'	development of teacher educators	
	2011	Presented a paper titled ' Applications of Principles of Andragogy for self directed learning'	Preparation and professional development of teacher educators	UGC sponsored Seminar
	2011	Attended	Research Avenues and challenges in Higher education, conducted	Seminar
	2014	Attended	Rational Emotive Behavior Therapy	Workshop
	2014	Attended	Quality Concerns in Teacher Education	National Conference
	2014	Presented a paper- Voices in the head- Managing self talk for enhancing self	Enabling Education; Equipping students for life	National Seminar
Ms. Sheetal Zalte	2011	Attended	Perspectives on Right to Education Act and Formative Evaluation in Schools'	Workshop
	2012	Presented a paper titled 'Perception of Teacher Educators towards their Role as entrepreneur'	Empowering learner for Entrepreneurship	National Conference
	2012	Presented a paper titled 'Facilitating Construvist Learning through Asynchronous modes of e-learning- an illustration'	Building Asynchronous Learning Environments: Opportunities and Challenges	UGC sponsored Seminar

	2012	Attended	Contemporary Trends in Geography and Geographical Teaching	Workshop
	2012	Attended	Education for Peace	National Seminar
	2013	Attended	Libre office' software	Workshop
	2013	Attended	Women's Empowerment: Need of the hour	Seminar
	2013	Attended	'Extension Education &Rural Communities	International conference
	2013	Attended	'Equitable Society with Equal opportunities'	UGC sponsored Seminar
	2014	Attended	'Innovations in 21st Century Education	National Seminar
Ms Megha D'Souza	2010	Presented a paper titled 'TQE (Total Quality in Education): journey towards Excellence'	Reforms in Higher Education	National Seminar
	2011	Attended	Dance For Peace	National Seminar-cum_ Workshop
	2013	Attended	Dialogue Based Learning	National Level Workshop
	2013	Attended	Women's Empowerment: Need of the hour	Seminar
Mr Sunil Rajpurkar	2010	Presented a paper Titled 'Exploring Environmental Practices in Teacher Education'	'Environmental Re-Engineering For Enhanced Living'	National Seminar

	2011	Presented a paper Titled 'Bringing Constructivist Classrooms in Teacher Education'	Access to Success: New Vistas in Management Education	National Seminar
	2011		A discourse by his holiness, Dalai Lama on 'Ancient Wisdom-Modern Thought'	Discourse
	2011	Presented a paper Titled 'Quality Enhancement in Teacher Education by generating Constructivist Learning Environmment	Healthy Quality Practices: Known to Unknown	NAAC Sponsored Seminar
	2011	Attended	Environmental Reengineering: Series 2 Sustainable Energy for all	National Seminar
	2012	Attended	Environmental Reengineering: Series 3 Sustainable Energy for all	National Seminar
	2013	Attended	Creating Awareness to Conserve and Protect Environment- Role of Education	National Seminar
	2013	Attended	If we wish to create lasting Peace we must begin with the children	ISCCR Sponsored National Seminar
Ms Sujata Kambale	2010	Attended	Conservation and Preservation of Archival Material and Manuscripts	Workshop
	2011	Attended	Collection Development of Resources in Electronic Environment	National Conference

	2012	Presented a paper Titled ‘Digitization Projects : Issues and Challenges’	Academic Libraries in Electronic Era	UGC sponsored State level Conference
Ms Deepali Pakhare	2013	Attended	LIS Profession: Emerging Trends and Challenges	Seminar
	2014	Presented a paper Titled ‘ Library Consortia: Cooperative development and electronic resource sharing’	Reshaping the academic libraries: Tends and issues	National Conference

Appendix 3.2

Staff Publications for the last five years

Faculty	Title	Name of journal
Dr Smita Gupta	Effectiveness of an integrated HIV/AIDS education programme	Double blind Peer reviewed International Journal of Research, Vol 1, issue 7, August 2014 ISNN 2348-6848
Dr Jayashree Inbaraj	Applying backward Design to Curriculum Development and Teacher Training	Pillai college of education's journal of educational research and technology, April-June 2013; Volume 02, no.2.ISSN2249-4367
Ms. Megha D'Souza	Capacity building in teachers to teach Economics scientifically published	Pillai college of education's journal of educational research and technology, April-June 2013; Volume 02, no.2.ISSN 2249-4367
Dr Savita Manchekar and Ms. Sheetal Zalte	Facilitating Constructivist Learning Through Asynchronous Modes of e-learning- A case study	Somaiya College of Education's Seminar Proceedings, ISSN no. 978-81-7039-287-3
Ms.Ashima Deshmukh	Digital Technology in the teaching of History	TRANSACADEMIA - an International Journal of Education, January 2014, ISSN No 2319-3492
Dr Jayashree Inbaraj	A Study of the Global Awareness among Student teachers of greater Mumbai and their Motivation towards education for Global Citizenship.	Co-authored a research article published in Edusearch Vol.No.5, April 2014 ISSN No 0976-1160
Mr Sunil Rajpurkar	Pedagogical Inputs about the common core elements of the curriculum NPE 1986 through teacher education.	Double blind peer reviewed International journal of social science and management, Vol. 3 Issue 1,Oct 2014, ISSN No 2319300X

Faculty	Authored/Edited	Type	Name of Paper	Name of the Book/Report
Dr Jayashree Inbaraj	Authored	Paper	Peer Assessment in Teacher Education- Raising standards in training and evaluation	'Raising the bar: Striving for Quality' by Alfa Publications, New Delhi, ISBN No 978-93-81465-64-5
Dr Jayashree Inbaraj	Authored	Paper	'Co-teaching as a collaborative strategy for mental health of children in an inclusive classroom'	Peer reviewed and edited book titled 'Mental Health: Role of Education' ISBN No 978-922307-1-9
Dr Jayashree Inbaraj	Edited	Book		Lesson Planning-a reference Handbook', Smt Kapila Khandvala College of Education Publications, 2012, ISBN No 978-81-924258-1-8
Mr Sunil Rajpurkar	Authored	Book		'Sandharaniya Paryavaran Vyavasthapan' published by Himalaya Publishing house ISBN No 978-93-50519669-0
Ms Sheetal Zalte	Authored	Paper	'A study of B. Ed. Program Impact in Context to Entrepreneurship Development: Learners' Perspective'	'Extension Education. & Rural Communities', ISBN No 978-93-83072-08-8
Mr Sunil Rajpurkar	Authored	Paper	Need for a Competancy Based Education in Credit Based semester system	Smt Kapila Khandvala College of Education's Seminar Publication, April 2012, with ISBN 978-81-924258-0-1
Ms.Ashima Deshmukh	Co-authored	Paper	Digital Content story board for peace education	A peer reviewed publication on ICSSR sponsored national level seminar cum workshop, ISBN 987-81-924258-5-6
Dr Savita Manchekar	Authored	Paper	Scenario based learning on Concept and strategy of Co-operative learning	A peer reviewed publication on ICSSR sponsored national level seminar cum workshop, ISBN 987-81-924258-5-6

Dr. Gauri Hardikar	Authored	Paper	Scenario based learning on Counselling	A peer reviewed publication on ICSSR sponsored national level seminar cum workshop, ISBN 987-81-924258-5-6
Dr Smita Gupta , Ms Megha D'souza and Ms. Sheetal Zalte	Co-authored	Paper	Scenario based learning on defense mechanisms	A peer reviewed publication on ICSSR sponsored national level seminar cum workshop, ISBN 987-81-924258-5-6
Dr Jayashree Inbaraj and Ms Ruchi Mittal	Co-authored	Paper	Scenario based learning on Inflation	A peer reviewed publication on ICSSR sponsored national level seminar cum workshop, ISBN 987-81-924258-5-6
Dr Jayashree Inbaraj	Authored	Paper	Creating an Entrepreneurial mindset through the curriculum in teacher education programme	Proceedings of the International conference conducted by GSB's Suraja college of education, ISBN No 9789383072439
Dr Savita Manchekar	Authored	Chapter	MOOCs a storehouse of opportunities	International Journal 'Recent trends in ICT In education' 2015, ISBN 9781329172814
Ms. Sheetal Zalte	Authored	Paper	Teacher educators as Educational Entrepreneurs'	Proceedings of the International conference conducted by GSB's Suraja college of education, ISBN No 9789383072439
Ms. Sheetal Zalte	Authored	Paper	Mobile learning through constructivist Approach	Proceedings of the National conference conducted by K.J Somaiyya college on Innovations in 21st century education, 2015 ISBN No 978817039287
Ms Megha D'souza	Authored	Paper	Connecting the disconnect between schools and TEIs	Proceedings of the National of the national seminar-TQM to TQE, the quest for excellence in education, 2014, ISBN 9789331325440
Ms Megha D'souza	Authored	Paper	Quality improvements in practice teaching-KKCE initiatives	Proceedings of the National of the national seminar on Quality Initiatives in Practice teaching ISBN 9789384148508

Appendix 3.3

Seminars and Workshops organized by KKCE

(Funded)

Sr. No	Date	Theme
1.	26th February2011	A Seminar-cum-Workshop on 'Professionalism in Teaching'
2.	23rd - 24th April 2012	UGC sponsored National Level Seminar on, 'Fostering a Credit Based Semester System (CBSS) - Challenges and Opportunities.'
3.	28th March 2013	NHRC sponsored ' Child Rights and Rights of Women'
4.	8th - 9th April 2013	NAAC and Sir Ratan Tata Trust Sponsored State level Seminar on 'Curriculum for excellence in Teacher Education' jointly organised by KKCE and TISS.
5.	28th February 2014	PSA sponsored Seminar on 'Sustainable Development'
6.	16th -17th April 2014	ICSSR sponsored National Level Seminar-cum-Workshop on 'Contemporary Perspectives in Content Development'
7.	13th -14th March 2015	UGC sponsored National level Workshop on 'Positive Mental Health for Personal and Social Empowerment: Nurturing You, Me and We.'

Appendix 3.4

List of Collaborations

Sr No	Organization	Shared areas/expertise
1	Radio MUST Community radio , Mumbai University	Orientation and hands on training for Radio lessons .
2	CHIP-(NGO) which works towards quality education in government schools	Trained their support teachers for English communication classes at our language lab. Students also visited one of the CHIP centers for pre-primary teaching at .
3	The Blind and the Elephant	A theatre group which uses institutional space and demonstrates theatre skills to students and faculty.
4	YCMOU	Centre for e-B.Ed. programme and development of the course.

List of Linkages

Sr No	Organization	Shared areas/expertise
1	TISS	Academic Exchanges on Curriculum development for teacher Education.
2	iEARN	Interactive curriculum-based website in which student teachers select projects, conduct action research, share opinions, and become global citizens
3	The Special Education dept, SNDT	Co-teaching for inclusion
4	Observer Research Foundation, (ORF)	A research based collaboration for curriculum related panel discussions, think tank meetings and workshops.

Appendix 4.1

Appendix no 4.1

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Investments made in Infrastructure Development in Last Five years

Sr	Assets	COLLEGE & thru UGC					Total
		2010-11	2011-12	2012-13	2013-14	2014-15	
1	Building		89000	1135000			1224000
2	Computer & Printer	32400	76299	34195	9450	666863	819207
3	Language Lab	0	0	902243	0	0	902243
4	Solar Power Generator	0	0	0	1639888	0	1639888
5	SMART BOARD	0	0	0	0	321047	321047
6	Xerox Machine	0	0	0	83081	88000	171081
7	LCD Projector	0	0	0	0	27900	27900
8	Air Conditioner	0	0	0	0	551810	551810
9	Television	0	0	0	0	94500	94500
10	Sound System	0	19019	0	0	47600	66619
11	LED Lights	0	0	0	0	128792	128792
12	Podium	0	0	0	0	39789	39789
13	Video Camera	0	0	0	0	36485	36485
14	BioMetric Machine	0	0	11813	8000	0	19813
15	Fire Exstinquisher	0	2498	0	0	0	2498
16	Water cooler	0	0	0	0	32700	32700
17	Teaching Aid	0	0	0	0	37000	37000
18	Sports Equipments	0	0	0	0	9000	9000
		32400	**186816**	**2083251**	**1740419**	**2072486**	**6115372**

Appendix 4.3

SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

The budget allocation and utilization for Last 5 yrs

Sr.no	Particulars	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
		Budget	Actual Spent	Budget	Actual Spent	Budget	Actual Spent	Budget	Actual Spent	Budget	Actual Spent
1	Computers & Printer	210000	32400	100000	76299	100000	20995	100000	32400	50000	155700
2	Laboratory & Other Equipments	40000	10000	50000	23092	50000	0	50000	10000	32000	31635
3	Library Books	10000	16278	20000	23341	20000	30095	20000	16278	40000	21494
4	Furnture & Fixtures	20000	106137	20000	15675	50000	71362	50000	106137	30000	42500
		280000	**164815**	**190000**	**138407**	**220000**	**122452**	**220000**	**164815**	**152000**	**251329**

Principal
SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION

Appendix4.3

Library Resources

Total No. Of Books	17927
Total No. Of Titles	12674
Total No. Of. Volumes	5253
Journals and Magazines	45
Audio visual teaching-learning resources	121CDs, 37 Video Cassettes, 74 Audio Cassettes and 10 years national geography Cassettes
Thesis and Dissertations (PhDs, M. Phil and M.Ed of various universities)	229
Bound volumes	243

Periodical Collection: (National & International)

	National Journals
1	Anweshika : Indian Journal of Teacher
2	Asian Journal of Psychology & Education
3	Bharateeya Shikshan
4	Bharateeya Adhunik Shiksha
5	Competition Success Review (Magazine)
6	Down to Earth (Magazine)
7	Education World (Magazine)
8	Edutrack
9	Experiments in Education (Research Journal)
10	Indian Educational Review
11	Indian Psychological review
12	In Quest of Bharatiya Shikshan
13	India Today (Magazine)
14	IUP Journal of English Studies
15	IUP Journal of Information Technology
16	IUP Journal of Soft Skill
17	Journal of Indian Education
18	Journal of Educational Research and Extension (Research Journal)

19	The Journal of English Language Teaching (India) (Peer Reviewed)
20	Lokprabha (Magazine)
21	Miracle of Teaching
22	Mentor (Magazine)
23	One India One Peaple (Magazine)
24	Pillai Journal of Educational Research & Technology (Research Journal)
25	Primary Teacher
26	Primary Shikshak
27	Quest in Education (Peer Reviewed)
28	Resonance Journal of Science Education
29	Readers Digest (Magazine)
30	Research Tendem (Research Journal)
31	School Sciences
32	Shikshan Samiksha
33	Shikshan Sankraman
34	Shikshak Mitra (Research Journal + Peer Reviewed)
35	Sanshodhan Chetna (Research Journal)
36	Teacher Support
37	Teachers of the World
38	University News
39	Yuva Bharati (Magazine)
40	Yojana (Magazine)
	International Journals
1	Research Revolution (Research Journal)
2	Teacher (Educational Magazine)
3	Teachers of the World
4	Journal of Educational & Psychology Research (Research Journal + Peer Reviewed)

Appendix 4.4

Acc. No.	CD/DVD Title
1	HP DeskJet 690 Series
2	SciArt: A Scientific Resource CD
3	Sony USB Driver: MGI Photo Suite/Video Wave
4	History 10th
5	The Way things work 2.0
6	History of India
7	Encyclopedia of Science 2.0
8	Mathematics Std 8 Selfstudy CD
9	Chronicle of the 20th Century
10	Introduction to Windows
11	Science and Technology: Learning Elementary Std. 7
12	MoreFonts (Public Software Library)
13	Coral Gallery Magic
14	COSMI: America's Favorite Budget Software (Calendar Magic)
15	A R Rahman: Vande Mataram
16	LiBSUITE Educational (Library Automation Software)
17	InfraSuite: Creative Technology
18	Sujata
19	All Family CD 99
20	InfraSuite: Creative Technology
21	HP Original Inks Print: All Things Bright & Beautiful
22	Manorama Knowledge Adventure
23	Mahanagar Telephone Nigam Ltd. Mumbai
24	InfraSuite: Creative Technology
25	iomegaware: Software for your Stuff
26	InfraSuite: Creative Technology
27	MultiWare: Graphics, Sound & Network
28	MultiWare: Graphics, Sound & Network
29	Mega Disk: Games
30	MultiWare: Graphics, Sound & Network
31	The Science of Environmental Issues
32	Windows 98
33	Primary Module (Sage Publications)
34	Wings of Fire
35	India Wide: A Multimedia Odyssey (Aao Bharat Dekho)
36	Random House Webster's Unabridged Dictionary
37	The Discovery of India
38	DishnetDial: The right Internet Connection
39	Prassi: A Veritas Software Company
40	COMPAQ: QuickRestore

Appendix 4.4

Acc. No.	CD/DVD Title
41	Science and Technology: Learning Elementary Std. 6
42	Aditya Vikram Birla 1943-1995
43	The Science of Environmental Issues
44	Government of Gujarat Presentation
45	Windows 95
46	World Book 1999
47	UMAX Astra 122OP Scanner
48	Photo Gallery 5000: Mega Graphics
49	Graphics 10000
50	Gyansagar Geography : Public Software Library
51	Communication Skills
52	Geometry
53	An International Collaboration Picatype: India Albam
54	Learn Windows 95
55	Learn Windows 97
56	Learn Office 97
57	LEAP Personal Publisher (Indian Languages & English)
58	World Book Multimedia Encyclopedia
59	IBM AntiVirus
60	Microsoft Encarta 97 Encyclopedia
61	Physics 1
62	Encyclopedia of Space and the Universe
63	War & Peace (Jung aur Aman)
64	Lables Plus
65	Village Life in India
66	New Interchange: Improve your English with 140 fun activities
67	Mathematics : Acacia's Revise Series
68	Ocean Planet
69	More Photos
70	SOUL : Software for University Libraries
71	The National Geographic Magazine '20s (3 CD)
72	The National Geographic Magazine '30s (3 CD)
73	The National Geographic Magazine '40s (3 CD)
74	The National Geographic Magazine '50s (3 CD)
75	The National Geographic Magazine '60s (3 CD)
76	The National Geographic Magazine '70s (3 CD)
77	The National Geographic Magazine '80s (3 CD)
78	The National Geographic Magazine 1888-1909 (4 CD)
79	The National Geographic Magazine 1910s (3 CD)
80	Multimedia Chemistry I & II

Appendix 4.4

Acc. No.	CD/DVD Title
81	Certified Universal
82	Q 2 P (Toilets and the City
83	Snapshots from a Family album
84	Where's Sandra?
85	Shabdakosh: English-Hindi
86	Cambridge Advanced Learner's Dictionary on CD-ROM
87	English Grammar in Use CD-ROM
88	Vertical City
89	Varsha Jal, Sanchay Saral
90	Cell Biology (Dr. V. Maheshwari with Thesis)
91	Learning Geography is Fun
92	Teaching Listening and Speaking
93	A Climate Change Mystery- A Children's Animated film by care
94	S. Chand's Educational CD-ROM Syllabus 2010-11 for classes I-XII
95	Indian Innovation Awards: (Indian Express)
96	Libsuite Backup
97	NCTE In Teacher Education: Shikshak Prashikshan me Mulya Shiksha
98	NAV 2003
99	NCTE In Teacher Education
100	Ultimate book of Knowledge
101	It's for You: Developments
102	Collins Cobuild Student's Dictionary
103	E-Scan Antivirus & Content Security
104	MediaClips 2.0
105	Encyclopedia Britanica India & The World
106	Academic Information
107	Library Activities AVG
108	CAI Package (Sangita Kokate with thesis)
109	Library Package
110	Global ITE Replaces
111	Visual Basic: Graphics Tools
112	Gujarat: The Power House
113	I Ball: The King

Appendix 5.1

List of workshops, seminars, guest lectures, value added and certificate courses conducted

Theme of the Workshop/ Seminar/Lecture	**Years in which conducted**	**Workshop/ Seminar /Lecture**	**Resource Person/s**
Content Enrichment through Concept Mapping	12-13, 13-14, 14-15	Workshop	Dr. J. Inbaraj
Micro Teaching	12-13, 13-14, 14-15	Workshop	Faculty at KKCE
Lesson Planning	12-13, 13-14, 14-15	Workshop	Faculty at KKCE
Computer Assisted Instruction (CAI)	12-13, 13-14, 14-15	Workshop	Ms. A. Deshmukh
'Effective Communication Skills'	12-13, 13-14, 14-15	Workshop	Ms. V. Bose
'Developing Radio Lessons'	12-13, 13-14, 14-15	Workshop	Mr. Pankaj Athavale
Evaluation	12-13, 13-14, 14-15	Workshop	Faculty at KKCE
Peer Review	12-13, 13-14, 14-15	Workshop	Dr. J. Inbaraj
'Making Resume'	12-13, 13-14, 14-15	Lecture	Dr. Smita Gupta
Active Learning Methods	12-13, 13-14, 14-15	Lecture	Dr. J. Inbaraj
'Facing the Interview'	12-13, 13-14, 14-15	Lecture	Dr. Smita Gupta
'Learning Disabilities'	12-13, 13-14, 14-15	Workshop	Ms. Carol Rodrigues
'Basic First Responder Training'	12-13, 13-14, 14-15	Workshop	Mr. Lokhande from BMC's Disaster Management Cell
'Google Earth', 'Geogebra' and 'Netlogo'	12-13, 13-14, 14-15	Workshop	Faculty at KKCE
Yoga Training Programme	12-13, 13-14, 14-15	Workshop	Ms. Alpa Bhatt, Vinayasa Institute and Ms. Samita Verekar
'Teacher's Eligibility Test'	13-14, 14-15	Lecture	Ms. Sita Giri
'Mobile Film Making'	13-14, 14-15	Workshop	Mr. Himanshu Worlikar
'Multiply the Message'	13-14, 14-15	Workshop	Trailblazers
Value Added Courses like Warli Painting, Calligraphy,	13-14, 14-15	Workshop	Various people

Counseling, Graphology, Dance, Music			
'Life Skills'	12-13, 13-14	Workshop	Ms. Gauri Hardikar, Team from KEM Hospital and Seth GS Medical College
ENEAGRAM	12-13, 13-14	Workshop	Dr. Satish Kumar
Street Plays	12-13	Workshop	Mr. Santosh Sawant
Basic Counseling Skills	12-13	Workshop	Prafulta Counseling Services
Gender Issues	12-13	Workshop	Ms. Chitra Patil, Meljol
Child Rights and Rights of Women	12-13	Seminar	Ms. Malati Rao, Ms. Simantini Dhuru, Ms. Surbhi Sharma, Dr. Ved Thapar
Curriculum for Excellence in Teacher Education	12-13	Seminar	Experts from various backgrounds
'Misconceptions of Students in Science'	13-14	Lecture	Dr. Narendra Deshmukh
'Skills of Language Acquisition'	13-14	Lecture	Ms. Deepa Dhawan
''History of Mathematics'	13-14	Lecture	Dr. Vivek Patkar
'Sustainable Development'	13-14	Seminar	Ms. Katy Rustom Mr. Deby Goenka Ms. Shanta Chatterjee
'Alternate Therapies'	13-14	Lecture	Mr. Benson George
'Teachers as Professionals – Reclaiming the Lost Ground'	13-14	Lecture	Prof. R. Govinda
'Theatre in Education'	13-14	Workshop	Team from Srujan
'Contemporary Perspectives in Content Development'	13-14	Seminar cum Workshop	Experts from various backgrounds
Family Wellbeing	13-14	Lecture	Dr. Nilesh Chatterjee
Academic Collaborations with Israel: Exploring Possibilities	14-15	Lecture	Consulate General of Israel Mr. Matan Zamir
SQ3R	14-15	Workshop	Ms. Ruchi Mittal

Importance of Stories to teach English	14-15	Guest Lecture	Ms. Deepa Dhawan
Solid Waste Management	14-15	Workshop	Observer Research Foundation
Accessing N-list Resources	14-15	Lecture	Ms. Dipali Pakhare
NLP for Personal Excellence	14-15	Workshop	Mr. Ashlesh Rao
Basic Concepts of Vedic Mathematics	14-15	Lecture	Mr. Hemant Solanki
Learning to Teach in an International Setup	14-15	Lecture	Ms. Anuradha Jaiswal
Women Empowerment	14-15	Lecture	Christine Charles, Majlis Legal Center
Transforming Indians to Transform India	14-15	Seminar	Chinmaya Mission
21st Century Educator	14-15	Lecture	Ms. Nafisa Bhinderwalla
Positive Mental Health for Personal & Social Empowerment: Nurturing You, Me and We	14-15	Workshop	Experts from various fields

Appendix 5.2

List of student achievements in extra-curricular activities

2013 - 2014

Rangoli Competition	1st 2nd 3rd	Purnima Sutar Seema More Seema Jadhav
Thali Decoration	1st 2nd 3rd	Manasi Mehta Veroni Chhadva Veena Patel
Confectionary Item Competition	1st 2nd	Radhika Daga Prachi Chiplunkar
Culinary Skills Competition (Salty)	1st 2nd	Reena Mehta Jigna Thacker
Culinary Skills Competition (Sweet)	1st 2nd	Rinita Jajoo Pooja Pasad
Mehendi Competition	1st 2nd 3rd	Zeba Khan Shaikh Mehrunnisa Priyanka Mehta
Extension Work Food Festival	1st 2nd 3rd	Gujarat Group - Jinal Patel, Akshata Zambare, Khyati Bhatt, Sweety Dabuwala, Vishakha Katkoria, Radhika Daga, Palak Sanghvi, Veroni Chhadva, Monika Sharma, Nikhil Upadhyaya Maharashtra Group - Shirin Shaikh, Richa Parikh, Veena Patel, Chetana Solanki, Monica Desai, Payal Saiya, Pooja Jangir, Mehrunnisa Shaikh, Nilesh Panchal, Diana Rodrigues Rajasthan Group - Prachi Chiplunkar, Seema More, Priyanka Parkar, Priyanka Mehta, Preeti Chothave, Neelam Beldar, Shweta Pawar, Hiral Ghadiyali, Seema Jadhav, Rachana Manchakatla
Mobile Film Making	1st 2nd 3rd	Eve Teasing - Palak Sanghvi, Dhruti Vakharia, Prashant Ramteke, Pradeep Chauhan, Jinal Gangar, Hiral Ghadiyali My Autistic Friend - Bharati Sonawane, Ishita Joshi, RamaPriya Sinha, Rahat Shaikh, Monica Chaudhary Unprivileged Girl - Rupal (Shroff) Trivedi, Mansi Mehta, Darshani Shah, Reshma Sequeira, Shubhada Rathi
Poster Competition (Inter Collegiate)	1st 2nd 3rd	Shweta Pawar, Neelam Beldar, Seema Jadhav, Deepika Marathe, Priyanka Parkar Jeffrin Wadia , Karishma Patel, Jigna Thacker Nikhil Uppadhyaya, Radhika Daga, Leena Chintala, Rahat Shaikh, Monika Sharma
Slogan Competition	1st 2nd 3rd	Kavita Solanki, Neelam Beldar, Shweta Pawar, Bharati Sonawane, Shraddha Rawal, Sonam Mehta, Veroni Chhadva, Jinal Gangar, Rachana Manchakatala, Jahnvi Shah Ripal Shah, Bhavika Rawal, Usha Ugrejiya, Chetana Solanki, Alpa Joshi AND Reena Mehta, Nida Chaudhary, Nilesh Panchal, Radhika Daga, Zeba Khan, Pranjali Manjrekar Azmin Daver, Beena Chhabria, Monika Sharma, Dhruti Vakharia, Mansi Mehta

Group Singing **Best conductor of group song** **Best Singer**	1st 2nd 3rd	Sandra Rego, Azmin Daver Veena Patel, Radhika Daga, Prachi Chiplunkar, Pranjali Manjrekar, Shirin Shaikh, Diana Rodrigues, Sumaiya Shaikh, Neelam Beldar, Pooja Jangir, Leena Chintala, Rinita Jajoo, Mehrunnisa Shaikh Rupal Trivedi, Monica Chowdhary, Nida Chaudhary, Sanju Yadav Deepika Marathe Sandra Rego
Solo Singing	1st 2nd	Sandra Rego Rupal (Shroff) Trivedi
Poetry Recitation	1st 2nd 3rd	Nikhil Upadhyaya Azmin Daver Deepika Marathe
Dance Competition (Group) **Best Dancer** **Best Choreographer**	1st 2nd 3rd	Jinal Patel, Manali Nirmal, Vishakha Katkoria, Akshata Zambare, Khyati Bhatt, Sweety Dabuwala, Ishita Nagar Palak Sanghvi, Nikhil Upadhyaya Nikhil Upadhyay Kinjal Khatri
Dance Competition (Solo)	1st	Kinjal Khatri
Best Fashion Show **Best Choreographer** **Best Costume** **Best Model**		<u>Brides of India</u> - Radhika Daga, Shirin Shaikh, Prachi Chiplunkar, Pranjali Manjrekar, Veena Patel, Diana Rodrigues, Sandra Rego, Mehrunnisa Shaikh, Monika Sharma, Leena Chintala, Pooja Jangir, Sumaiya Shaikh Radhika Daga (Brides of India) Sumaiya Shaikh (Brides of India) Kinjal Khatri

2014 - 2015

Poster Competition (Independence Day)	1st 2nd	Komal Shah, Jigna Mehta, Vaidehi Patel, Kinjal Dani, Ekta Dalal, Krishna Soni, Priyal Shah, Jessica Avlani, Rincey Nadar, Varsha Jain, Pruthvi Shelat & Marisha Pandya Alok Singh, Anuja Nayampally, Arjun Kakade, Bhavika Patil, Deepika Pingulkar, Gayatri Boridkar, Pooja Bhaya, Mamta Tank, Shreya Desai &Sakina Shaiwala
Slogan Competition (Independence Day)	1st 2nd	Komal Shah, Jigna Mehta, Vaidehi Patel, Kinjal Dani, Ekta Dalal, Krishna Soni, Priyal Shah, Jessica Avlani, Rincey Nadar, Varsha Jain, Pruthvi Shelat & Marisha Pandya Fara Khan, Sarah Ratnani, Hiral Patel, Dhanashree Patki, Rashmita Nimawat, Darshana Vora, Utkarsha Patil & Rashmi Kothari

Singing (Group)	1st 2nd	Jigna Mehta, Ishita Shah, Ekta Desai, Dhara Hodge, Darshana Vora, Krishna Soni, Gautami Mishra & Nagma Hazir Bhavika Patil, Utkarsha Patil, Gayatri Boridkar, Priya Das & Vishakha Patil
Singing (Solo)	1st 2nd 3rd	Varsha Jain Blessy George Roxanna D'mello
Dance (Group) **Best Choreographer** **Best Dancer** **Best Expressions**	1st 2nd	Jayshree Wahwal, Tina Devrukhkar, Sarah Ratnani & Hiral Patel Jessica Avlani, Ekta Dalal, Kinjal Dani & Komal Shah Jayshree Wawhal Pratiksha Bisht Mubashera Ansari
Dance (Solo)	1st 2nd 3rd	Komal Tandel Ekta Dalal Pankti Sethia
Fashion Show **Best Model (Female)** **Best Model (Male)**	1st	Mamta Tank, Sunny Gangar, Sharvani Dhond, Roxanna D'mello, Nagma Hazir, Pooja Thakkar, Sarah Ratnani, Ankita Mistry & Vaidehi Patel Mamta Tank Mulayam Chauhan
Skit **Best Actor**	1st	Gautami Mishra, Arjun Kakade, Amar Kanade, Mulayam Chauhan & Swapneel Wakankar Swapneel Wakankar
Thali Decoration	1st 2nd 3rd	Varsha Jain Krupali Parekh Shreya Desai
Rangoli (Group)	1st 2nd 3rd	Anamika Singh & Mubashera Ansari Bhavika Lakdawala & Gayatri Boridkar Sakina Shaiwala & Anuja Nayampally
Rangoli (Individual)	1st 2nd	Diple Patel Reeta Pal

Cooking (Savoury)	1st 2nd 3rd	Krupali Sussania Gautami Mishra Sakina Shaiwala & Mandira D'mello
Cooking (Sweet)	1st 2nd 3rd	Chaitali Gathani & Ankita Mistry Hiral Bhatt Roshita Mor
Nail Art	1st 2nd	Krupali Sussania Poonam Dave
Mehndi	1st 2nd 3rd	Fara Khan Vishaka Patil Falguni Patel
Food Festival	1st 2nd 3rd	Gujarati Group: Jigna Mehta, Jhanvi Dhruv, Komal Shah, Ishita Shah, Ekta Desai, Akshita Desai, Vaidehi Patel, Ami Shah, Falguni Patel & Namrata Gohil Rajasthani Group: Ankita Mistry, Asha Kanbhat, Sarah Ratnani, Aashna Shaikh, Varsha Jain, Yogita Gaikwad, Hiral Bhatt, Priyal Shah, Swapneel Wakankar & Dhanashree Patki Kerala Group: Dhara Hodge, Janhavi Zagade, Rincey Nadar, Priyanka Chaurasiya, Prity Singh, Esmita Mishra, Vishaka Patil, Bhavika Patil, Utkarsha Patil & Varsha Jain
Career Exhibition	1st 2nd 3rd	Pinky Rai Amar Kanade Roxanna D'mello
Poster Making (Women's Day)	1st 2nd	Roxanna D'mello, Shreya Desai, Anuja Nayampally, Dhanashree Patki, Deepika Pingulkar, Pinky Rai, Sarah Ratnani, Pankti Sethia, Sakina Shaiwala, Alok Kumar, Krupali Sussania, Jankhana Wadhel & Janhavi Zagade Twinkle Chedda, Dipali Chitroda, Kinjal Dani, Priya Das, Ekta Desai, Janvi Dhruv, Dhara Hodge, Jigna Mehta, Gautami Mishra, Krupali Parekh, Ishita Shah & Krishna Soni
Slogan Writing (Women's Day)	1st 2nd	Mubashera Ansari, Gayatri Boridkar, Ekta Dalal, Rashmi Kothari, Rochelle Lobo, Roshita Mor, Rashmita Nimawat, Aashna Shaikh, Swapneel Wakankar, Esmita Mishra, Jennifer Selvamani, Anamika Singh & Ankita Singh Roxanna D'mello, Shreya Desai, Anuja Nayampally, Dhanashree Patki, Deepika Pingulkar, Pinky Rai, Sarah Ratnani, Pankti Sethia, Sakina Shaiwala, Alok Kumar, Krupali Sussania, Jankhana Wadhel

		& Janhavi Zagade
Panel Discussion (Women's Day) Best Speakers		Blessy George & Jennifer Selvamani
Theme Based Assembly	1st 1st 2nd	Jankhana Wadhel, Nagma Hazir, Sonal G, Jonsy Nadar, Arjun Kakade, Pinky Rai, Hiral Bhatt, Sneha Kabra, Marisha Pandya & Rochelle Lobo Pooja Bhaya, Ishita Shah, Pratiksha Bisht, Jennifer Selvamani, Anitha Natarajan, Aashna Shaikh, Rincey Nadar, Fara Khan & Komal Tandel Sunny Gangar, Dhanashree Patki, Deepika Pingulkar, Swapneel Wakankar, Adhishree Raut, Mubashera Ansari, Sonal Shah, Esmita Mishra, Prity Singh, Anamika Singh, Blessy George, Shreya Desai & Varsha Tatariya

Appendix 5.3

List of student achievements in sports

2013 - 2014

Event	Position	Name of the Student
50 Mtrs (Girls)	1st 2nd 3rd	Kinjal Khatri Dipika Marathe Rachana Manchkatla
100 Mtrs (Girls)	1st 2nd 3rd	Kinjal Khatri Rachana Manchkatla Priyanka Mehta
Long Jump (Girls)	1st 2nd 3rd	Priyanka Mehta Kinjal Khatri Manali Nirmal
Shot Put (Girls)	1st 2nd 3rd	Palak Sanghavi Pooja Shetty Hiral Ghadiyali
Potato Race (Girls)	1st 2nd 3rd	Kinjal Khatri Pragna Rana Preeti Chothave
Brisk Walk (Girls)	1st 2nd 3rd	Palak Sanghavi Veroni Chhadva Ripal Shah
Bursting the Balloon (Girls)	1st 2nd 3rd	Shweta Pawar Neha Shah Bijal Ramaiya
Three Legged Race (Girls)	1st 2nd	Sweety Dhabuwala & Jinal Patel Pooja Shetty & Manisha Bansal
100 Mtrs (Boys)	1st 2nd	Pradeep Chauhan Nikhil Upadhya
Shot Put (Boys)	1st 2nd	Pradeep Chauhan Prashant Ramteke
4 x 50 mts. Relay (Mixed)	1st 2nd 3rd	Green House (Nikhil, Ripal, Kinjal, Rachana) Red House (Dipika, Shweta, Priyanka, Jinal P.) Blue House (Seema J., Nilesh, Monika S., Sonal)
Lemon & Spoon Race (Mixed)	1st 2nd 3rd	Pradeep Chauhan Sandra Rego Megha Desai
Passing the Ball (Inter House)	1st 2nd	Blue House Red House
Drop by Drop (Inter House)	1st 2nd	Red House Yellow House
Kho - Kho (Inter House)	1st 2nd	Red House Yellow House

Sports Champion (Girls)	**Kinjal Khatri**
Sports Champion (Boys)	**Pradeep Chauhan**
Rolling Trophy to the House with the highest score	**Green House**
House Captains	**Palak Sanghvi & Priya Nisar**

2014 - 2015

EVENTS	Prize	NAME of the WINNERS
50 Mtrs. (Girls)	1st 2nd 3rd	Sharvani Dhond Gayatri Boridkar Blessy George
100 Mtrs (Girls)	1st 2nd 3rd	Sharvani Dhond Gayatri Boridkar Blessy George
100 Mtrs. (Boys)	1st 2nd 3rd	Amar Kanade Arjun Kakade Swapnil Wakankar
200 Mtrs. (Boys)	1st 2nd 3rd	Arjun Kakade Swapnil Wakankar Mulayam Chauhan
Shot Put (Girls)	1st 2nd 3rd	Jankhana Wadhel Roxanna D'mello Dhara Hodge
Shot Put (Boys)	1st 2nd	Swapnil Wakankar Amar Kanade
Long Jump (Girls)	1st 2nd 3rd	Pankti Sethia Priyanka Chheda; Ms. Jigna Mehta Sharvani Dhond
Long Jump (Boys)	1st 2nd	Amar Kanade; Mr. Swapnil Wakankar Arjun Kakade
King of the Ring (Boys)	1st 2nd 3rd	Swapnil Wakankar Arjun Kakade Amar Kanade
Drop by Drop	1st 2nd 3rd	Green House Yellow House Blue House
Mixed Relay (4 x 50 Mtrs)	1st 2nd	Sharvani Dhond, Arjun Kakade, Vishakha Patil, Chaitali Gathani Amar Kanade, Gayatri Boridkar, Rita Pal, Priya Das
Lemon and Spoon (Girls)	1st 2nd 3rd	Ekta Dalal Sneha Kabra Hiral Parekh

Lemon and Spoon (Boys)	1st 2nd	Swapnil Wakankar Mulayam Chauhan
Potato Race (Girls)	1st 2nd 3rd	Priya Das Kinjal Dani Roshita Mor
Potato Race (Boys)	1st	Arjun Kakade
Kho Kho	1st 2nd	Blue House Green House
Dodge Ball	1st 2nd	Blue House Green House

Sports Man of the year	Swapneel Wakankar (Blue House)
Sports Man of the year (Runner up)	Arjun Kakade (Blue House)
Sports Woman of the year	Sharvani Dhond (Blue House)
Rolling Trophy to the House with highest score	Blue House (Ganga) **Captains:** Sharvani Dhond & Arjun Kakade

Appendix 5.4

List of student participation and achievements in inter collegiate activities:

2013 – 2014

Dates	Organizing Institution	Competition	Name of Participating Students	Prizes won
20th Sept., 2013	Raheja College of Commerce and Arts (Organised by Ramkrishna Mission)	Elocution	Azmin Daver Bharati Sonavane	**1st Prize**
6th March, 2014	Bombay Teachers' Training College	Personality Contest	Palak Sanghvi Radhika Daga	**3rd Prize**
6th March 2014	Bombay Teachers' Training College	Group Dance	Nikhil Upadhyaya & Karishma Patel	
12th March 2014	H. J. College of Education	Elocution	Bharati Sonawane Linu C. Pathilchira	**2nd Prize**

2014 – 2015

Dates	Organizing Institution	Competition	Name of Participating Students	Prizes won
8th January, 2015	S.T College	Elocution	Utkarsha Patil, Sheetal Variava	
16th January, 2015	N.L College	Carrom	Jankhana Wadel	
		Table Tennis	Esmita Mishra	
		Mehendi	Sheetal Variava, Jayashree Wawhal	
		Solo Singing	Payal Oza	
17th January, 2015	St. Teresa's College	Jingles	Pankti Sethia, Swapneel Wakankar, Ankita Mistry	**3rd Prize**
		A Minute	Blessy George	
		Best Out Of Waste	Poonam Dave, Ankita Mistry	
		Poster	Shreya Desai, Krupali Sussania	
18th January, 2015	Standard Chartered Mumbai Marathon	Marathon	Sharvani Dhond, Poonam Dave, Hiral Bhatt, Mamta Tank, Sakina Shaiwala	
31st January, 2015	H. J. College	Essay Writing (English) (Marathi) (Hindi)	Jankhana Wadel Asha Kanbhat, Tina Devrukhar Reeta Pal	
24th - 26th February, 2015	Gokhale College	Folk Dance	Asha Kanbhat, Reeta Pal, Sheetal Variava, Payal Oza	
		Singing	Asha Kanbhat, Reeta Pal,	

			Sheetal Variava, Payal Oza	
		Creative Teaching Practices	Blessy George	**1st Prize**
		Creative Teaching Practices	Mubashera Ansari	
		Spell Bee	Marisha Pandya & Deepika Pingulkar	
28th February, 2015	Thakur Shyamnarayan College	Story Telling	Esmita Mishra	
		Poetry Recitation	Varsha Jain, Bhavika Patil	
	Pillai College	Rangoli	Ankita Mistry	**1st Prize**
		Best Out Of Waste	Ankita Mistry	**3rd Prize**

Appendix 6.1

IYER VISHWANATH & CO.
CHARTERED ACCOUNTANTS

108, Narayan Bhavan, 1st Floor,
82/86, Perin Nariman Street,
Fort, Mumbai - 400 001.
Tel.: 2261 5326 / 2261 6785

AUDITOR'S REPORT

We have examined the annexed Balance Sheet of Sadhana Education Society wherein are incorporated the final surplus/deficit results of:-

Smt. K.K.College of Education
L.S.Raheja College of Arts & Commerce
L.S. Raheja -Junior College
L.S.Raheja College of Arts & Commerce-
(BAF,BBI,BFM,BMM,BMS,BSC IT Courses)
L.S.Raheja College of Arts & Commerce- Post graduate Section (M.Com)
Malti Jayant Dalal High School - Secondary Section
Malti Jayant Dalal High School (Primary Section)
Malti Jayant Dalal High School (Nursery & S.B.K.G.)
Malti Jayant Dalal High School (Activity Account)
Malti Jayant Dalal Centre for Gems & Gemology
Smt. K.K.College of Education's Golden Jubilee, Research& Development Activity Fund

as at 31st March 2015, as well as the Income & Expenditure Account for the year ended on that date, and report that: -

1. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our Audit and have found the same to be satisfactory.

2. The Balance Sheet and the Income & Expenditure Account of the Society are in agreement with the books of accounts.

3. In our opinion and according to the best of our information and explanations given to us, the said accounts exhibit a true and fair view of the state of affairs of the Society as at 31st March 2015.

Mumbai,
Dated: 28th July 2015.

IYER VISHWANATH & CO.
(Chartered Accountants)

IYER VISHWANATH & CO.
CHARTERED ACCOUNTANTS

108, Narayan Bhavan, 1st Floor,
82/86, Perin Nariman Street,
Fort, Mumbai - 400 001.
Tel.: 2261 5326 / 2261 6785

AUDITOR'S REPORT

We have Examined the annexed Balance Sheet of Sadhana Education Society wherein are incorporated the final surplus/deficit results of :-

Smt. K.K.College Of Education
L.S.Raheja College of Arts & Commerce.
L.S. Raheja -Junior College
Malti Jayant Dalal High School
Malti Jayant Dalal High School (Activity Account)
Malti Jayant Dalal High School(Primary Section)
Malti Jayant Dalal High School (Nursery & S.B.K.G.)
Malti Jayant Dalal Pre-primary Teachers Training
Malti Jayant Dalal Centre for Gems & Gemology
L.S.Raheja College of Arts & Commerce- BMS Division, BMM Division, M.COM-PG Wing, BAF Division and BBI Division, B.Sc.IT Division and BFM Division
Smt. K.K.College Of Education Golden Jubilee Celebration
Smt. K.K.College Of Education Research & Extra Curriculum

as at 31st March 2014 as well as the Income & Expenditure Account for the year ended on that date, and report that: -

1. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our Audit and have found the same to be satisfactory.

2. The Balance Sheet and the Income & Expenditure Account of the Society are in agreement with the books of accounts.

3. In our opinion and according to the best of our information and explanations given to us, the said accounts exhibit a true and fair view of the state of affairs of the Society as at 31st March 2014.

Mumbai
Dated: 29th September 2014.

IYER VISHWANATH & CO.
(Chartered Accountants)