Yearly Status Report - 2018-2019

Part A	

Data of the Institution	
1. Name of the Institution	**SADHANA EDUCATION SOCIETY'S SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION**
Name of the head of the Institution	**Dr. Jayashree Inbaraj**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02226608747**
Mobile no.	**9820391893**
Registered Email	**kkbed@kkcoe.edu.in**
Alternate Email	**principal@kkcoe.edu.in**
Address	**Smt. Kapila Khandvala College of Education, Relief Road, Santacruz (West)**
City/Town	**Mumbai**
State/UT	**Maharashtra**

Pincode	400054

2. Institutional Status

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	state
Name of the IQAC co-ordinator/Director	Dr. Sunil Rajpurkar
Phone no/Alternate Phone no.	02226608633
Mobile no.	9820391893
Registered Email	kkbed@kkcoe.edu.in
Alternate Email	principal@kkcoe.edu.in

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.kkcoe.edu.in/wp-content/uploads/2020/09/Final-uploaded-AQAR-report-2017-2018.pdf

4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.kkcoe.edu.in/wp-content/uploads/2020/03/Acadmic-Planner-2018-19.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	A	88	2004	03-May-2004	02-May-2009
2	B	2.84	2011	08-Jan-2011	07-Jan-2016
3	A	3.16	2016	16-Sep-2016	15-Sep-2021

6. Date of Establishment of IQAC	15-Mar-2005

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
ICT and Education- Reflective Teaching With ICT Program	03-Oct-2018 170	41
Experiential Learning through Indian Development Foundation	28-Jul-2018 7	99
No Files Uploaded !!!		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Smt. Kapila Khandvala College of Education	FIP	UGC	2019 365	709104
Smt. Kapila Khandvala College of Education	Major Research Project	UGC	2019 365	325000
View File				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	2
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
12. Significant contributions made by IQAC during the current year(maximum five bullets)	

• Extension Work Activities extended to current Environmental and Sustainability issues. • Broadening Student Teachers, horizon for innovative and Creative Teaching through workshops in Art Dance and Theatre. • Strengthening Communication Skills and English Language Proficiency and Mastery of students • Professional development workshop training for faculty and students in collaboration with TISS Mumbai. (Clix) • Training for Teacher Eligibility Test and Content Enrichment for student teachers.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Plan of Action and Action Taken Report	Excel Sheet Attached
View File	

14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	05-Mar-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	For administration purpose, the college office uses MIS system prescribed by DHE for Higher Education. Tally 9 has been extended to other terminals. Also, Student Database is maintained in digital form.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution follows the curriculum framework of the NCTE and syllabus of

the choice based credit system as prescribed by the University for the two year B. Ed. program. A detailed and a week wise academic calendar is prepared in the beginning of the academic year which is shared on the Google Drive for all faculty members and the weekly time table is set accordingly. Both the Academic calendars and timetable along with the schedules of the programs conducted are documented and filed. The student attendance and participation in the various activities is also maintained and wherever possible photographs and video clippings of the same recorded. The curriculum is enhanced by adding Value Added Courses for the professional skills and for updating knowledge and understanding of the innovations and additions in the field, to improve the employability skills of the learners. Expert resource persons from different fields are tapped for the same. The Value Added courses are well integrated into the entire B.Ed. program. For the personality development of student teachers short term courses are designed. This makes them better equipped for professional and personal life. The institution networks with various organisations and NGOs to help transact the curriculum effectively and to meet the college mission of developing positive attitude and values in our students. Field trips and Visits are also planned to give direct experiences to students. The faculty enjoys complete academic freedom while they plan and use various strategies and activities for curriculum transaction and support is provided by the institution in the form of time, space and finances as and when necessary. The students are also encouraged to enrol for identified and suitable SWAYAM courses for enhanced understanding of the different courses in the curriculum and to enhance the subject knowledge so as to improve their efficiency in the subjects they will teach in the schools.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Self-Defence	Nil	14/11/2019	1	Entreprene urship	Life Skill
Yoga	Nil	04/12/2019	7	Entreprene urship	Self-Development
Disaster Management (BMC)	Nil	20/03/2019	2	Entreprene urship	Life Skill

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	B. Ed.	02/07/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	48	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
ICT in Education : CLIX Program (TISS)	04/10/2018	49
Dance in Education	14/12/2018	36
Dramatics In Education	18/02/2019	49
Enhancing Spoken English Competencies (Teach India)	22/02/2019	25
	[View File]()	

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Action research projects	49
BEd	School Internship	97
	[View File]()	

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The course feedback and the faculty feedback are digitally obtained and analysed using Google forms. All the faculty members get the analysed course feedback and the individual faculty members interpret the same and draw inferences regarding from the same. They reflect on the same and work on the suggestions and the areas of improvement in their transaction of the curriculum. In addition oral and written feedback is also sought after some major activities/programs like Internship activities, Community work, Annual workshops/seminars etc and the same is immediately worked upon wherever necessary. The feedback of the courses is used to decide on the modifications to be done in the course content or the strategies employed. Formal feedback from the employers is not taken, but through the informal interactions with school authorities and teachers during campus placement and school internship program, their inputs regarding the ongoing course is received.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the	Programme	Number of seats	Number of	Students Enrolled

Programme	Specialization	available	Application received	
PhD or DPhil	Education	24	22	9
BEd	Education	50	96	49
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	49	9	4	Nill	3

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
7	7	45	5	5	23
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The mentoring system at KKCE is organised with the aim to foster all round development of student teachers by developing a strong partnership between mentor and mentee. The broad objectives of mentoring are to: • Monitor students' progress in terms of academic performance and in extracurricular activities, attendance and punctuality. • Develop sense of accountability in students. • To discover potential of the mentees and encourage its development. • To help mentees cope with the challenges of B. Ed course • To help the mentee believe in his/ her potential and boost the confidence level. In the academic year 2018- 19, mentoring was carried out efficiently for both the batches i.e. F. Y. B. Ed and S. Y. B. Ed, with the assistance and mutual support of the teachers. Presence of both the batches facilitated communication, sharing of experiences, problems and finding solutions to the problems with a mixed group of students. Issues and predicaments faced were also scrutinized closely by the mentors and mentees. The second year batch truly supported and got attuned with the first year batch and made them feel comfortable. This fostered friendly relation between students and staff as well as among students. During Parents Teachers Meet, parents were requested to meet the mentor teacher of their ward. This opportunity enabled better communication between parents and mentor teacher, it also opened up channels of future communication and enhanced the comfort level between the parents and the mentor teacher. The mentoring system works towards enriching interaction, creating healthy environment for teaching learning and helping students achieve their best.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
98	7	1:14

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
1	1	Nill	1	Nill

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	4E00144	Semester IV	03/06/2019	03/08/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college designed a reflective journal based on the idea of 'Ipsative Assessment' that compares performance of the assessee against his/her previous performance. The Journal attempted at capturing student reflections in 5 significant areas of teaching competence. A conceptual reflection framework was designed with students understanding their teaching-learning experiences on the given parameters: Knowing the learner, Assessment and evaluation, Resource management and Lesson planning. The unique idea was a self-assessment section that required student-teachers to rate their efficacy in the above areas on a circular figure with concentric circles and plot an irregular pentagon. The smaller the area of plotted pentagon, the better the student is as leader in the area of key teaching skills. The journal helped students to be serious about reflections and gave a guideline to reflect on. An interesting idea of reflection through '3 Emojis' (Happy, Unhappy and Confused) printed at the end of lesson plan for observer feedback was introduced. Students had to write what they felt happy/unhappy/confused about anything in particular in their lesson. This connected the observer to the student's feelings and feedback became more meaningful. '2 Stars and 1 Wish' was introduced as a conclusion and closure to the feedback to make it more objective and positive. It is affirmative in approach and motivates students to take feedback in a healthy manner. Instead of saying you did not do this, '1 Wish' is very pleasant way of communicating what was lacking or what could have added value to their effort.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Examinations for the course consist of internal assessment as well as external assessment. External examination dates are declared by the University sometime during the academic year. However, internal assessment dates are put up in the academic calendar. Academic calendar is prepared at the beginning of the academic year where the dates for all forms of internal assessment (essays, class tests, content test, etc.)are finalized after giving due consideration to completion of all University mandated activities. Institutionally designed supporting practices like tutorials (which are provided for essays and external examinations) are also planned at the same time. During the year, students are graded on their ability levels and differentiated instruction is provided to students who fall on the higher end of the spectrum. Remedial programmes are

planned on the basis of felt needs of those who fall on the lower end of the spectrum. Content Enrichment through concept mapping is also planned to familiarize students with pedagogical content and its organization. Students present their concept maps in their pedagogy groups. This further enhances their understanding of content and prepares them for content test as well as lessons.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.kkcoe.edu.in/academics/programs/b-ed/

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4E00144	BEd	Education	49	48	98
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://www.kkcoe.edu.in/academics/programs/b-ed/

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	1095	UGC	779600	445000
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Workshop on Mindfulness	N. A.	16/11/2018
Workshop on Dance in Education	N. A.	14/12/2018
Workshop on Theatre	N. A.	18/02/2019
Orientation tp CENTA (Centre for Teacher Accreditation)	N. A.	02/08/2018
Disaster Management Workshop (BMC DM Cell)	N. A.	20/03/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
CENTA Teaching Professionals Olympiad 2018	Samira Saheba	CENTA	26/07/2019	Middle School English
CENTA Teaching Professionals Olympiad 2018	Kapila Khandvala College of Education	CENTA	26/07/2019	Institution with Rank Holder Student-Teacher

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Shodh Sadhana (KKCE Research Centre)	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	N.A.	3	3.85
National	NA	2	2.85

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
N. A.	2

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	4	12	3	20
Presented papers	3	2	Nill	Nill
Resource persons	4	2	Nill	Nill
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
English Communication Skill Enhancement	Indian Development Foundation	2	49
Leadership Program	Indian Development Foundation	2	49
Cover of Compassion	Indian Development Foundation	2	49
View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nill
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
N.A.	Indian Development Foundation	English Communication Skill Enhancement	2	49

N.A.	Indian Development Foundation	Leadership Program	2	49
N.A.	Indian Development Foundation	Cover of Compassion	2	49

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
ICT and Education- Reflective Teaching With ICT Program - CLIX Program (TISS)	41 (Teacher Educators, School/College Teachers, Alumni)	Fees paid by the participants	170

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship Schools	School Internship	1. Thakur VidyaMandir, Kandivali East 2. Malad Kandivali Education Society's English School, Malad West 3. St. Xavier's High School, Mira Road East 4. Dr. Sarvapalli Radhakrishnan Vidyalaya Malad West 5. Children's Academy, Ashok Nagar, Kandivali Eas	09/07/2018	01/03/2019	99

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year			
Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Indian Development Foundation	30/08/2018	Social Work Activities	99
The Blind and the Elephant	20/08/2018	Theatre in Education	99
Bell the Mind (Project of Edufactors Pvt. Ltd.)	10/09/2018	Outreach of Content and Application of Meditation and Mindfulness	99
Gordon Academic College of Education, Israel	29/01/2019	International Tie up for Education	9
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
543000	437510

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Existing
Classrooms with Wi-Fi OR LAN	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SLIM21	Partially	3.6.0.31681	2016

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	95	5360	79	4300	174	9660
Reference Books	141	77935	274	83797	415	161732
Journals	44	32220	2	31044	46	63264
Digital Database	1	5750	1	5900	2	11650
CD & Video	121	Nill	Nill	Nill	121	Nill

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	51	1	1	4	1	3	0	40	0
Added	0	0	0	0	0	0	0	0	0
Total	51	1	1	4	1	3	0	40	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

40 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Nil	Nil

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
15000	69687	83500	131697

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

https://www.kkcoe.edu.in/about-us/infrastructure/

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	0	0
Financial Support from Other Sources			
a) National	Mahdbt, Trust	4	52547
b)International	Nil	Nill	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Disaster Management Workshop	20/03/2019	88	Disaster Management Cell (BMC)
Dramatics in Education	18/02/2019	49	The Blind and the Elephant
Dance in Education	14/12/2018	36	Ms. Lata Raman
Enhancing Spoken English Competencies	22/02/2019	25	Teach India
Personal Counseling	29/10/2018	98	KKCE Counsellor
Mentoring	06/07/2018	98	KKCE
Yoga	04/12/2018	49	Ms. Samita Velekar
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2018	CET	22	Nill	22	Nill
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year		
Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
AVM, Aakanksha, Aseema, Billabong, Bombay Cambridge, Bhakti Vedanta, S.V.K.M Grp, Chatturbhuj Narsee, C A Grp, Gokuldham, Jamnabai, Laxmidham, Nirmala College, N.L.Dalmia, Orion, Prakash College, Podar Grp, R adhakrishna, Sri Sri Ravishankar, Shishuva	47	28	N. A.	18	18
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	1	B.Ed.	N.A.	Baroda University	M.A. (Finance)
2018	4	B.Ed.	N.A.	IDOL, University of Mumbai	M.A. (Education)
2018	2	B.Ed.	N.A.	IDOL, University of Mumbai	M.Com

| 2018 | 1 | B.Ed. | N.A. | SIES College, Nerul | M.Com |

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	1
Any Other	1

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Student Council- Talent search, Teacher's Day, Gandhi Jayanti, Navratri, Diwali, Chrismas, republic day, Degree distribution, Annual Prize distribution, Farewell	Institutional	98
Student Council- Competitions-Skit, Thali, Rangoli, Cooking, Mehendi, Hairstyle, Flower decoration, Slogan, Poster, Solo Singing , Duet Singing, Solo Dance, Group Dance, Fashion show	Institutional	98
Sports-100m race, Shot-put, Kho-Kho, Tug of War, passing the ball and drop by drop.	Institutional	92

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

   The student council is a very active body at KKCE which not only organizes events or activities in the college, but it also officially represents all the students in the institute and plays a pivotal role as an important linkage between the Principal, faculty and students. This year, elections for the new

batch were held on 6th December, 2018, wherein five members were elected democratically and one member was selected based on academic excellence. The student council team members have worked incessantly with commitment to successfully carry out several programs throughout the year. Some of them are – Gandhi Jayanti, Navratri, Diwali Celebrations, Talent show, Christmas Celebrations, Republic Day, Sports Day, and Cultural Day. Competitions such as Aarti Thali decoration, Mehendi competition, Hairstyle competition, Flower decoration, Rangoli, Slogan and Poster competition on the theme 'Eradicate Corruption' was organized by the Student council. The year 2018-2019 was full of triumph and great achievements in the inter-collegiate competitions department. Many student-teachers of KKCE participated in debate, story-telling, personality contest, essay writing, poetry recitation, collage making, best out of waste competitions, Green Run (A 7KM Marathon) and secured many laurels for the institution. The year ended with the Annual Prize Distribution and Farewell to the S.Y.B.Ed. students on 29th March, 2019. Ms. Seema Saini, the Principal of N.L. Dalmia College, Mira Road did the honours, as Chief Guest and gave away the prizes. • Representation of students on academic administrative bodies/committees of the institution: Students are invited as member of different academic and administrative bodies as per the composition mandated. Students are involved in CDC (College Development Committee), Anti-ragging Cell, Women's Cell and Grievance Cell of the college. The students on the bodies are the representatives of the entire student body and seen as a link between the institution and students for bringing student voices in decision making.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Alumni association of KKCE is registered in the name of Nirantar with Charity Commissioner of Mumbai on 18th January 2010. The Alumni association works with the KKCE alumni towards increased alumni engagement in the various activities of the institution.

5.4.2 – No. of enrolled Alumni:

741

5.4.3 – Alumni contribution during the year (in Rupees) :

24500

5.4.4 – Meetings/activities organized by Alumni Association :

The alumni were invited for guest lectures. Sessions on MOOC were conducted by an alumnus. Alumni were also invited as the judges for the cultural day program. Many of the alumni support our internship activities by providing moral support and assistance to our novice pre-service teachers.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization: 1. Immediacy in Decision making - All linkages especially global /international partnerships require support both financially and in terms of ideas. The Principal and the institution received full support from Management fully to establish linkages with Gordon Academic college of Education, Israel through participation in meetings, meeting the protocols where Management role was required. This led to quicker decisions on the

discussions towards developing a MOU. 2. Responsiveness - The institutional building face-lift and structural repairs was a challenging task for both Management and the members of the college. The planning and execution was made easy with Management opening lines of communication without complications and were responsive to our suggestions and lent a sympathetic ear to the practical issues. The flow of information to and fro helped to make the process of upgrading infrastructure easy. Participative role in capacity building: 1. Exploring creative initiatives. The management was keen to explore opportunities for faculty to be trained in integrating technology tools from a good and reputed program. The TISS CLIx ICT in Education was exemplary and hence the management representatives involved themselves to attend the initial meeting with TISS, Mumbai. This encouraged the faculty and the Principal to enrol all faculty members, teachers and other educators from neighbouring institutions to join the 4 credit program to learn tools to integrate ICT in Education in a meaningful way. The institution collaborated with TISS to run this 4 month certificate course and organized the training at the college. 2. Stakeholder voice - The CDC of the institution has representatives from student body and office staff along with faculty members. The Management is very keen on stakeholders sharing ideas and hearing their voices on significant issues. They keenly hear presentations from faculty and non-teaching of any point raised and acknowledge the same.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Human Resource Management	Training of Faculty for ICT in Education in collaboration with TISS Staff training for Use Of Updated LMS MOODLE
Industry Interaction / Collaboration	Collaborated with TISS for training Educators for ICT in Education Collaborated with IDF for Extension activities MOU with Gordon Academic College of Education, Israel
Curriculum Development	A reflective handbook was designed collaboratively by faculty so that student teachers get into the practice of reflecting on relevant parameters that can prepare them to create 21st century learners. As a part of the internship documentation students had to additionally maintain this handbook and write their daily/weekly reflections. The handbook had two parts one the descriptor of the criteria which served as a guide for reflection and second part was actual space to reflect. It also serves as a form of self evaluation.
Teaching and Learning	The faculty signed up for four month training in ICT in Education in collaboration with TISS. It was in a

	blended mode. This training helped faculty to develop lessons integrating ICT schools with school subjects.. Faculty in turn trained student teachers for the same. These lessons were observed and feedback was provided by experts from TISS. The inputs given were on the following: authentic learning, 21st century skills, learning theories, and use of OER's, cyber bullying and lesson planning. The lesson plans and videos shot served as learning resources to train the student teachers in the meaningful use of ICT tools. Also Developed lesson demonstration videos of senior students in different school subjects to be used as a resource while training for school internship. Trained teachers and students for using updated LMS MOODLE platform. Workshop on MOOCS -SWAYAM
Research and Development	Submitted the Major Research Project to UGC, Paper Publications and a book on Action Research -Evidence based Teaching and Learning and a handbook on Action Research Training.
Admission of Students	Continued the practice of CET orientation of B.Ed aspirants and displayed information on MHCET admission procedure on Website and notice board
Examination and Evaluation	Started submission of assignments on LMS MOODLE
Library, ICT and Physical Infrastructure / Instrumentation	Up-gradation of LMS MOODLE, Substitution of N-List Digital Consortium, Institutional (Digital) Repository of Thesis and Dissertation, Digitization of Rare Books

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	UGC MRP online, NCTE PAR,
Administration	DHE MIS, Statistical Unit of Mumbai University, TAAS, AISHE
Finance and Accounts	HTE.Sevarth, UGC PFMS
Student Admission and Support	MH-CET cell, AISHE, ARA, MahaDBT, NPS portal, Digital University
Examination	Mumbai Digital University

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/	Name of the	Amount of support

Year		workshop attended for which financial support provided	professional body for which membership fee is provided	
2019	Dr. Jayashree Inbaraj	Leadership for change	Bahais Academy	2000
2019	Dr. Gauri Hardikar	Education For Transformation	Pushpanjali College of Education	1200
2018	Mr. Sunil Rajpurkar	Empowerment of IQAC and NAAC guidelines	University of Mumbai and DTS Shah College of Commerce	2000
2019	Megha Dsouza	Ethics in Higher Education For Professional Development of Teachers	Bahais Academy	2000
2018	Mr. Ravi Mishra	Economizing educational resources for sustainability scenario	MCTs College	600
2018	Mr. Sunil Rajpurkar	Revised PBAS and API Calculation based on the 3rd and 4th Ammendment of UGC	Tolani College of Commerce	500
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Academic Writing: Enhancing Educator Competencies	Nil	14/03/2019	16/03/2019	7	1
2019	MOODLE- Learning Management System: Course Management and	Nil	02/05/2019	02/05/2019	7	1

| 2018 | ICT and Education-Reflective Teaching With ICT Program | Nil | 03/10/2018 | 22/03/2019 | 6 | 1 |

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Qualitative and Quantitative Research in Social Sciences: Methods and Data Analysis	1	22/07/2018	29/07/2018	8
Refresher Course in Library and Information Science	1	04/01/2019	24/01/2019	20
Principals Training	1	13/11/2018	17/11/2018	5

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	Nil	Medical Insurance of students for the current academic year

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts rigorous financial audits on a quarterly basis. A quarterly internal report is generated and necessary action is taken. External audits are also conducted after the quarterly internal audits are completed by another external agency.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government	Funds/ Grnats received in Rs.	Purpose

funding agencies /individuals		
Management	5253883.33	Infrastructural Development

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	No	Nil
Administrative	Yes	Iyer Vishwanath and Co.	Yes	Parekh and Sharma and Associates

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

   1. Parents attend meeting organised by the college to understand the program requirements. 2. Informal involvement throughout the year in different programs such as Annual day programs by way of their professional advice and support in facilitating catering services for the farewell. 3. Parents coordinate with faculty to accompany student for felicitation program for winning an award .

6.5.3 – Development programmes for support staff (at least three)

1. Training in 7th Pay Commission Accounts and Audit workshop for office staff. 2. Two staff members attended a State level Seminar on Best Practices in Office Administration 3. One staff member attended a workshop on Office Automation, Document Control and Record Management. 4. Counselling services are provided for support staff

6.5.4 – Post Accreditation initiative(s) (mention at least three)

   1. Collaborations Initiated with IDF for several interesting activities in community service and environmental initiatives. 2. Establishing international linkages with Gordon Academic College, Haifa, Israel. 3. Broadening Student Teachers, horizon for innovative and Creative Teaching through workshops in Art Dance and Theater. 4. Strengthening Communication Skills through English Language Proficiency.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	ICT and Education- Reflective Teaching	06/08/2018	03/10/2018	22/03/2019	41

2019	Experiential Learning through Indian Development Foundation	06/08/2018	28/07/2018	12/01/2019	99

| With ICT Program | | | | | |

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Role Play Enactments Discussions in class on Social Construction of Gender Identity	03/12/2018	04/12/2018	48	1
Collage Competition on Gender Issues and Display at the college	06/12/2018	06/12/2018	47	1

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Issues on environmental awareness were included while dealing with Environmental Education as an elective course chosen by 30 student-teachers in their last semester. The student-teachers conducted an awareness activity in the campus for all on various environmental issues through poster display and oral presentations. A few student-teachers also took topics of environmental concerns for their action research projects. The institution met 20 (Annual Average) of its power requirement through use of renewable energy resources (Solar Power).

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	Nill
Rest Rooms	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadva	Number of initiatives taken to engage with and contribute to	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff

	ntages	local community					
2018	Nill	1	13/12/2018	5	Community Work	Sensitisation towards Underprivileged/Marginalised sections of the society	54
2019	Nill	1	05/03/2019	5	Community Work	Sensitisation towards Underprivileged/Marginalised sections of the society	54

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Session "The Missing Gandhi" by Mr. Nishant Bangera on Gandhian Values.	17/11/2018	17/11/2018	92
Session by International Expert from UK, Dr. Mike Scott-Baumann on The Israel/Palestine Conflict-past, present and future	07/01/2019	07/01/2019	47
Session by International Expert from UK, Dr. Alison Scott-Baumann on Speaking truth to power: whats wrong with free speech?	07/01/2019	07/01/2019	47
Session by Ms. Jaya Nutty on "Non-violent Communication"	02/02/2019	02/02/2019	41

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)
1. Solar power plant (under UGC funding for Sustainable Energy) 2. Greening of the campus by the management 3. Restricted use of plastic 4. Hands on activity to make best out of waste under SUPW 5. Exposure to seed balls making for mass plantation drives

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices
1. Social learning through community outreach 2. Integrating ICT in Education 1) Experiential learning helps to make learning meaningful. In the experiential learning approach the learning process involves the stage of concrete experience, the stage of observational reflections, and the abstract conceptualisations and active experimentation stages. At KKCE we engaged our students in the Social Learning through community outreach program. We aim to nurture professional teachers with the right attitudes and skills who will serve as catalyst to create a caring and just society. Our "Social Learning through community outreach program" helps us move towards our mission. Social Learning is an experiential learning approach wherein students apply what is learnt in real life situations in order to improve the conditions of the community. Through social learning the educational goals of the course and skills developed through the course are connected through meaningful social service. Simply put, Social learning is an extended form of experiential learning, which involves the intentional combination of experience and learning in a community set up to make meaningful interventions for a positive change in the society. In the process, learning, experience as well as the community is enriched. It is an excellent pedagogy for developing skills as well as knowledge and attitudes, encouraging deep understanding of learning complex concepts, applying theory to practice, and preparing students to be critically reflective professionals for informed and positive actions. To implement the Social learning through community outreach program we had to work with the community. We collaborated with Indian Development Foundation (IDF), a national NGO committed to health, education and development. All the students of the college were to conduct various activities with the NGO at different venues. 2) The institution collaborated with Tata Institute of Social sciences to register for the ICT in Education 4 credit course. It was an intensive training for four months in a blended mode. Faculty members both senior and junior took up the challenge of completing the course. The training involved learning about different ICT tools and its application in teaching and learning. Faculty learnt about different theories of learning, cyber security, and authentic learning and 21st century skills. They also planned and conducted lessons integrating ICT in school based teaching in the first phase. The lesson plans were provided with feedback. These lesson demonstrations were observed and mentored by experts from TISS and critical feedback was given to improve their efforts. The lessons given by faculty was video graphed. The second phase of the training involved faculty to transfer their learning to the student teachers and even these presentations were observed by experts from TISS. The whole practice gave teachers a practical experience of using ICT tools in their lessons and teaching the same to the student teachers. In addition to this effort the faculty also trained students to use the Swayam platform to register for some courses of their interest. Faculty too completed certain courses on this platform. Few Students successfully completed their course in the given time period. Some are in the process of completion. We use alumni to provide training in smart boards and all students are trained for the same. Moodle is used for managing learning and students are trained to use the system for notes, assignments, notifications etc. (Details on college website.)

| Upload details of two best practices successfully implemented by the institution as per NAAC format in your |

https://www.kkcoe.edu.in/wp-content/uploads/2020/03/Best-practices-2018-19.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The institution is an established teacher education college in the western suburbs of Mumbai. The college is known for its hands on approach to training and application of theory to practice. Practice what you preach is the dictum we follow at KKCE. In doing so, we bridge the gap between theory and practice. The faculty focuses on authentic teaching practices, meaningful internship programme and creating a truly reflective teacher. The oneness of knowledge is effectively practiced by faculty members, which adds a lot of meaning to the different courses of the entire B. Ed. programme. Wherever there appears to be a gap (as per the feedback of some previous batches), the college makes an effort to bridge this gap and provide a holistic experience to its students. Extra inputs, in the form of guest lectures and workshops are our hallmark and we take extra effort in finding those that truly add value to our students. During internship, student-teachers experiment with different strategies of teaching putting into practice all that they learn in theory papers. The feedback provided to them builds up on the theories and principles already taught to them, thereby helping in better assimilation. As a result, by the end of the programme, they develop abilities to reflect meaningfully and objectively on different aspects of their own behaviour as a teacher. True to our vision of creating a just and humane society, we practice inclusion in all areas of the curriculum. To foster inclusive practices, we firmly hold on to our belief that language cannot be a hurdle in the making of an effective teacher and in assimilation of knowledge. The institution therefore goes the extra mile to accommodate student-teachers who experience any kind of discomfort in teaching in English. They are accommodated in vernacular medium schools and are also given the option to write their papers in language of their choice. We are also extra cautious in keeping all kinds of exclusion at bay – whether it is in terms of language, social class, economic class, or any other. Students experience our practices first hand and also study about them in theory papers. That completes the cycle for us, for there is no better way to bridge the gap between theory and practice than to lead by example. That is our distinctness.

Provide the weblink of the institution
https://www.kkcoe.edu.in/

8.Future Plans of Actions for Next Academic Year

? Encourage staff to further: a) reset the old Moodle set up to more updated version to motivate the use of the LMS among staff and students to enhance flexibility in learning b) to publish learning materials for student use. ? Organize training program for TET, orientation for acquiring teaching license for teaching in different countries. ? Continue with CET Orientation ? Establish linkages with well renowned schools to provide an exposure to their teaching-learning practices, activities and school culture. ? Continue with participative learning, collaborative learning, experiential learning and constructivist learning approaches. ? Enhance reflective practices among students. ? Fill up the vacant seats in the research cell. ? Motivate faculty to apply for PhD guideship ? Upgrade the library with print and online resources ? Tap the potential of the alumni for mentoring. ? Organise a value added program for content enrichment. ? Collaborate with reputed organisations to conduct certificate courses for professional and personal development as a value added service to the students and community. ? Promote more meaningful engagement of students on LMS (Moodle)

and tapping Digital Social Media for education in a greater way. ? Execute the MOU signed with Gordon Academic College of Education, Israel to enhance faculty exchange visits, exchange of ideas on academics and research. Hold meetings with faculty of both colleges for exchange of ideas.