



Yearly Status Report - 2019-2020

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/2021/07/AQAR-2018-2019-Final-Edited.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/academics/academic-calendar/																														
5. Accrediation Details																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A</td> <td>88</td> <td>2004</td> <td>03-May-2004</td> <td>02-May-2009</td> </tr> <tr> <td>2</td> <td>B</td> <td>2.84</td> <td>2011</td> <td>08-Jan-2011</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.16</td> <td>2016</td> <td>16-Sep-2016</td> <td>15-Sep-2021</td> </tr> </tbody> </table>						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
Cycle	Grade	CGPA	Year of Accrediation	Validity																											
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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
Two day State level Seminar titled	21-Jan-2020 2	100
Integrating ICT in Education - Workshop on authentic learning, T-Pack Model and 21st century skills	24-Feb-2020 3	48
Workshop on drama in Education	23-Dec-2019 2	48
Preparation for TET and Content Enrichment	19-Jun-2019 6	48
social Learning through Community Outreach with Indian Development Foundation	06-Aug-2019 4	48
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
N. A.	N. A.	N. A.	2020 0	0
No Files Uploaded !!!				

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 :

3

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)

- Inviting experts from other organizations to talk about autonomy and preparing faculty and staff members for autonomy.
- Capacity enhancement workshops for studentteachers to integrate ICT in Education and Training for Teacher Eligibility Test and Content Enrichment.
- Initiating Collaboration with external agencies for outreach programs.
- Collaboration with other institution for cocurricular activities. (Visits Field Trips)
- Strengthening subject club activities to extend student interest.

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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:

No

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description 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 is affiliated to the University of Mumbai and follows the choice based credit system for the two year B.Ed program. We follow the syllabus of the University which is framed as per the NCTE guidelines. For implementation of the same a thorough plan and an academic calendar is ready at

the beginning of every academic year. All the faculty members work on the preparation of the same in the last fortnight of the previous academic year by taking into consideration the experience of the previous year and the feedback received during the conduct of the various activities in that year. The academic calendar is prepared week wise, to commence from date of start of the next academic term, instead of the dates as the term dates and admission dates of the next academic year have invariably been inconsistent and are available much later, very often only in the third week of June or sometimes even later.

The detailed, week wise academic calendar ready for implementation in the beginning of the academic year is shared on the Google Drive for all faculty members to plan their academic and co-curricular activities and the weekly time table is set in tune with the academic calendar. 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 and at times shared on various online platform/ social networking sites. A number of Value- added courses are also planned and conducted to enhance the professional and employability skills of the learners. In addition, we plan and conduct personality development courses for our students. The institution networks with various institutions and NGOs to help transact the curriculum effectively and to meet the college mission of developing positive attitude and values in our students. Direct experiences are provided through field trips and Visits. 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 enroll for identified and suitable SWAYAM courses to enhance the subject knowledge so as to improve their efficiency in the subjects they will teach in the schools. The faculty and the institution is very proactive and quite flexible with the planned programs and tweak them as per the demands of the times. Towards mid March the COVID challenge tested our resilience and adaptive powers to reset the academic calendar a number of times to accommodate all the planned activities through the virtual /online mode to minimize academic loss.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Meaningful Integration of ICT in Education - Frameworks Perspectives (TPACK Model)	Nil	Nil	3	Employability	Nil

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	Programme Specialization	Date of implementation of
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CBCS	CBCS/Elective Course System
No Data Entered/Not Applicable !!!	

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

Certificate	Diploma Course
No Data Entered/Not Applicable !!!	

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
Performing Arts in Education: 1)Utilising Elements of Performing Arts in Education	29/08/2020	48
Performing Arts in Education: 2)Dance in Education	27/11/2020	48
Performing Arts in Education: 3)Theatre In Education	23/12/2020	48
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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	48
BEd	School Internship	96
BEd	Social Learning through Community Outreach: a)Cover of Compassion Project b) Student Leadership project c) Communication Skills for Under Privileged.	48
BEd	Solid Waste Management for Under Privileged school children	48
BEd	Seed Ball Making & Sapling Making	48
BEd	Setting up of Ground Water Recharging Unit in Campus	48
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	Yes

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 Institutional/Course feedback and faculty feedback is taken from the students digitally using google forms. The faculty members get the analysed course feedback and all faculty members interpret their feedback. They reflect on the same, the feedback serves as a validation for the good work done as well as a base on which changes/modifications in the transaction of the curriculum can be planned and implemented. In addition oral and written feedback is also sought after 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. The programs/value added courses or activities for the next academic year are planned keeping the feedback obtained from both parents and students in mind. Formal feedback from the schools/institutions that employ our student teachers is not taken, but through the informal interactions with school authorities, heads of institutions and teachers during campus placement and school internship program, their inputs regarding the ongoing course is received. This year being the year of the pandemic called for knee jerk changes and adaptations, that had to be brought out in the transaction of the curriculum, its mode of delivery and the teaching practice sessions. This resulted in an increased oral communication and one to one discussion for feedback from our partner schools for planning and designing of the internship activity. In fact, it resulted in an online seminar to understand the ways forward for online teaching in schools. The findings of which were used for the design and planning of the internship for the next academic year.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	98	47
PhD or DPhil	Education	24	10	Nil
No file uploaded.				

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
2019	47	Nil	4	Nil	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	Number of smart classrooms	E-resources and techniques used
7	7	54	5	5	31
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. • To develop sense of accountability in students. • To discover potential of the mentees and encourage its development. • To help mentees cope with the challenges during the B. Ed programme • To help the mentee believe in his/ her potential and boost the confidence level. In the academic year 2019- 20, 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. Common mentoring session for 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
96	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
Nil	Nil	Nil	Nil	Nil

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
2020	NA	Nil	NA
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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	4E 00144	Sem IV	12/10/2020	07/11/2020

BEd	4E 00144	Sem III	13/12/2019	10/02/2020
BEd	4E 00144	Sem I	10/01/2020	09/03/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

• Reforms in the area of Reflective Practices: Student reflections are an important component of Continuous Internal Evaluation at KKCE. It is a globally recognized truth that reflective practices facilitate teaching, learning and understanding and play a central role in teacher's professional development. As student-teachers when they carry out systematic enquiry into themselves, try to understand themselves, their practices and their students, they grow. At KKCE, we constantly endeavor to evolve our practices of engaging students in meaningful reflections. Our Reflection Journal, which was designed in 2017-18 was used comprehensively for the first time by the batch of 2018-2020. We sought feedback on the journal during the year to identify the areas that worked for the students and the ones that did not. This feedback has helped us upgrade the Reflection Journal for the subsequent batches. • Peer Assessment: We also continued with our best practice of Peer Assessment by acclimatizing student-teachers with the nuances of observing peer lessons objectively. • Theme Based and Nai Talim lessons in the Co-teaching format: Co-teaching is a part of the course. But these lessons were done differently by integrating the concept with Theme Based lessons and Nai Talim lessons. This made the transaction of lessons more meaningful and wholesome - true to the spirit they are supposed to be. The students were assessed not only on the theme and experiential components, but also on their collaboration and coordination with co-teachers, as also their pedagogical skills. • Exhibition of Assignments: For Language Across Curriculum assignments, we give the choice of assignments to students and then hold an exhibition of the different types of assignments created by students. This keeps them motivated and generates a lot of excitement. Going through each others' assignments is a different way of enhancing own knowledge, skills and understanding. Additionally, when they talk about what they have created during the exhibition, they somewhere reflect on their work. • The most significant reform however came as a result of the pandemic. Everything moved online. So did all the internal evaluations - content test, class tests, essays, assignment submissions even the Action Research reports were submitted online. For online evaluation, highly application based questions were used which engaged students in higher order thinking. • The institution also endeavors to continuously and comprehensively evaluate students' assimilation of knowledge through competitions like slogan writing, poster making and collage making which are based on some aspects of the curriculum.

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

Academic Calendar is the beginning point for the new academic year. We engage in this exercise of making an Academic Calendar before we wrap up the previous academic year. It is done collaboratively incorporating all perspectives and ideas before putting up the tentative schedule in accordance with University's schedules for the next academic year. 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, as is the schedule for other areas like student council events, extension work schedules, internship, guest lectures and workshops. Semesters III and IV activities are relatively easier to plan since we have a better idea of the academic year. However, planning the Academic Calendar for Semester I and II is

usually challenging at the beginning of the year as the institution does not have clear communication from the University/Govt. on the probable admission dates for the new batch. So even though we work on a tentative plan, we usually have to rework on our calendar for Semester I and II activities. We make 2 plans - Plan A and Plan B, though we do end up with a heavily revised model of either of the 2 plans. 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, all internal assessment dates are put up in the academic calendar as are the tentative dates for external exams. We try and adhere to the Academic Calendar as far as possible. However, in a constantly evolving world and given the uncertainties of life in a metro like Mumbai, 100 percent adherence is challenging. But we do try not to deviate too much from the original plan especially wrt Semesters III IV.

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
4E 00144	BEd	Education	48	48	100
No file uploaded.					

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/wp-content/uploads/2021/07/Student-Satisfaction-Survey-Responses-Form-Responses-1.pdf>

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
Nil	0	Nil	0	0
No file uploaded.				

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
Bell the Monkey mind	NA	22/10/2019
Drama in Education	NA	24/12/2019
Story Telling for Success	NA	15/11/2019
Dance in Education	NA	27/11/2019

Understanding Special Needs in the classroom	NA	13/03/2020
Utilising Elements of Performing arts in Education	NA	29/08/2019

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
Teaching Professional's Olympiad	Sejal Shah	Centa	26/07/2019	Senior School
Teaching Professional's Olympiad	Dhruva Patwa	Centa	26/07/2019	Middle School
Teaching Professional's Olympiad	Priyal Shah	Centa	26/07/2019	Middle School
Teaching Professional's Olympiad	Lesha Vakharia	Centa	26/07/2019	Middle School
Teaching Professional's Olympiad	Sameera Saheba	Centa	26/07/2019	Secondary School
No file uploaded.				

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 !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

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

Name of the Department	Number of PhD's Awarded
Nil	Null

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)
National	NA	Null	0
No file uploaded.			

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
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Education	2
View File	

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
Nil	Nil	Nil	2020	0	Nil	Nill
No file uploaded.						

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
Nill	Nill	Nill	2020	Nill	Nill	Nill
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	7	24	11	47
Presented papers	Nill	1	Nill	Nill
Resource persons	3	2	Nill	17
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
Ground Water Recharging System setup	Mission Green Mumbai	7	48
Quilt and postcard making	Indian Development Foundation	2	48
Leadership Development program	Indian Development Foundation	2	48
Beach Cleaning	Mission Green Mumbai	2	48
Awareness campaign about Solid waste management at BMC	Clean We Go	2	48

schools			
Plant sapling Making, distribution, and plantation	Clean We Go	5	48
Setting up of composting bins in campus	Clean We Go	2	48
No file uploaded.			

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
No Data Entered/Not Applicable !!!			
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 activities	Number of students participated in such activities
Extension Work	Clean we Go	Sapling making, distribution, and plantation	7	48
Extension Work	Clean we Go	The setting up of composting bin in college	5	48
Extension Work	Clean we Go	Awareness program at BMC school on waste management	2	48
Extension Work	Mission Green Mumbai	Bleach Cleaning Drive	2	48
Extension Work	Mission Green Mumbai	Groundwater recharging System setup	7	48
No file uploaded.				

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
Guest Lecture on Inter Cultural Conflicts	49	College Research cell funds	1
What's the Story of Narrative Research in Education?	100	College Research cell funds	1

No file uploaded.

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	Jamnabai Narsee School, JVPD Scheme Ph.: 91 22 26187575 Dr. S. Radhakrishnan School, Malad (W) Ph.: 91 22 61149000 Swadhya Bhavan, Matunga(E) Ph.: 91 22 24096933 Sitaram Prakash High School, Wadala Ph.: 91 22 24128061 S.M. Shetty High School, Pow	08/07/2019	26/02/2020	96

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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	01/08/2019	Social Work Activities	96
The Blind and the Elephant	30/07/2019	Drama in Education	49
Bell the Mind (Edufactor Private Ltd)	20/07/2019	Application of Meditation and Mindfulness	49
Gordon Academic College of Education	29/01/2019	Research and collaborative learning	7

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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
519500	519500

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Others	Existing
No file uploaded.	

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 partially)	Version	Year of automation
SLIM21	Partially	3.6.0.31681	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	303	83797	109	100452	412	184249
Journals	45	Nil	Nil	40206	45	40206
Digital Database	1	5900	Nil	Nil	1	5900
View File						

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 !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth	Others
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								h (MBPS/ GBPS)	
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
No Data Entered/Not Applicable !!!	

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 incurred on maintenance of physical facilities
107500	21792	132262	132262

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)

<p>The college is a small entity and hence the policy has always been towards maintaining sustainable practices such as self-reliance for maintenance of several physical academic and support facilities. The institution has annual maintenance contracts for, -> Website, -> Air conditioners, -> Fire extinguisher refill -> Pest control -> cable work -> Lift repair and maintenance -> Solar cleaning, etc. Facilities Maintained by support and technical staff:- - Physical facilities, - Subject rooms, - Computer lab, - language lab, - Classrooms, - Solar panel. etc. The science lab and sports facility is a shared facility with the school. The library is maintained by the librarian and the library assistant.</p> <p style="text-align: center;">https://www.kkcoe.edu.in/about-us/infrastructure/</p>

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	1	5717
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 implementation	Number of students enrolled	Agencies involved
TET training workshop	19/06/2019	48	Subject Experts and KKCE faculty
Words Worth English Language Lab product orientation training	23/08/2019	5	Words Worth
Utilizing elements of performing arts in education	29/08/2019	48	Nrityanjali
Dance in Education	27/11/2019	48	Professionals
Drama in Education	23/12/2019	48	Professionals
Understanding Special Needs in the classroom	13/03/2020	48	Ms. Srilatha Srikant
Personal Counselling	05/11/2019	96	College Counselor
Mentoring	08/11/2019	96	College Faculty
No file uploaded.			

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 passed in the comp. exam	Number of students placed
2020	CET	17	Nil	17	Nil
No file uploaded.					

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
Nil	Nil	Nil

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Jamnabai Narsee,	48	21	Saraswati, St. Arnolds,	27	3

Chatrabhuj Narsee, Shishuvan, Podar Group of Schools, C.P. Goenka, N. L. Dalmia School, D.G. Khetan Inter national School, Billabong In ternational, Childrens Academy, Ajmera Global			Utpal Sanghavi,		
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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
2019	1	B.Ed.	N.A.	Columbia, Canada	Teaching Career
2019	6	B.Ed.	N.A.	IDOL, University of Mumbai	M.A.
2019	5	B.Ed.	N.A.	IDOL, University of Mumbai	M.Com
2019	5	B.Ed.	N.A.	IDOL University of Mumbai	M.A. (Education)

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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
SET	Nil
NET	Nil
Any Other	10

[View File](#)

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

Activity	Level	Number of Participants
Sports- Lemon Spoon race, Three legged race, Long jump, Mixed Relay, Dodge ball, Tug of war, Passing the ball, Drop by Drop	Institutional	92

Competitions- Garba, Hair style, Rangoli, Flower arrangement, Mehendi, Cooking, Best out of waste, Drawing, Diya decoration	Institutional	96
Celebrations- Independence Day Teacher's Day Hindi Divas Gandhi Jayanti Navratri Diwali, talent search, Christmas Celebration Republic Day Marathi Bhasha Divas Earth Day World Book Day	Institutional	96
No file uploaded.		

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
2020	-----	Nil	Nil	Nil	----	----
No file uploaded.						

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

The student council of KKCE is an active body. It helps share ideas, interests, and concerns by being a link between the Principal, faculty, and the students. It plans and organizes a variety of events round the year. Student Council Election The student council members are elected through a democratic and transparent election process following the secret ballot. As per the guidelines laid down by the University, two members are nominated based on excellence in academics and sports. Activities The Students' Council of KKCE continued its tradition of organization of cultural events to celebrate important days and to provide a platform for nurturing the talents of the students. The Teacher's Day celebration saw the students expressing their love and gratitude towards their teachers. This year, Gandhi Jayanti was celebrated with the spirit of environmental sustainability through the setting up of the Ground Water Harvesting System and Waste Management Plant on the college campus. A Tree Sapling Distribution drive was also undertaken. Festivals like Diwali, Navratri, and Christmas were celebrated by showcasing the diverse and vibrant culture of India. The Hindi Diwas and the Marathi Bhasha Diwas were celebrated by paying tribute to the rich cultural traditions expressed through language. The Hasya Kavi Sammelan on the occasion of Hindi Diwas had the audience in splits. The Talent Search program was organized for recognizing the varied talents of the students. Students' achievements during the year Students are always encouraged to participate in various intercollegiate activities. The year 2019 - 2020 was the year full of victory and achievements in the various Inter-Collegiate Competitions. Many student-teachers participated in various competitions such as Poster Making, Photography Competition, Dance Competition, Fashion Show, Hindi poetry recitation, chart-making and many more. They secured many prizes for the institution. Representation of students on academic administrative bodies/committees The student representatives are present in all

the important academic and administrative bodies as per the given composition. Students are actively involved in the College Development Committee (CDC), Anti-ragging cell, Women's Cell, and Grievance Cell. The student representation on all the important bodies/committees ensures the inclusion of students' voices in major decision-making.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Nirantar, Alumni association of KKCE is registered with Charity Commissioner of Mumbai on 18th January 2010. The association organizes various activities to increase alumni participation in the institution.

5.4.2 – No. of enrolled Alumni:

790

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

24000

5.4.4 – Meetings/activities organized by Alumni Association :

KKCE's alumni association- Nirantar organizes various activities for engaging alumni members and tapping their potential for the institution's growth. Formal meetings: One formal meeting was conducted with the alumni members to plan and discuss activities to be conducted during the year. Activities: • The alumni members were called as resource persons to conduct common sessions like 'Handling parents and PTM', and subject-specific sessions like -'Qualities of an Economics/Commerce teacher', 'Challenges faced by Economics/Commerce teacher', and content enrichment/TET preparatory sessions. • 'Lesson Planning Competition' was organized by the association for its members in the year 2019-20 • A reunion meeting of alumni involved in the Global-ITE project with Mr. Greig Whitehead To increase the visibility of the association certain steps were taken during the year as follows: • Two WhatsApp groups were created to ease the communication between the institution and the alumni members. So far around 300 alumni members are connected to these groups. • A LinkedIn profile of the college was created.

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)

The management is responsive to new ideas and initiatives and definitely ensures accountability, but freedom and support is given to the head of the institution to take key decisions. The management believes in a decentralized approach towards decision making. The management funded the visit of the overseas visitors from Gordon Academic college of Education, Haifa, Israel as a furtherance of quality initiative in collaborations. The decision of the details of the visit was left to the faculty and the Principal. The management is highly participative in their approach. Reports of communication are acknowledged immediately and there is direct access to the management members if there is any urgent need. Motivation for good work for institutional growth is seen in their dialogue and appreciative response. Their belief that they should be able to listen to principals as administrative heads and the other stakeholders in CDC meetings and during informal visits have helped to make decisions with immediacy especially in the COVID crises. The purchase of Microsoft team Campus agreement helped the college to use the Microsoft

platform during COVID times. Their compassionate approach helped the college to tide the COVID period with ease. The willingness of management members to be available for important decisions and compassionate stand during COVID times from March 2020 onwards towards teaching and non-teaching members was comforting and helped the college become more productive.

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
Library, ICT and Physical Infrastructure / Instrumentation	Infrastructure augmented, Campus Microsoft Teams purchased to assist in online lectures.
Examination and Evaluation	Online exams were conducted. Pattern of exams were shifted to MCQs and Short Answer type questions.
Research and Development	Used a multi-pronged strategy to enhance research activities. Allowed access to research students to collect data for their Ph.D. from the pre-service teacher at our campus. Organized, lecture sessions on important research topics, Paper reading sessions by research scholars in the field, international scholar sessions on Navigating the research Journey and Narrative research for the educational fraternity.
Teaching and Learning	Reinforcement and Continuity of the Professional skills gained by faculty in learning the T- Pack model at TISS in the last year was applied by teaching the current batch. Integration of technology and 21st century skills which enhanced student repertoire of skills for teaching.
Industry Interaction / Collaboration	Used the PDAR (Plan Do Act Review) model to finalize collaboration agenda with Gordon Academic College of Education (GACE), Israel. We were able to achieve several of our objectives, exchange visits, curriculum enrichment. The college organized a consortium of Principals met to understand the four year integrated program offered by Gordon Academic College, Israel. College also Networked with CENTA to encourage students to appear for the Teaching professional Olympiad to assess their subject related competencies. Provided TET preparation and content enrichment inputs with inputs from experts from reputed

	organizations.
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.

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

E-governance 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/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	Nil	Nil	Nil	Nil
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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	N.A.	7th Pay Commission Skill Development	11/04/2019	11/04/2019	Nil	1
2019	Understanding the Autonomy process by Dr. Vijay Joshi	N.A.	09/05/2019	09/05/2019	6	Nil
2019	N.A.	GST Auditing by Internal Auditor	06/06/2019	06/06/2019	Nil	3
2019		N.A.			7	Nil

	Teacher's Role in the Autonomy process by Dr. Hrishikesh Samant		23/07/2019	23/07/2019		
2019	Training Program for using Wordsworth Language Lab Software	N.A.	23/08/2019	23/08/2019	3	1
2019	N.A.	Tally ERP GST training	11/10/2019	11/10/2019	Nil	3
2019	Financial Implications of Autonomy process Mr. Elvis Thomas	N.A.	06/11/2019	06/11/2019	2	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
Excel File Attached	Nil	Nil	Nil	Nil
View File				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nil	Nil	Nil	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	<ul style="list-style-type: none"> • Festival Advance of Rs 15000/- before Diwali to Non-teaching Staff. • Basic requirements for monsoon preparation to Non-teaching staff. 	<ul style="list-style-type: none"> • Group medical insurance of all students for the 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 quarterly financial audits through professional auditors. The audits are stringent and intensive with internal audit reports generated every quarter. The report seeks clarifications for any anomalies or incompleteness in data. Recently the institution has also started the double entry accounting system so that outstanding/pending entries in the books of accounts can get easily detected and rectified in a timely manner. The external auditing is also carried out by another professional Chartered Accountant firm. They verify the accounts thoroughly and finalize the balance sheet, Income and Expenditure statement and certify necessary documents.

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 funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Management	3550524	Infrastructure augmentation
No file uploaded.		

6.4.3 – Total corpus fund generated

3550524

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	Yes	University of Mumbai	No	Nil
Administrative	Yes	Joint Director of Higher Education , Mumbai Region and Accounts Officer of Higher Education, Mumbai Region	No	Nil

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

• Parents support during cultural activities. • Parents involvement in economics and commerce club activities • Parents participation in PTA meetings

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

7th Pay Commission Skill Development Session on GST Auditing by Internal Auditor Tally ERP GST training

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

• International collaboration- Strengthening the relationship with Gordon Academic College of Education, Haifa, Israel by hosting faculty from Gordon and applying for GIAN for inclusion • Preparation of the institution for application of autonomous status • Experiential learning activities in collaboration with IDF in area of environmental sustainability and social

inclusion • Strengthening subject club activities to extend student interest

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
2019	TET training	09/04/2019	19/06/2019	26/06/2019	48
2020	TET training	02/01/2020	22/01/2020	22/01/2020	48
2020	Visit to Homibhabha center of science for science day celebration	02/01/2020	28/02/2020	28/02/2020	50
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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
Screening of Short Video Clips based on Gender Discrimination and Open forum for debate and discussion	07/11/2019	07/11/2019	43	4
Role Play Enactments & Discussions in class on Social Construction of Gender Identity	19/11/2019	20/11/2019	43	4
Case Study Presentations through Poster/Collage on Gender Issues	19/11/2019	29/11/2019	43	4
Guest session	21/01/2020	21/01/2020	33	3

on "Laws Protecting Women in India"				
Celebration of International Women's Day through a Women Empowerment Week organized by Women's Cell	02/03/2020	06/03/2020	91	5

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 emphasized while dealing with Environmental Education as an elective course chosen by 41 student-teachers in their last semester. Student-teachers created awareness about various environmental issues through digital presentations uploaded on Moodle and discussion forum on this institutional LMS. 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). As sustainability objective Ground Water Harvesting System and Waste Management Plant were set up in the campus with student and staff involvement and guidance from the experts.

7.1.3 – Differently abled (Divyangjan) friendliness

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

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nil	1	05/07/2019	1	Visit to Vishwajyot High School, an Inclusive School at Kharghar	Exposing student-teachers to innovative teaching practices, understanding the philosophy of constructivism, core values of	52

						an inclusive institution and their ways of catering to diversity.	
2019	Nil	1	16/12/2019	5	Community Work	Sensitisation towards Underprivileged/Marginalised sections of the society	101
2020	Nil	1	21/01/2020	2	Two day State level Seminar titled 'Readjusting the Inclusion Lens - Transcending the Exclusion Mindset'	Deliberations on different perspectives on inclusion. Exploring possibilities for Inclusion holistically using academic as well as social lens across all levels of education.	37
2020	Nil	1	13/03/2020	1	Workshop on 'Understanding Special Needs in the Classroom' by Ms. Srilatha Srikant	Disabilities and special needs of the learners in the class and role of teacher to handle these situations.	40

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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)
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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
Workshop on 'Utilizing Elements of Performing Arts in Education' by Dr. Tushar Guha, Nrityanjali	29/08/2019	29/08/2019	55
Session on 'Power of Words in Education' by International Expert Dr. Osnat Argaman, GACE, Israel	19/09/2019	19/09/2019	96
Workshop on 'Dance in Education' by Ms. Lata Raman	27/11/2019	27/11/2019	31
Workshop on 'Drama in Education' by Mr. Gerish Khemani, The Blind and The Elephant	23/12/2019	24/12/2019	47
Reunion of the KKCE Alumni who were part of the Global-ITE Project almost two decades back with the pioneer of the idea Mr. Greig Whitehead	04/01/2020	04/01/2020	30
Nai Talim Lessons during School Internship	06/01/2020	07/02/2020	48
Session on 'Inter Cultural Conflicts' by International Expert Dr. Galit Kaduri, GACE, Israel	17/02/2020	17/02/2020	47
Cultural Celebrations, National Days and Language Days (Marathi Bhasha Divas Hindi Divas) organized throughout the Year based on Indian Ideals and	15/08/2019	21/07/2020	105

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Sustained use of the Solar power plant (installed under UGC funding for Sustainable Energy) 2. Restricted use of plastic. 3. Dedicated gardener maintains the gardens and the plants in the campus. 4. Hands on activity to make best out of waste under SUPW. 5. Gandhi Jayanti celebrations with the spirit of environmental sustainability through setting up of Ground Water Harvesting Drum System and Waste Management Plant in the college campus. 6. A Tree Sapling Distribution drive was also undertaken.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Social learning through community outreach 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. KKCE aspires to create teachers who will act as catalyst for social change. So to realize institution's vision, like every year KKCE carried out its Community Service Program by continuing years of bonding with regular local community centres. Students worked with various underprivileged sections of the society, as a part of the community service. The main aim of the program was to spread awareness and educate those around, about various topics ranging from health, finance, self-empowerment etc. and also sensitize student-teachers to the marginalized sections of society and bring a change through collective action. The students worked with different groups such as underprivileged children, special children, old age homes and conducted remedial teaching, student leadership programs and computer literacy programs. They participated whole heartedly and gave it their best shot. As expected, they came back a transformed lot having experienced some harsh realities of life and feeling validated at having done their bit for the community. We also collaborated with NGO 'Clean We Go' and '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 these NGOs at different venues. The activities were integrated within the time-table throughout the year. The key idea behind this was to provide opportunities to student-teachers to engage in social learning through community outreach for a longer period of time. In doing so, they could truly make a difference since it will give them a holistic exposure to social realities on a continual basis. KKCE also networked with Mr. Subhajit Mukherjee of NGO 'Mission Green Mumbai' to set up a Rainwater Reserve Drum System on KKCE campus. Our students got hands on training of the installation process and are now ambassadors to carry forward this project to their respective institutions. Students also engaged in Juhu Beach Clean Up activity to promote the 'Swachh Bharat Abhiyan'. 2. Integrating ICT in Education The institution collaborated with Tata Institute of Social Sciences, the previous year to register for the 'ICT and Education - Reflective thinking in ICT' 4 credit course. The training involved learning about different ICT tools and its application in teaching and learning. Faculty learnt applications of different theories of learning, cyber security, authentic learning, T-Pack Model and 21st century skills within the training. The train the trainer model helped us conduct a similar 3 day workshop for our student teachers to enable them to ingrain the applications of ICT for their classroom teaching. In addition to this effort the faculty also trained students to use the Swayam platform to register for some courses of their interest. Few Faculty members completed certain courses on this platform. Few of the registered students

successfully completed their course in the given time period. Some are in the process of completion. Smart board training is provided. Moodle is extensively used as LMS and scheduling assignments, for uploading notes, resource material, Library is linked to Moodle and students are allowed access to Moodle. KKCE's Language Laboratory is another channel to bring in ICT in language learning and improving the communication skills of prospective teachers. Proper communication skills are essential to lead great conversations and language is essential for communication. The main objective of KKCE's Language Laboratory is to create an encouraging and supportive environment to help student-teachers learn the proper usage, pronunciation and diction of the English language in a more realistic setting. To provide more meaningful and comprehensive training its student-teachers, the college replaced the old software with a more interactive and effective Words Worth software was installed. All the Language method masters, along with a few English pedagogy students of the S.Y.B. Ed. participated in Wordsworth English Language Lab's Product Orientation Program to enable them to access the software and use. These students with the help of faculty trained other students to use the software. The college library too is keeping abreast with latest ICT advancements in providing library facilities. KKCE library is fully automated with latest software 'SLIM 21'. All library operations (acquisition, circulation, cataloguing, serials control etc.) are through this software. The library has a quality collection of books, journals, magazines, CDs, DVDs, thesis dissertations, research projects and E- resource database. The library has been providing various services through upgraded MOODLE LMS and has also developed an Institutional Repository. The subscription and registration of N-List programme of INFLIBNET was continued as it provides access to a plethora of e-resources. Students and teachers had remote login facility to access and download articles. A programme on 'N-List E-Resources: Online Access' was conducted by the librarian for the new batch of students. Library has taken initiatives to introduce SWAYAM Online Educational Courses in various backgrounds for the faculty and students. The Library offers computerized Catalogue Search Services through the Web OPAC (Online Public Access Catalogue) to all. It helps students search for books through remote access. A well designed library website of the institution provides online library services like E-resources, open access database, Web OPAC, online question papers, online courses, Webinars, placements, etc. to college library users. Early March 2019-20 saw the pandemic strike worldwide. Undoubtedly our experience with ICT allowed our faculty and students to make an easy shift to online lectures and assessments to from the face to face mode. Teachers and students of KKCE showed immense resilience and adapted spectacularly to the new normal of Online Education by demonstrating steep learning curves with the use of ICT in Education. Lectures, assessment, assignments, project submissions as well as Method Club activities too were conducted in the online mode using college LMS, Moodle and other open web platforms. Students as well as teachers used this opportunity to participate in a number of online competitions, webinars and conferences. Faculty attended online workshops on e-content development.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.kkcoe.edu.in/wp-content/uploads/2021/07/Best-Practices-2019-2020.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

This academic year our distinctiveness has been providing opportunities for Service Learning by collaborating with different organizations. The activities

the institution identified were aimed at sensitizing student teachers to the environmental and social issues that afflict the ecosystem and society as a whole and the varied measures that one can take through collaborations with NGOs and other organizations that work in the field. The Leadership program that the college undertook with Indian Development foundation (IDF) helped to sensitize our student teachers to understand the problems of underprivileged children in Municipal schools. Our student teachers helped to build communication skills, moral values and leadership skills in the underprivileged children. The sessions were spread throughout the semesters to create a holistic feeling to outreach than just a one off activity. The cover of compassion program of the IDF helped students use their hands to work on creating quilts and cloth bags for the leprosy inmates of a dermatology centre. The college also networked with Clean We Go to sensitize students in schools to solid waste management and plant a sapling each. The collaboration with Clean We Go helped our students and faculty to learn to set up a Rainwater Reserve Drum system on the campus to save rain water and put it too good use. As a part of the Swachh Bharat Abhiyan students undertook beach cleaning of Juhu Beach which is close to the college. The planning of these activities spaced out over the year helped in developing sensitive teachers. The thrust of the program was to build on the strengths of different organizations that provide service to the socially and economically disadvantaged, by using small groups, peer support, working under the supervision and care of the faculty as well as social service personnel of the organizations. The real and authentic experience spread over the year and weekends helped our student-teachers become more efficient and sensitive to the needs of the others.

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

- Prepare faculty and non-teaching staff for institutional autonomy.
- Invite experts from other organizations to share ideas on autonomy.
- Further the process of approval for the B. A. B. Ed. Integrated program.
- Plan out the new value added courses for the students
- Strengthen the collaboration with GACE, Israel by planning out few FDPs for educators and students.
- In the purview of the pandemic, promote the enhanced use of LMS-Moodle and encourage faculty members for online courses and FDPs.
- Explore the possibilities of partnership in research activities with GACE, Israel.
- Explore possibilities for value added course collaboration with Israel.
- Utilize the expertise of the stakeholders, especially the alumni optimally for the quality improvement, in the current scenario.
- Sustain the quality educational practices unique to the institution (Eg: Content enrichment, CET orientation, TET orientation, guest lectures, workshops, yoga, Extension work, club activities by adopting the relevant online platforms.
- Plan out the regular study circle and research cell activities through online mode.
- Sustain the best practices of the institution in the best possible ways by adjusting to the new normal imposed by the pandemic.