



YEARLY STATUS REPORT - 2020-2021

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 its own campus?	Yes
• Alternate phone No.	02226608747
• Mobile No:	9820391893
• Registered e-mail ID (Principal)	kkbed@kkcoe.edu.in
• Alternate Email ID	principal@kkcoe.edu.in
• Address	Smt. Kapila Khandvala College of Education, Relief Road, Santacruz (West)
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400054
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	UGC 2f and 12 (B)				
• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Dr. Sunil Rajpurkar				
• Phone No.	02226608633				
• Alternate phone No.(IQAC)	--				
• Mobile (IQAC)	--				
• IQAC e-mail address	kkce.iqac@kkcoe.edu.in				
• Alternate e-mail address (IQAC)					
3.Website address	www.kkcoe.org.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.kkcoe.edu.in/wp-content/uploads/2022/07/AQAR-2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.kkcoe.edu.in/wp-content/uploads/2021/05/Planner-2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	88	2004	03/05/2004	02/05/2009
Cycle 2	B	2.84	2011	08/01/2011	07/01/2016
Cycle 3	A	3.16	2016	16/09/2016	15/09/2021
6.Date of Establishment of IQAC			15/03/2005		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
N.A.	N.A.	N.A.	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		04		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> • Initiating the Course on Cyber Security for S.Y.B. Ed. students with in-house trained faculty. • Expediting the process of Institutional Autonomy through sessions with experts in the fraternity. • Strengthening linkages with Gordon Academic College of Education, Israel through online workshops on: Critical Friend Model of Discussion, Model of Reflection and Teaching Future Thinking in Schools. • Successfully facilitating the process of Career Advancement Scheme for four faculty members of the college during the year. • Smooth transition to online mode of teaching, guidance, mentoring, paper setting, assessment and evaluation from the onset of the COVID-19 pandemic. 				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
<p>Curricular Aspects POA -</p> <ul style="list-style-type: none"> • Seek approval of selected faculty from University of Mumbai and appeal to NCTE for granting permission to start the B.A.B.Ed. course • Start new value added certificate courses of RUSA • Upgrade MOODLE so that it can be used more meaningfully for teaching, learning and assessment. • Utilize the expertise of the stakeholders for quality improvement of all departments and cells • Find the most feasible ways of curriculum transaction in the online mode with no compromise on quality of the programme. • Equip students with digital skills along with the academic skills to bridge the industry-academia gap • Explore avenues for building meaningful collaborations and linkages in the new digitized world 	<p>ATR (Key Highlights) -</p> <ul style="list-style-type: none"> • Regarding B.A.B.Ed. course requirements: Approval of selected faculty from University of Mumbai has been received the appeal to NCTE for granting permission to start the course is being worked on. • New value added courses of RUSA: Course on Cyber security will start from 6.12.2020. Course on Health & wellbeing is being worked on. • Organize FDP: FDP have started and 3 areas identified and initial w/shops for the same have been held in collaboration with GACE. • Enhanced use of LMS -Moodle & encourage faculty for online courses: Both faculty members have used the same extensively. (all the more due to the pandemic and everything being done online) Almost all faculty members have completed short term online courses, online FDPs and librarian completed a refresher course online too and quite a few students have got certified for the SWAYAM courses too. • Utilize the expertise of the stakeholders for quality improvement: With the entire curriculum transaction going online and the need to start training student teachers to teach online, inputs from schools was sought(through an online seminar) for understanding school needs and the internship program was planned accordingly.
<p>Teaching, Learning and</p>	<p>ATR (Key Highlights) -</p> <ul style="list-style-type: none"> •

Evaluation POA - • Incorporate advances in ICT in curriculum transaction as well as evaluation and assessment. • Equip students for curriculum transaction to meet the challenges of inclusion and global competencies • Continue with best practices like Content Enrichment, CET Orientation and TPACK lessons • Strengthen association with stakeholders like internship schools, alumni body, other TEIs and community at large • Reimagine and Strengthen support systems for better educational achievement and mental health of students in online mode (including language laboratory, mentoring, tutorial & buddy system) • Reimagine and redesign Internship programme in the online mode • Provide holistic co-curricular and other experiences to students that enrich their learning • Continue with participative, collaborative, experiential, constructivist and other innovative learning approaches as far as possible in the new situation • Enhance reflective practices through- Reflections on lessons, Course assignments, Community work and Action research • Build up on partnership with GACE through Collaborative workshops and seminars (in online mode), Exchange programmes (if possible once travel restrictions are relaxed), Video lectures and Research initiatives • Strengthen evaluation and feedback practices for students as well as teachers • Establish

Extensive use of ICT especially Moodle in teaching, learning and evaluation. • Re-imagined School Internship programme (Understanding school expectations, students survey, preparatory sessions for online teaching, all types of lessons) • Advanced alumni engagement • Enhanced reflective practices • Built up on partnership with GACE, Israel to up skill faculty and students capacities • Adapted mentoring, tutorial and remedial programme in online mode • Content enrichment, CET orientation, TET, guest lectures, workshops, yoga, Extension work, club activities organised in online mode. • Strengthened library services (Nlist, SWAYAM, book exhibition, etc) • Lead role by senior faculty in organizing university exams for the cluster for semester IV of batch 18- 20 and semester III of batch 19- 21.

<p>linkages which can help provide international experience for students</p>	
<p>Research, Consultancy and Extension POA - • Develop and strengthen collaboration with institutions at national and international level for collaborative research • Encourage students to conduct researches and publish through different forums • Strengthen linkages with schools and other educational institutions for internship • Enhance the facilities in the research cell by providing facilities for online referencing • Organize workshops, guest lectures and webinars to enhance the understanding of research • Redesign extension work to adapt to the online mode through collaborations with NGOs • Redesign Action Research in a way that students' experiences are not compromised despite the online engagement in schools</p>	<p>ATR (Key Highlights) - • Sustainable Development - Eco Brick Making • Compassion - Diwali Lamp & Lantern Making & Distribution • SLP with IDF - Online session with schools • Social Entrepreneurship, Swatchvata & Rural Engagement - Ventel Program has been signed for.</p>
<p>Infrastructure and Learning Resources POA - • Up gradation of IT Infrastructure to support online Learning. • Conduct Green Audit of Institution. • Upgrade Library with digital resources • Buy Plagiarism Software for Research guides, researchers and professional writers to check their original works • Digitize old research books and Ph.D. thesis • Continue subscription of UGC CARE listed journals • Encourage students and faculty to take up SWAYAM and other Online Courses for skill</p>	<p>No on campus developments due to Lock Down during Pandemic</p>

<p>development • Provide access to Open Educational Resources (OERs) through Library website and LMS for teaching and learning resources • Develop college Digital Library • Create an online database under consortium</p>	
<p>Student Support and Progression POA - • Adapt all the regular programmes like Yoga Training, CET Orientation, TET Orientation to the online mode • Encourage student participation in certification tests like CENTA and TET • Provide constant technical support to students like continuous training, apps, software, etc. to deal with online classes and making video lessons • Language lab - Explore avenues to provide Words Worth Training in the online mode • Provide Counseling services to students in the form of online individual as well as group counseling sessions given the challenges of the pandemic and lockdown • Strengthen Placement Cell by training students to develop e-portfolios besides all the regular support • Organize frequent Mentoring sessions to provide academic as well as non-academic support to students • Organize PTMs for enhanced interaction with the parent body given the challenges of the pandemic and lockdown • Provide affordable loan options to help students pay their fee. Also offer them installment facilities</p>	<p>ATR (Key Highlights) - • Financial assistance - Availing the facility of Grey Quest • ICT Trainings - Started 12 hour course on Cyber security training • Counseling Cell - Session conducted effective communication skills, stress management and mindfulness. Online individual/ group counseling sessions • Library/Study circle - Library session on variety of themes, Session conducted on improvisation and how do we learn • International collaboration - Initial workshops with GACE are completed (reflection, teaching future thinking, critical friend) • Women's Cell - Webilogue on gender stereotypes and care economy, Cancer awareness, Publication planned • Yoga training-completed • CET orientation • TET training workshop-completed • Centa's teaching professional Olympiad • Technical support- providing continuous training, apps, softwares • Language lab- words worth software training</p>
<p>Governance, Leadership and</p>	<p>ATR (Key Highlights) - •</p>

<p>Management POA -</p> <ul style="list-style-type: none"> • Aim at total digitization of the overall administration of the institution including setting up Management Information Systems • Strengthen networking between/amongst different institutions of the SES Management for smooth and efficient functioning of the Society • Maintain the institutional ethos and professional climate to sustain cordial relationships amongst members. • Provide support to all staff and students to tide over the pandemic and the lockdown situation • Adopt the new policies and procedures laid out by the governing bodies to run the institution in the pandemic in online mode • Explore ways of increase the number of minority enrolments in the course given the centralized nature of admissions 	<p>Professional development workshops with Israel experts in Nov 2021 and collaboration for offering their courses</p> <ul style="list-style-type: none"> • Enabled technological up gradation for entire campus in addition to a wi-fi enabled campus we have licensed Microsoft teams which we are able to use today in a pandemic and it can be put on youtube. • Protecting employees during COVID. In terms of job protection, health protocols. Created a sense of security and wellbeing for all the teaching and non-teaching. • Internal audits quarterly on line this year to be safe for all.
<p>Institutional Values and Best Practices POA -</p> <ul style="list-style-type: none"> • Encourage online engagement of students for extension activities during the pandemic • Encourage extensive use of MOODLE for teaching-learning, assignments and examinations • Organize expert talks for training in digital resources • Organize Professional Development workshops with GACE as a part of the MoU • Facilitate Method Club activities using LMS and other Web platforms • Plan out productive leisure activities in the online mode to release the mental stress and for seeking creative engagement of the 	<p>ATR (Key Highlights) -</p> <ul style="list-style-type: none"> • Online engagement of the students to continue with extension activities during the pandemic. • SUPW activities of making Decorative lamps, Diwali Lanterns in line with Mahatma Gandhi's Nai Talim values were organized. • TET Training Workshop and Content Enrichment Sessions were organized using web platforms. • Method Club activities were successfully planned and executed through LMS Moodle and web platforms. • Extensive use of moodle for teaching-learning, assignments and examinations. • Enriching inputs were given to student-

<p>students during the pandemic • Plan out interactive sessions with practicing teaching professionals on web platforms</p>	<p>teachers on digital resources of teaching-learning by organizing expert talks and workshops. • Digital learning resources, video lessons prepared by the students were shared with internship schools. • Professional development workshops for educators were organized as part of the MOU with GACE, Israel.</p>
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13. Whether the AQAR was placed before statutory body?	No
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<ul style="list-style-type: none"> • Name of the statutory body 	
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Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE
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Year	Date of Submission
2020-2021	11/05/2022

15. Multidisciplinary / interdisciplinary
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Theme based lessons as part of Practicum and Language Across Curriculum as an Interdisciplinary Course:

One of the good practices that we would like to elaborate on is our theme-based teaching which is practicum oriented and it results in the development of skills in integrating multiple subjects with a core theme`. This gives the students the value of multidisciplinary. The theme-based approach is explained and demonstrated and students collaborate with their peers from different disciplines to deliver a lesson to the practicing schools. So multidisciplinary is understood in theory as well as in practice.

One of the assignments for the Interdisciplinary course 3 (Language Across Curriculum) involves making multilingual glossaries in respective disciplines. The students of 2019-2021 batch made these glossaries which were then shared on padlet. Here they went through

each other's work across different disciplines and commented on each other's assignments. So this way they had multidisciplinary experiences.

16.Academic bank of credits (ABC):

The college encourages faculty and provides freedom to add valuable inputs in the form of pedagogical approaches, and selection of reading material. for e.g Active Learning Method (ALM), Peer Assessment, Concept Attainment Model (CAM) which are not listed in the syllabus are promoted. The student teachers are trained in using these approaches/ methods.

This year we had a unique opportunity to collaborate with our partners in Israel, the Gordon College of Education. We collaborated to understand three new pedagogical approaches like teaching future thinking in schools, the critical friend model, and the reflection model. With the pandemic in the backdrop, the college extended this learning to a collaborative action research model to train students to create lessons in the three areas.

17.Skill development:

The institution has several initiatives to provide value-based education that inculcates positivity and develops a humanistic approach to life. this year we had the following programs:

Value education training through HEMA Foundation for all the students and teachers

Stress management through mindfulness and meditation.

Effective communication skills

Appreciative inquiry

Workshop on creativity in teaching using performing arts

Education for peace

Inclusion workshops on reading without seeing

Creative art of story telling

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The faculty members are conversant with at least two languages, some

with three (English, Hindi and Marathi) and they use the bilingual approach in the classroom teaching as per the need of the students.

Every year the college has a marked cultural day. The focus of this day is Indian culture and traditions. Various competitions are conducted highlighting the traditional dance forms of different states of India.

Festivals like Diwali, Navratri and Eid are celebrated highlighting the flavour of the Indian culture. Relevant performances and competitions are conducted on these days like diya decoration, rangoli competition, mehendi competition, traditional Garba dance competition etc.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The College is an affiliated college and is following the syllabus prescribed by the University of Mumbai. The College has applied for autonomous status and planning to adopt outcome-based education.

The faculty members are informed about and encouraged to attend seminars/ workshops organized by various organizations on the theme of OBE. To begin with, while framing a syllabus to be implemented under autonomy, the faculty members have identified the graduate attributes, program outcomes, and outcomes for each course under B. Ed. program.

20.Distance education/online education:

The College was always progressive and one step ahead in terms of the use of technology. It had a fully functional computer lab since 2002.

The college uses customized Moodle as LMS and uses its various features for making the teaching-learning process more dynamic. The faculty members use various technological tools like online quizzes, and interactive platforms like padlets, interactive slides, etc.

During pandemic the complete teaching-learning process was managed online without compromising the core aspects of teacher training.

Extended Profile

2.Student

2.1

98

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	48
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	48
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	98
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	23

4.2	50
Total number of computers on campus for academic purposes	

5. Teacher

5.1	5
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	6
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The college faculty have been involved in the designing of the syllabus of the Mumbai University 2-year B.Ed program, which is followed by the institution.

The year 2020-21 being a pandemic year demanded a review and revision of the curriculum to adapt to the needs of the online delivery of the program, and extensive online meetings were held. The positives accrued from the previous year, adjusting to the pandemic were used.

A meeting was held to discuss the manner of implementation of the curriculum in the online mode. An online seminar conducted with the practice teaching schools helped identify the schools' needs, and to identify the most appropriate ways of implementing the school internship. Based on the learnings from the same the entire Internship activity was re-formulated. It was decided to give additional inputs to the student teachers for extensively embedding technology into the lesson delivery for internships to be conducted online using different platforms. The theory classes were all planned

online using platforms like Zoom, and Google meets, and LMS Moodle, social networking sites like WhatsApp to provide resources and study material to the students. All CCA's, Extension work, and Community work were planned and conducted online.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p>C. Any 2 of the Above</p>
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

18

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File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

1

1.2.2.1 - Number of value-added courses offered during the year

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

48

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

48

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

17

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

17

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File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The students were oriented to contemporary and innovative areas in the field of education. This year the students got an opportunity to equip themselves with three significant areas Futuristic thinking, Critical Friend Model, and Reflective Thinking. The students then developed learning resources in the form of lesson plans using these models.

The students also got an understanding of the different boards and their teacher expectations. The faculty of different pedagogies guided the students to equip themselves with the technical skills in their respective pedagogies and the strategies and techniques that could be used in the online mode to deliver lessons effectively using technology.

Opportunities to collaborate with the faculty and students of Gordon Academic College of Education faculty were made available to the students and students got their Action Research scrutinized by experts.

Student teachers got an opportunity to collaborate with NGO's like the IDF. They were able to deliver online the Student Leadership Program for the underprivileged students as well as an online program on English Communication skills through the CBDT.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Sessions in the form of guest lectures and seminars are held every alternate year for familiarising students to the different National school boards, their philosophies, their curricula, assessment patterns, and norms and standards. Student teachers get an opportunity to complete their internships and teaching practice in a variety of school boards like the state board, the Central Board (CBSE), the ICSE, the IGCSE, and IB. Student teachers are also encouraged to take sessions with the schools catering to the underprivileged students through the extension work programs that are planned and conducted.

Seminars are also held to make students aware of the international boards and international job opportunities and requisite skills and qualifications required to take up teaching jobs in other countries.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The college provides a variety of experiences to the student teachers to help them gain an insight into the profession and develop skills to be school ready. Most theory classes are conducive to holistic learning wherein a variety of teaching approaches and methods are used, so student teachers gain first-hand experience in the use of contemporary teaching methods like blended learning, constructivist approach, cooperative learning strategies, role play, case studies along with the dialectic methods. Integration of technology into the teaching-learning process is learned hands-on as the student teachers and faculty both use ICT extensively during the program implementation. Almost all theory courses are followed by application-based assignments wherein student-teachers take their learning of theory forward into their teaching as they develop their philosophy and beliefs on education. Through the extension work program, student teachers get an idea of the kind of schooling happening at the grass root level, in the underprivileged section of society, and the contribution of NGOs in this sector. There are numerous guest lectures, and workshops by experts arranged to help students be abreast with the latest in the field. Thus the student teachers get ready for their professional life.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback

Feedback collected and analysed

process adopted by the institution comprises the following

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

0

2.1.2.1 - Number of students enrolled from the reserved categories during the year

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

It is mandatory for all aspiring B. Ed students to clear the Common Entrance Test conducted by the Government of Maharashtra, State CET Cell. This test assesses students for their readiness to undergo professional education programme in colleges of education affiliated to the University of Mumbai.

Once students secure admission in the college, they are provided support to enrich their content knowledge related to their pedagogy I subject. Students are oriented to organising content through concept maps and mind maps. They are given time and guidance to read, understand and organise the content of their pedagogy I subject through concept maps and mind maps.

To prepare pre- service teachers for teaching practice during the school internship period, the KKCE curriculum incorporates intensive Initial preparation workshop comprising of micro teaching and lesson planning. This workshop equips students with necessary knowledge and skills to take effective lessons in school.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

F.Y.B.Ed- 6 groups (7:1), one group (8:1). S.Y.B.Ed- 6 groups (7:1), 1 group (6:1)

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution believes in creating child- centred learning environment for the student teachers. Thus various participatory approaches are adopted by the teachers in the teaching- learning process. Some of the approaches adopted by the teachers are as follows:

Sr. No

Approach

Rationale

1

Role play

Students get an opportunity for creative expression through role play. It develops communication skills, collaboration, team spirit among students.

2

Seminar

It Provides an experience of writing a paper enabling them to compile their thoughts, readings and ideas. It encourages originality, team work and confidence among students.

3

Lecture- cum- discussion

Most classes are held using this method which keeps students active participants in the learning process.

4

Flipped Classroom

This method is used to motivate students to undertake self- study of the topic through videos and handouts. Post which discussion is taken up in the class followed by quiz.

5

Co- operative learning strategies

A number of these strategies are used by different teachers to promote social competencies in students.

6

Quiz

Quiz is conducted to enhance self- study skills in adult learners. It builds competitive spirits among students which pushes them to read, study and perform well.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://kkc.vidyarjanconsulting.com/login/index.php
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

98

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://drive.google.com/drive/folders/1vczM_uTD1IH4FrFi5ZWzvN_lgzFoRqy2Y?usp=sharing
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The mentoring system at KKCE is designed with the primary objective of building strong rapport between mentor and a group of mentees thereby providing mentees necessary support, guidance and motivation during their entire B. Ed course. All the mentoring sessions were held in teams unless there arose a need to address any mentee in person. Mentoring sessions facilitated addressing diverse needs of students in a comfortable way.

Presence of S. Y. B. Ed students along with F. Y. B. Ed students together in some of the mentoring sessions led to enhanced interaction and fruitful discussions. Interactions held during the mentoring sessions provided guidance on various aspects of pre-service teachers' lives like handling stress, dealing with adversities, etc. Mentoring sessions provide a platform to the mentees to share issues and concerns faced by them in the rigorous B. Ed course. Through these sessions, mentors could provide much needed patient listening, support and motivation to the mentees. In this way, mentoring programme is aimed at creating healthy teaching-learning environment with the goal to help students' achieve their best.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Teaching learning processes are very often planned in a way that nurtures creativity, innovation, thinking skills, empathy, life skills etc. among students. An example is- The Interdisciplinary Course 'Language Across Curriculum' deals with Multilingualism and Socio-linguistics awareness. A Debate was organized in the online classroom titled "Do we need a National Language in our country? If yes, which language should be given that place?" Various perspectives emerged in this debate which not only made students think in terms of our multilingualism as our strength but also sensitized them towards the linguistic diversities prevalent in classrooms. It helped the future teachers gain insights essential to embrace these diversities. As an outcome of this discourse, students then made multilingual glossaries in their respective school subjects. Students were given complete freedom to present their

glossaries as creatively and innovatively as possible. These are normally put up on display for all. However in the online setup, it was challenging to do so. These very creative glossaries were posted on a padlet wall and the link was shared with all to view and comment on each other's work. Students were actively engaged in the process and gained some deep insights in the process.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity

Eight /Nine of the above

in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as

Three of the above

**interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in

Four of the above

preparatory arrangements
Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

As a practice, every student is exposed to teaching in schools with two different SES contexts. Since there is a pre-defined purpose to this practice, selection of schools is done by faculty in consultation with the Principal. But pandemic changed all of this. Though the University permitted us to have simulated/video lessons, we managed to engage with few schools which were open to having interns teach in the online mode for few weeks.

Faculty members personally interacted with school Principal/teachers

for seeking permissions and orienting them to the tweaked internship requirements. Semester-wise requirements were also specifically stated in the permission letters. Though we normally follow the mentorship model, it could not be practiced this year.

Students were oriented at length to the Internship programme by faculty-in-charges. All their doubts were addressed. Observation Schedules were customised to streamline assessment of all kinds of lessons (online, video, theme-based, nai-talim, co-teaching) and students were oriented to these criteria. For Peer Assessment, students were trained through an orientation which aimed at minimizing biases in assessment.

Every student-teacher got exposure to teaching in schools catering to lower SES students, many of who were first generation learners. We also managed to provide experiences of teaching in schools that cater to the higher SES students with strong academic backgrounds to our students despite the challenges of the pandemic.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

48

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative**

One/Two of the above

responsibilities- experience/exposure
Preparation of progress reports

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Students are oriented to everything that is expected of them during internship. The college requests school principal/supervisor to allocate subject specific mentors to each intern. The hierarchical structure of our school groups is Home School Supervisor - HSS (one teacher-educator per school group), student-coordinators and then the group members. The department monitors every students' progress through shared Google sheet which is periodically updated by student-coordinators. All communication to student-coordinators takes place through a dedicated whatsapp group consisting of Principal, department in charges and student-coordinators. If any students is seen lagging behind, the department engages in personal counseling with the concerned student and also informs the HSS about it, who then hand-holds the intern in a way that optimizes the impact of internship.

Desired attendance (100%) as well as mandated attendance (90%) is also communicated to interns during orientation. Daily attendance is impeccably maintained during internship with consequences for any deviant behaviour.

Every intern maintains a daily log which is a part of their reflection journal. This also serves as a control mechanism.

However, this was an extra-ordinary year since we were in lockdown

for a major part of the year. Lessons were hence delivered in schools (which were all online), in simulated mode (online) and there were video lessons too. Everything was impeccably monitored by the department in charges as per existing practices (evident in the document attached).

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Two of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

7

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

Ranges from 3 years to 29 years

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

Cumulative experience of 95 years

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The institution encourages faculty to participate in diverse programmes organized by other institutions. It also organizes annual conferences and study circle sessions to help teachers acquire new insights and grow professionally. Some of the programmes organized by the institution this year were as follows:

1. Webinar "Reorienting Internship Practice: Understanding School Experience of Covid 19" to understand the challenged faced by schools as a result of online education.
2. Annual International Webinar titled 'Exploring the Transformational Potential of Education: The Choices We Make'.
3. Workshops with faculty from Gordon Academic College of Education, Israel to train our students and teachers in the areas of 'Future Thinking', 'Reflective Thinking' and 'Critical Friend Method'.
4. Online study circle session "Faculty Meetings: Boring Routines and Dynamic Opportunities".
5. Online study circle session "Improvisations in Times of Uncertainty" led by researcher from University of Virginia.
6. Faculty members also participated in Research Discussion Sessions led by researcher from TISS for a project sponsored by Aziz Premji Foundation University.

Besides these, every faculty member participated in conferences organized by other institutions as per their personal interests.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) is an integral part of Teacher Education. We follow the University structure for CIE. It comprises of essays, class tests and assignments for every theory course. This internal assessment carries 40% weightage as per University guidelines. CIE is also followed for practicum component in different forms.

Marks specifications for all theory courses are as under:

1 Essay: 5 marks

1 Class Test: 15 marks

2 Assignments: 20 marks (In case of pedagogy papers, students write one assignment for 10 marks and appear for a content test worth 10 marks)

For the practicum component, students are evaluated on their lesson planning and execution throughout the course in form of 30 lessons of different types. They are also evaluated on their participation in co-curricular activities, their engagement in community work, their ability to reflect on their lessons and through a school based action research project. All of these are as per the guidelines of our affiliating University.

We follow a practice of recognizing students based on CIE for theory, practicum, attendance and general behaviour at the end of the year.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Four of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective
<p>Students are given detailed qualitative feedback for all areas of internal assessment. Whatever are the grievances with respect to assessments, are all addressed in these feedback sessions by each and every teacher.</p> <p>For University examinations, the students who want to go for revaluation are guided all the way with all the processes and protocols.</p>

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

As a practice, we follow a progressive academic calendar; largely because our placement of terms is based on University directives and admission schedules which vary every year. This being a very different year, there was ambiguity right from the beginning about placement of terms. The start of the term itself was delayed. We started in August and kept developing our academic calendar as and when we received official communication from the University wrt external examination schedules and placement of semesters.

Yet another and bigger challenge with internal assessments this year was the mode in which it was to be conducted. These were marked on the calendar as soon as there was clarity on their mode. Once the calendar was developed, we stuck to our schedules for internal evaluation. All essays, class tests and assignments were planned as per the dates in the academic calendar. Due to delayed admissions (Sem i started in in March 2021), there was no Semester 2 this academic year.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

We presently follow the syllabus laid down by University of Mumbai. Under this syllabus, specific objectives are stated for every course. The University has still not transitioned to OBE. Since we are an affiliated college of University of Mumbai, we too have not made the shift to OBE yet.

With respect to Objectives, every course is transacted in alignment with the stated objectives. The objectives associated with every paper are realized either through classroom instruction/interactions or through course assignments. Evidence for one course is attached with this report.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

As mentioned in 2.7.1 above, our University still has not transitioned to OBE. Our curriculum transaction is targeted towards realization of course objectives. Hence there is no mapping mechanism yet to map the progressive performance of students and attainment of professional and personal attributes in line with PLOs and CLOs.

Therefore, no attachments for this criteria

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment

activities during the year

39

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

This year, due to the pandemic, education moved online. This had far reaching impact on teacher education since our internship and practice lessons had to move online too. This meant not only were the student-teachers required to have some basic infrastructure in place, but they also needed certain level of technical expertise. This was something that was a completely new domain for everyone.

We started off by conducting a survey on assessing how well were the student-teachers equipped to take classes in the online mode - both in terms of their technical prowess and in terms of infrastructure support. Students filled google forms which gave us a reasonable idea on what their learning needs were. Based on this input, several sessions were organized to train them for taking online classes, making effective powerpoint presentations, making radio as well as video lessons where hands on training was provided in each aspect.

Certain students were more adept with technology than others. These students were empowered to hand hold and guide the ones that faced any issues.

Finally, as an outcome of this training, each and every student managed to deliver several online and video lessons of good quality using powerpoint presentations and several online tools like Kahoot, Mentimeter, Canva, Google docs, etc.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional

One of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC

website during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1.5

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

4

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

6

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

98

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Community work and outreach activities sensitize the student-teachers towards their role and duties as a part of society by making them aware of the reality. Students participated in leadership training programs and trained diverse groups of children from underprivileged backgrounds on communication skills, values, ??and motivations to become leaders.

The pandemic prevented student teachers from leaving home, but did not prevent their enthusiasm for "making changes in critical places." During the Diwali Festival, SY students made their own "Diya, Lanterns, Masks", took all necessary precautions, and distributed them to people in need. This act of kindness lit up a bunch of smiles during the festival of light.

The FY students were engaged in two activities - English teaching for BCPT and Seed Ball Making. As part of the pilot program, some students volunteered to take online classes on the Bombay Community Public Trust (BCPT) project. This project was tasked with developing basic English skills for Class III students. An online seedball-making session was held in which students made more than 300 seed balls for a variety of native plants for use in monsoon gorilla plantations. They also received training on how to make eco-brick from PET bottles and packages.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

One/Two of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

College is sufficiently spacious for various courses as per the mandate of the competent authorities and statutory bodies. College has a total of 8 classrooms with ICT and AV facilities for providing a holistic learning environment to students. To provide additional support 4 laboratories namely - science, math, social science and language room and psychology laboratory facility is available for students. Entire college campus is wifi enabled and the classroom has AC provisions as college, as college gets its electricity from the Solar battery system installed in campus. College has a spacious library which houses more than 20,000 books on various themes along with periodicals, journals, magazines etc. With Help of Moodle and N-list students are also given the opportunity to access many educational resources online during pandemic. Language lab facility is equipped with self learning modules which helps students strengthen their language skills. Girls and boys common room, gymkhana, canteen facilities are underutilized due to pandemic.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.kkcoe.edu.in/about-us/infrastructure/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

Rs . 692992

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Name of the ILMS software: SLIM21

Nature of automation: Fully Automated

Version: 3.6.0.31681

Year of Automation: 2016 to till date

Library and Information Center:

KKCE Library is fully automated with SLIM21 software, version 3.6.0.31681. SLIM21 is a web based library management system to automate library processes and provides for interactive user experience. SLIM21 follows a modular approach and offers the essential modules like Acquisition, Cataloging, Circulation and Serials to help acquire, catalog and circulate books, articles, reports, letters, pamphlets, serials publications etc. All the library resources are bar-coded and book reservation facility is also available through software.

The library has SLIM21 software as its Library Management System. This software is developed by Algorhythms Consultants Pvt Ltd and is based on internationally accepted standards. It provides a wide range of features for library management and assists in keeping the virtual library open for library users 24/7.

Library staff take care of the issue/ return desk, reading room section, reference section, digital library, library website, library activities, Library services by LMS, etc.

5. Book Bank Facility: Library has a book bank facility for B.ed. Students are able to borrow book bank books according to core subjects of each semester.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/view/kkcelibinfo/home
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

KKCE library is well equipped with a huge collection of educational books. Librarian has done Digitization of old Thesis and Dissertation, subscribed to E-journals, E-Books through N-List, INFLIBNET, Library services through LMS Moodle, created Library Blog, and Library Website. KKCE Library has an authentic collection of CTET/MAHA-TET, CET/NET/SET Exam books. The library has different sections- a reading room for students, faculty, and research scholars, new arrivals, periodicals, circulation section, lending section, newspapers, a reference section, OPAC section, Ph.D. center, Audio-video, photocopy, bound volume, and university question papers.

N-List is jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre. The N-LIST project provides access to e-resources to students, researchers, and faculty from colleges through a server. The authorized users from colleges can access e-resources and download articles required by students.

Library Collection

2020-21

Total

Books

18880

Journal & Magazine

45

Theses & Dissertation

244

E-Books

3 Lakhs +

E-journal

5000+ titles

Bound Volume

380

CD-DVD

310

Newspapers

5

Important Links for remote access:

Web link for SLIM21 - <http://103.66.96.242:8080/w27/>

Library OPAC - <http://49.248.167.182:8080/w27/>

Library Website : <https://sites.google.com/view/kkcelibinfo/home>

Library Blog : <http://kkcelib.blogspot.in>

MOODLE: <http://kkc.vidyarjanconsulting.com>

N-List E-resources (Remote access for online resources):

<http://nlist.inflibnet.ac.in>

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

65109

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

53

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.kkcoe.edu.in/about-us/library/
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Two of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

College Understands the important role of ICT facilities in teaching-learning process and therefore given high importance on having good ICT and AV Support facilities.

The college has well-equipped ICT facilities which include a computer lab and language lab. All the classrooms and lecture halls are equipped with smart boards and overhead projectors, internet,

sound system. In addition to this entire college campus is Wi-Fi enabled and is under continuous CCTV surveillance.

For maintenance of the ICT facility on the campus, the college has one technical staff on roll. The college has provided laptops to every faculty to facilitate educational transactions.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

25 : 14

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

Rs . 95810

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college is a small entity and hence we have always followed sustainable practices for maintaining our infrastructure. We follow the policy of self-reliance and most of the physical facilities (like Method Rooms, Computer Lab, Language Lab, Lecture Halls, Solar Panels, etc.) are maintained by the support staff and technical staff. The Librarian and the Library Assistant maintain library. The institution has Annual Maintenance Contracts for the website, air conditioners, fire extinguishers and pest control. Details of policy guidelines are attached.

- College should make a committee comprising of Teaching,

Nonteaching, and admin staff who should do periodic supervision of infrastructure and facilities available on campus and raise requisitions for necessary repairs and maintenance. Based on requisition, necessary action should be taken under the direction of the principal and wherever required support of management should be cited.

- Rules and regulations for Directions for utilization of ICT facilities and computer lab should be prepared and communicated to all students. The Institute should have UPS Stabilizer for server and Computer terminals.
- College should outsource agencies by undergoing AMCs for maintenance of various agencies. College should utilize support staff or should outsource external agencies for cleanliness.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.kkcoe.edu.in/about-us/infrastructure/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
36	46

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

8

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

6

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The KKCE Students' Council faced a unique challenge this year. The department found a creative way to pool student skills. Teacher's Day was celebrated using virtual mode. The retired faculty and graduates were invited to participate in it. Gandhi Jayanti was celebrated through a week-long celebration entitled Bunyadi Shiksha Sapt. Following the motto of "care, share, and create" in the creative use of waste, student teachers shared their expertise in creating beautiful and sustainable DIY objects. The experts also provided tips on gardening and making eco-friendly bags were also provided to the students by the experts. While the celebrations of Independence Day and Republic Day fostered national pride, various festival celebrations, such as Christmas celebrations, demonstrated India's cultural diversity. The 2018-2020 outgoing group was given a unique farewell in online mode. The event, titled "Memories and Moving On," brought nostalgia and hope for face-to-face classes. The new FYB.Ed group was welcomed by the online program and demonstrated their talents at an online talent show. This year was undoubtedly a challenge for the department. Still, as the department found opportunities in those challenges, it strove to reach out to the wider KKCE family and used the advantages of technology to organize vibrant programs.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

10

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni at KKCE plays an active role in various activities organised by the college. The involvement of alumni is crucial for development of the college. Throughout the year alumni is engaged in various activities. Alumni members are invited to conduct guest lecture/ workshops, as judge for cultural day competitions, as facilitators of TET training, etc. Hundreds of alumni members are connected on whatsapp group. Emerging opportunities for professional development and new jobs are shared on alumni Whatsapp groups from time to time. These groups remain a strong link between KKCE faculty and its alumni. One highlight of alumni in this year was that the first alumni newsletter was taking shape reflecting ideas, experiences and reflections of alumni members.

Two significant contributions of alumni are as follows:

- Alumni were invited to build capacities of student-teachers for online teaching during the pandemic Ms. Pinaaz Bamanbehram facilitated a session on 'Management of Online Classrooms', Ms. Sehal Gada, Ms. Stacy Vaz and Ms. Neha Dubey demonstrated teaching of lessons in online setup.
- Alumni of KKCE trained student-teachers in the content of some methods like: Mr. Rakesh Gandhi for Physics, Mr. Satish Sarang for Mathematics and Mr. Sandsh Kadam for Biology.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni association's role in furthering students' talent is crucial. At KKCE alumni members are dynamically engaged in motivating and nurturing talent in students.

- Alumni members with exemplary dancing and drama skills are invited to train students for cultural performances during NAAC peer team visits, insoection by important committees.

- One Alumni is a member of College development Committe and Internal Quality Assessment Cell. Being part of such important committees they are able to share ideas to support talent of students in the college.

- Alumni members are invited as experts for preparing students for teaching before they start school internship. This initiative acts as a support system to further teaching talent in students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

In line with our vision of being a premier teacher education institution for development of humane and progressive teacher professionals who will serve as catalysts for a just and caring society, we adopt a participatory approach in decision making in all verticals at all levels. Various committees, bodies and departments have been formulated to ensure smooth functioning of the college, e.g. college development committee, IQAC, Admission cell, examination cell, grievance redressal committees for students and staff, library committee, purchase committee, counseling cell, placement committee among others. Faculty is involved in the decision making of all the cells and there is a fair representation of students on important

committees like the IQAC, grievance cell, library committee etc. Regular formal and informal staff meetings and meetings with student members wherever applicable, help to design and periodically revisit academic plan and the various activities and programs with the motive of sustaining good ideas and , correcting the shortfalls. The institution also encourages reflections of the academic staff and feedback of student teachers to evaluate the academic and other activities and events. Several discussions on the same in IQAC are held to ensure successful implementation of various initiatives.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The management believes in a decentralized approach towards decision making. The institution has a flat structure and hence there are not many tiers of communication. Some of the simple strategies practiced by the head of the institution include Involvement of all faculty in preparing the annual Plan of Action (POA). The management believes in a decentralized approach towards decision making. The institution has a flat structure and hence there are not many tiers of communication. Some of the simple strategies practiced by the head of the institution include Involvement of all faculty in preparing the annual Plan of Action (POA). An example of this is that with the whole hearted participation of the management, teaching and non-teaching staff in the application for autonomous status for the college and working towards the goal of making the college ready for the expert team visit and roll out of the anticipated autonomous status. A thorough process of visualization, consultation and training of faculty, planning including financial planning and execution was followed by all stake holders in spite of the hurdles thrown at us by the pandemic restrictions.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial-internal and external

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. The external auditing is also carried out by another professional Chartered Accountant firm. They verify the accounts thoroughly and finalise the balance sheet, Income and Expenditure statement and certify necessary documents.

Academic transparency is ensured by a democratic distribution of workload which also optimizes utilization of faculty strengths. Student performance including practice teaching performances are discussed with students which also draws upon the self-reflections of students. These are used as a formative assessment strategy so as to ensure growth trajectory of each student.

Student admissions and staff recruitment follow the government of Maharashtra directives and policies.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The general strategic deployment plan is rolled out as five year perspective plan and annual plans of every year. The overall

strategic plan is made on the lines of vision of developing just and humane teachers who serve as catalysts for change. As an exemplar of this is that the college designed the extension work activities to suit the needs of the pandemic related lockdowns and school closures. Students were guided to make video lessons for the socially and economically disadvantaged schools. This activity was carried out in association with Indian development foundation (IDF) . The video lessons were designed to be used in an asynchronous mode so that school students could use them for self-paced learning. The students of the college collaborated with NGO Bombay Community Public Trust (BPCT) for online English teaching to non-English medium underprivileged students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.kkcoe.edu.in/wp-content/uploads/2019/12/Perspective-Plan-2017-2022_final-edited.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institution has formulated different bodies, committees, cells and departments for the smooth functioning of all activities demanded by the program and the vision and mission e.g. The CDC, IQAC, Finance committee, Examination cell, Purchase committee, grievance redressal cell. The main institutional bodies are the CDC, IQAC , examination cell and finance committee. The constitution of these bodies are as per the guidelines of the University and the other statutory bodies. The CDC meets twice every year for periodical revisiting of the day to day functioning as well as the new initiatives planned for the year. The IQAC has at least two external meetings with all the members present for planning and monitoring all quality initiatives. Several internal IQAC meetings are held to ensure efficient academic and administrative functioning. The finance committee meets regularly for formulation of the annual budget, monitoring income and expenditure, mobilizing funds if any and ensuring proper utilization of funds. The examination committee ensures that all the University norms and procedures are followed in a timely manner and the internal assessment is done in a fair, transparent and timely fashion. A

regular informal student and faculty feedback is taken to ensure a smooth functioning.

File Description	Documents
Link to organogram on the institutional website	https://www.kkcoe.edu.in/about-us/organogram-of-the-institution/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The institution has several cells and committees and several important decisions are taken in these different review meetings, for instance the College Development Cell (CDC), IQAC etc.To enable us to function efficiently, the institution has many cells/committees that must make choices and resolutions. Each committee or cell guarantees that critical choices are made and that there is agreement on them in order to implement and make substantial changes that are needed.

The decision to apply for institutional autonomy was discussed in

earlier meetings of the CDC in phases but the final resolution to submit application to UGC was resolved in the CDC meeting of 29 th October 2020.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Some of the welfare measures implemented are:

Providing Group medical insurance for non-teaching staff

Providing supports material such as uniforms, monsoon wear such as Umbrellas and footwear for all, .

Advance during the Diwali festival is also provided.

The teaching staff has support in terms of paying for the seminars workshops they attend in general.

Waiver of tuition fees for faculty member who registers for Ph.D. from the college as a research centre is allowed.

Each teacher is always given a designated laptop for academic use. We replaced a few outdated ones through Management funding.

Waiver of tuition fees for faculty member who registers for Ph.D. from the college as a research centre is considered.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

Nil- All workshops attended were online and free

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The teaching staff has a performance appraisal form (UGC format) which they fill endorsed by the principal. The non-teaching staff is evaluated on a tool based on 4 main parameters. The appraisal of Non-Teaching staff is done on a five point scale based on the observation of daily work over a period of time. The principal observes them, interacts with them, and then on the basis of the same evaluates. There are 4 main areas viz:

Job Knowledge/job responsibility Attitude towards co-workers & students Dependability and Punctuality Initiative And any specific remarks if required are written to add to the comprehensive feedback for both teaching and non-teaching staff. In addition faculty has student feedback too which is taken for both theory and practicum aspects.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The Management is particular about audits and all institutions under the aegis ofSadhana Education society have rigorous internal and external audits. The purpose of internal audits is to keep a healthy check every quarter to ensure that ourexternal audit is error free and there should be no major errors or compliancerelated short comings. No audit objections were made in the audit report for2020-21.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution is a teacher education college with one unit (50 student capacity). It is a govt. aided linguistic minority college and the main source of revenue is the Annual fee collected from students. The commonly used strategies are the conventional budget preparation and faculty members in charge of different departments are consulted before the final budget is created. This being the pandemic year 2020-21 allocation had to be made with more thought and care as fees were delayed due to the facility for staggered payments. And we had to rearrange expenses under different heads considering the priorities. However, the regular allocation for all heads such as teaching- learning, library, extension activities, and infrastructure, student welfare, staff welfare, activities are made as every academic year but with some increased budgets for technology and for online platform facilities to transact the curriculum in an effective manner. The budgets are sent to the Management for approval. The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. For any expense above 10,000 the purchase committee is consulted and approval is sought.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Different bodies, committees, cells and departments formulated by the institution ensure the smooth functioning of all activities demanded by the program and the vision and mission e.g. The, IQAC, library committee, practice teaching department, sports cell, student council, counselling cell, grievance redressal cell, research committee. The IQAC has at least two external meetings with all the members present for planning and monitoring all quality initiatives. Several internal IQAC meetings are held to ensure efficient academic and administrative functioning. The Pandemic allowed us to think of simple ways to continue good practices that were helpful in the online mode. Some initiatives for quality assurance for this year were

1. Arranging study circles by research cell for the following activities.
 - Training Principals and staff of other B.Ed colleges for research methodology
 - Research process training for Ph.D. scholars
1. The linkage with Gordon Academic College , Israel for professional development workshops was very useful and futuristic. A Technology training for critical thinking for Professional teachers was held in collaboration Israel experts

Upload - list of activities- signed by principal

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institution reviews its teaching - learning process mainly through feedback for faculty. The college lays great stress on the

practicum component and hence a feedback system for the internship and facilitation towards teaching is reviewed every year through stakeholder feedback: the principal of the school, the school teacher and the student teacher experiencing the training and facilitation. Reflections as an important tool is also encouraged as it serves as a qualitative tool to assess learning. The year 2020-21 was still the as a year of the pandemic and hence several inputs like workshops on use of online tools, radio lessons etc. was organized to visibly improve their learning. The radio workshop in the year 2020-21 involved bringing in the technical expertise, inputs by faculty to design lesson plans that suit the radio medium.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

6

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality

Four of the above

initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.kkcoe.edu.in/wp-content/uploads/2022/07/IQAC-Minutes-Meeting-ATR-20-21-Internal-external.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.kkcoe.edu.in/wp-content/uploads/2022/07/AQAR-2019-20.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Based on the recommendations of the NAAC committee in the third cycle, the institution prepared for application of autonomous status. Institutional processes were strengthened and preparation for the on-sit expert team visit were made.

Under the MOU with Gordon College of Education, Israel, the institution undertook collaborative professional development workshops in three areas - Teaching Future thinking in schools, Critical Friend Model and Model of reflection. As the extension of this initiative we also trained 17 students and three educators for an intensive workshop based training to develop lesson plans in future thinking in schools.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college is a small entity and hence the policy has always been towards maintaining sustainable practices such as self-reliance. KKCE has been promoting and practicing environment conservation and sustainability in all its practices. We took a big leap in the year 2014 when we shifted from conventional energy to solar energy by installing roof top solar power generation plant. The college was the first educational institution in Mumbai to have received UGC funding for this project. The college has been utilizing the solar energy since then to meet the partial requirements of its power consumption. The institution meets partial needs of its power requirement through use of renewable energy resources - Solar Power generated through the solar panels installed. Conventional fluorescent tubes in the campus also have been replaced by LED lights as sustainable energy initiatives. Year 2021-21 being the year of global pandemic and the institution was mostly functional off campus through online mode, the energy consumption at the campus was minimal.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institution believes in sustainable waste management principles namely reduce-reuse-recycle. It strives to make most of its activities paperless and electronic communication is encouraged to reduce wastage of paper. The institution has taken initiatives for

greening the campus under the efforts of the parent body SES. The blank side of old used print outs are reused by teaching and office staff for the rough planning work. The institution collaborates with NGOs 'Clean We Go', Mission Green Mumbai' and Indian Development Foundation (IDF) to sensitize students towards sustainable environmental practices wherein they are exposed to activities like beach cleaning drive, setting up of home composter, use of waste plastic bottles in making Eco-bricks, etc. Thereby these practices are incorporated at the campus and at their residence. Year 2021-21 being the year of global pandemic, the institution was mostly functional off campus through online mode. So most of the academic activities were carried out paperless using web-platforms and the college LMS Moodle. Students were engaged online in waste management activities like reusing waste material for making decorative articles (Best out of waste-SUPW) and eco-bricks making from waste plastic bottles. Year 2021-21 being the year of global pandemic, the institution was mostly functional off campus through online mode.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is housed in a spacious, well ventilated building and has an ambient green surrounding, the atmosphere conducive for learning. The parent body, Sadhana Education Society looks after the preservation and maintenance of the green cover around the institution through devoted personnel for the purpose and necessary financial investments. The institution has separate and adequate washroom facilities for students as well as staff, restroom facilities for both male and female students apart from the academic spaces required on campus. All of these facilities are cleaned on a daily basis and regularly maintained by the support staff devoted for the purpose. Adequate garbage bins are placed at several places for the primary collection of dry waste generated by staff and students on campus. The institution has Annual Maintenance Contracts for the facilities on campus like air conditioners, fire extinguishers and pest control. Year 2021-21 being the year of global pandemic, the institution was mostly functional off campus through online mode.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

One of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

It was the pandemic year. So our community work began with an interesting tie-up with Bombay Community Public Trust (BCPT). Our student teachers were trained by the NGO to develop basic English language skills from grades 1 to grade 3 students from BMC and disadvantaged schools.

We utilize the expertise available in the community for resource people and extension activities such as online teaching tools, inputs related to inclusion through the research centre for visually challenged. The workshop on developing radio lessons was conducted by an expert radio specialist.

Practice teaching schools in the vicinity and our own complex is like a learning laboratory for our teacher training program.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE - 1: Initiatives towards Gender Sensitization of Students

Gender biases existing in society, lead to ill-treatment, violence, exploitation and continued discriminatory practices. It remains a constant endeavour at KKCE to challenge exclusion mind-sets and sensitize student-teachers not only in terms of the gender binaries but also to the wider community encompassing LGBTQIA+.

The activities focused on creating awareness about women's issues, gender discrimination, and sexual harassment. Creating a favourable mindset towards gender equity and women empowerment. And gender sensitizing prospective teachers through argumentative and reflective pedagogical strategies.

BEST PRACTICE - 2: Social Learning through Outreach Programs

Social Learning is an experiential learning approach where students apply what is learnt in a course to real life situations in order to improve the conditions of larger community. This is deeply aligned with our vision as well as our mission to nurture the right attitudes and skills in teachers who will serve as catalysts.

The activities aimed at creating social awareness and a thirst for community service within every student, providing direct experiences of ground realities in sustainable development & education, developing leadership qualities and team spirit for carrying out appropriate relief measures during natural calamities.

<https://www.kkcoe.edu.in/wp-content/uploads/2022/08/Best-Practices-2020-2021.pdf>

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution is guided by its vision of offering distinctive teacher education to develop humane and progressive professionals with positive attitude and values. Even during physical distancing enforced by the pandemic, institution maintained a fair balance between digital learning resources and the much essential human connect in educative process.

Lectures, guest sessions, workshops, community work, extension work, sports day, method club activities and cultural celebrations with their usual flavour were organized online without compromising on the quality of learning engagement.

Important lectures were recorded for the benefit of students in case they could not attend in real time. Educators experimented with quizziz, kahoot, padlet and the LMS MOODLE was used extensively for lectures, sharing of study material and evaluation.

Online School Internship was organized by carefully designing training programme for online teaching. Buniyadi Shiksha Saptaah was celebrated marking the occasion of Gandhi Jayanti where students delivered online Nai-Talim lessons in schools. A Collaborative Content Action Research program was conducted in association with GACE, Israel. TET training was provided in the online mode.

Online mentoring, telephonic and group counselling to maintain personal connections are strong measures taken by college to bring inter-connectedness and achieve outcomes even in these trying circumstances.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded