



YEARLY STATUS REPORT - 2021-2022

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. Sheetal M. Zalte				
• Phone No.	02226608747				
• Alternate phone No.(IQAC)	----				
• Mobile (IQAC)	9594005517				
• IQAC e-mail address	iqac@kkcoe.edu.in				
• Alternate e-mail address (IQAC)	---				
3.Website address	www.kkcoe.edu.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.kkcoe.edu.in/wp-content/uploads/2022/12/AQAR-2020-21.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/2023/05/Academic-calendar-2021-22.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"> • Conceptualized a plan for autonomy, implemented the plan and steered the autonomy visit. Statutory bodies, departments were formulated and processes were established. 				
<ul style="list-style-type: none"> • Developed a Five-year Perspective plan and chalked out a plan of action for the year 2021-22. 				
<ul style="list-style-type: none"> • Initiated and convinced the authorities to purchase MIS for the institution- Learning Management System, examination portal, and NAAC portal. 				
<ul style="list-style-type: none"> • New courses were finalized, and preparation for launching these courses began. 				
<ul style="list-style-type: none"> • AQAR 2020-21 was submitted within the timeframe. 				
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>To integrate significant concepts like Outcome Based Education (POs & LOs), Inclusive Education and 21st Century Skills in curriculum, syllabus and transaction. Offer significant aspects of the program in Blended mode in line with UGC guidelines To initiate incremental redesigning of curriculum framework and syllabi to meet the needs of 21st century educator progressively. Follow up with NCTE for the four year B.A.B.Ed. Course. Pursue with RUSA for Health and Well Being Certificate Course. Collaborate with GACE, Israel to initiate value added certificate courses Explore feasibility of starting one year Certificate Course in ECCEd. Organize Continuing Professional Development Programs with national and international organizations</p>	<p>PO's,LO's and 21st century skills have been integrated Blended mode is used in many of the aspects of the program. We have incorporated incremental redesigning of the curriculum as the syllabus for autonomy was being framed. Follow up done.NCTE has started the ITEP at pilot stage in Regional colleges and some selected institutions. Awaiting clarity on ITEP from NCTE Positive Education Certificate course based on well being was offered. Collaborations done and two courses are being reviewed. Working out on the feasibility.</p> <p>1.</p>
<p>Continue incorporating advances in ICT in teaching, learning and evaluation Explore possibilities for restructuring teaching, learning and evaluation in Blended mode Incorporate Outcome Based teaching, learning and evaluation practices Bring in Higher Order Thinking Skills based practices for internal assessment Integrate learning outcomes in focus areas (Knowing the Learner, Lesson Planning, Managing Resources, Technology Integration & Assessment and</p>	<p>Guest lecture cum workshop on 'Use of online Tools for teaching- learning' was organised to train students in integrating ICT in teaching-learning. All students developed Video and Radio lessons, Technology was used for lesson guidance, evaluations as well as teaching. Done. Semester IV was transacted in the blended mode effectively. Identification of POs and COs done. Identified areas where this can be done. Will be rolled out from next</p>

<p>Evaluation) in reflections for better teaching practices Organize National or International Webinar on current themes or trends in education Integrate Art Based and Performing Arts Based education into the syllabi Strengthen partnership with existing international organizations and explore more possibilities Strengthen feedback mechanisms to incorporate all stakeholders' perspectives Continue with participative, collaborative, experiential, constructivist and other innovative learning approaches in curriculum transaction Continue providing holistic co-curricular and other experiences in the online mode Continue with existing reflective practices through reflections on lessons, course assignments, community work and action research</p>	<p>year. Students were trained in reflections right from the beginning of school internship programme. In semester III & IV, they recorded their reflections in the journal on all the focus areas mentioned. Organized an International Webinar titled 'Education: The Key to Unlock Sustainable Development Goals.</p>
<p>Promote dissemination of quality research through publication of annual online research journal Publish Learning Resources developed through Action Researches Seek funding from organizations like RUSA for research projects (minor or major) Administer faculty developed Academic Resilience Scale for the current batches and use the research data for providing better interventions. Leverage our key expertise areas for institutional consultancy. Expand Extension work meaningfully to the Covid impacted underprivileged children</p>	<p>The Academic Resilience Scale was administered and the data was collected. More opportunities for consultancy to be explored. Underprivileged children from the schools identified by IDF were provided with online sessions for developing soft skills like leadership, Communication Skills, and also provided academic assistance. Collaborated with Bombay Charitable Public Trust (BCPT) to teach English language communication to under privileged students</p>

<p>Develop more Learning Resources for emerging trends (authentic learning, theories of learning, 21st century skills, etc.) Linkages with local, national and international institutions for use and exchange of learning resources Increase the bandwidth for MOODLE Use MIS for administration and student support Augmenting technology, examination facilities, maintenance of Solar Panels and aesthetic uplifting of the premise</p>	<p>Learning material developed for theories of learning. Video clippings developed for integrating SDGs into curriculum. Nil We have increased bandwidth of MOODLE for sharing learning resources, to conduct internal tests, and for assignment submissions. students have been enrolled in the new Mastersoft MIS for administration of examination, result process, fees payment etc. LMS interface for students is in the process. College has purchased Lesson recorder for recording of important lectures and demonstrations. Digital podium is acquired for the use in main lecture hall. Technological facilities are upgraded. Dedicated Infrastructure was assigned to the examination department along with all the required facilities. Mastersoft portal for examination was purchased. Batteries of solar panel are replaced to utilize full potential of solar panels. AMC contract has been renewed.</p>
<p>Create an environment for student well being - mental health and resilience Strengthen connect with alumni for their support and progression and vice versa to create a symbiotic relationship (like creating a newsletter, putting up job vacancies, etc.) Provide unstructured lectures on the timetable for students to allow for free expression of feelings and emotions Create a blog to capture sharing of pandemic</p>	<p>The Counseling cell took personal and professional counseling sessions, personality test was conducted for all the students and the Counselor discussed the test results with all the students. Alumni Newsletter Published. The job vacancies are posted regularly in the alumni group. Alumni members are called as judges and resource persons for the sessions. Since the 3 semesters were to be completed in one</p>

experiences Explore and provide different ways of supporting student employment (connecting with NGOs, overseas placements, register on UGC's academic job portal) Continue with existing practices for providing support for competitive exams, academic performance and communication skills (Language Lab) Provide 'Library at a click' services for student learning Continue providing platform for communicating concerns through formal and informal channels

academic year owing to delayed admission, this could not be implemented. The students' experiences of pandemic were published in the college magazine. NGOs were invited for the placements. Announced for the students who have completed their PG. CET orientation sessions were conducted. Sessions were conducted for effective communication skills, Language lab training was conducted for the students. Separate library tab is available on the college website where the students can access the catalogues of all the resources available. Formal channels such as student council, Internal Complaints Committee, Grievance Cell were made available. While students used student council and mentoring groups for sharing their concerns.

Visits , exchanges in the collaborations Seek funds from Management for infrastructure and technology up-gradation Align institutional vision and mission for seeking academic autonomy Provide opportunities to faculty for research based projects (seed funding, infra support, etc.) Explore Microsoft Teams for providing data management systems in tune with NAAC expectations Provide opportunities for support staff through training workshops to build their competencies Strengthen the IQAC by seeking expert advice and emulating good practices from other exemplary

not done due to pandemic restrictions Management funds mobilized Activities are aligned to the vision and mission for academic autonomy. infrastructure was upgraded. collaboratively applied for a project in developing proposal for ERASMUS funding on open badges for ICT competency building Purchased the Mastersoft NAAC module. Mindfulness training was provided to the support staff. Constituted IQAC with several heads of reputed schools to integrate fresh ideas for enhanced TE and school partnerships International

<p>educational institutions Innovate and disseminate new ideas and pedagogies in education</p>	<p>webinar on Integrating SDG's in education was conducted.</p>
<p>Work with NGOs to use pre-service teacher skills to reach out to socially disadvantaged children Continue with workshops aimed at creating gender sensitivity. Integrate the issue with theory papers in the course Introduce Universal Design Training for faculty and students for building inclusive classrooms Create an institutional policy for inclusion on the campus Continue with good practices to create sustainable attitudes to protect the environment Build on paperless practices to reduce carbon footprints Conduct a green audit for the institution</p>	<p>Achieved successfully. The college collaborated with BCPT to teach English speaking skills to primary students of vernacular background. Collaboration with IDF on their flagship program 'Student Leadership & Extension Work' based on various life skills in different schools. Participation in the cover of compassion project of IDF at Vimala Centre. Achieved successfully even during lockdown in the online set up. WDC collaborated with Science & Language Clubs to execute relevant programs on gender sensitization. Curricular activities of the theory course 'Gender School & Society' too sensitized prospective teachers through multi-sensory, argumentative and reflective pedagogical strategies. Two faculty members completed the 3 credit course on inclusive education from TISS. UDL was an important component of the training. Action to be taken. Organization of an International Webinar on the theme</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>No</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	09/12/2022

15. Multidisciplinary / interdisciplinary

The College believes in developing multidisciplinary/ interdisciplinary perspectives among student teachers through various activities.

The interdisciplinary courses in B. Ed. Program like IC1 Gender, School and Society, IC2 Educational Management, IC3 Language across Curriculum, and IC4 Creating an Inclusive School cut across various disciplines. These courses have inbuilt elements of an interdisciplinary and multidisciplinary approach. The practical work included in these courses like gender analysis of textbooks, interviewing class teachers on various issues related to educational management, creating glossaries of content words from different subjects, studying the Classroom discourse in the form of oral language, visiting the resource rooms, presenting ICT for promoting inclusion etc. give scope to the student teachers to study the topic at hand from a multidisciplinary perspective.

The practicum component of the program, school internship, has embedded aspects of interdisciplinary and multidisciplinary in the form of different types of lessons delivered by the student teachers. The theme-based lessons and co-teaching lessons are a regular part of the school-based practicum. For these lessons, they select themes based on socially and environmentally significant issues. The student teachers from different pedagogy groups bring their perspectives on the chosen theme.

The faculty members try to design various activities during the teaching-learning to highlight the multidisciplinary nature of the subjects.

16. Academic bank of credits (ABC):

The principal shared the circulars and documents related to the academic bank of credits with the faculty members. The staff members had discussions on ABC during formal and informal meetings.

A few faculty members have attended sessions on academic credit bank and tried to understand the whole framework. They shared their learnings with other faculty members at the college. It was decided to take the initiative and fulfill the requirements of ABC.

The faculty members have complete freedom to design the curriculum, develop & select the reading material, and design formative assessments for their courses.

The student teachers are encouraged to take up at least one course under the SWAYAM programme initiated by the Government of India. These courses could be allotted credits in the future. These credits will be deposited in the academic bank of credits.

17.Skill development:

As a teacher education institution, the college focuses on the skills required for a teacher to function effectively and develop professionally.

Various skill development programs in the form of value-added courses, workshops, and training sessions were organized for the student teachers throughout the year. Following is the list of sessions conducted for this purpose:

- Classroom management in online teaching,
- cognitive engagement in the classroom,
- dance and music in education,
- online tools for teaching, mindfulness,
- Yoga training,
- training in the teaching of English to cater to underprivileged students,
- Education for special needs,
- Value educator workshop,
- Disaster management etc.

Through the webinar on sustainable development goals (SDGs), the student teachers were oriented to the meaning of and expectations under the selected SDGS. The experts have shared their work and provided inputs for the practical implementation of those SDGs.

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

The college organizes curricular and co-curricular activities based on Indian culture and traditions.

Various festivals like Diwali, Navratri, and Eid are celebrated in the institution. On these days, various competitions relevant to these festivals are organized. The competitions like Rangoli, Mehendi, Thali & diya decoration, and food festivals highlight the flavour of Indian culture. A cultural day is organized to celebrate Indian culture. The student teachers exhibit performances based on the traditional form of music, dance, and drama. The workshops are organized to train the student teachers to use traditional dance forms and drama formats in the educational setup. Based on the training, the student teachers put up their performances, and the experts in the field give them feedback.

All the faculty members are conversant in at least two languages; English and one Indian language, and some in more than two. The faculty is sensitive to the students' needs and uses a bilingual or multilingual approach as needed.

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

The faculty have participated in the discussions on outcome-based education hosted by various institutions to gain a better understanding of the concept, the requirements, and the issues associated with it.

The college has reorganized its curriculum to be carried out under the new guidelines. Under the guidance of the Board of Studies, the faculty members have incorporated the graduate attributes, as well as the outcomes of the program and the individual courses. The faculty members mapped these aspects and presented them to the statutory bodies. The statutory bodies approved the entire framework.

20.Distance education/online education:

The college faculty was always inclined towards using technology that existed at the time. The institution has a fully functional computer lab and a language lab.

Owing to the skills and attitude toward using technology, the faculty members managed the entire teaching-learning during the pandemic period without compromising any aspect of teacher training.

The various sessions were organized for the student teachers to inform them of the digital tools available for online teaching-learning.

The faculty members use online tools in their classrooms. The

faculty members routinely use tools like Quizizz, Kahoot, Padlet, Pinup, interactive slides, Canva classrooms, LMS, google docs, and google forms for better student engagement and employ the benefits of the technology in effective teaching-learning.

The college is equipped with all the advanced technological tools to facilitate online teaching. A full-time technical support staff is available on campus to support all kinds of endeavors based on technology.

Extended Profile

1.Student

2.1	100
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	50
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	50
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	100
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	36.84
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	50
Total number of computers on campus for academic purposes	

3.Teacher

5.1	7
Number of full-time teachers during the year:	

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

5.2	10
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

1. The process of redefining and revising the curriculum is

continuous and regular. While the syllabus is being implemented and towards the end of the semesters every faculty makes a note of revisions needed and during the scheduled meetings of the BOS and Academic Council, the same is presented. The faculty is continuously involved in the reflections and review of the curriculum delivered and the context in which it is delivered. Discussions and debates amongst all other peer colleagues and the concerned faculty are held. Then the faculty decides on aspects of the curriculum that he/she thinks need to be redefined. The concerned faculty then presents the required curricular revisions to the members of the BOS and the modifications are finalized and then presented to the Academic council for approval.

The Academic Calendar is dynamic, the activities are planned through staff and departmental meetings and uploaded on the academic calendar. The same is shared on Google Drive with access to all faculty members, the principal, and the librarian. They are allowed to make additions or deletions as per the needs of the time after discussion of the changes.

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	No File Uploaded
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

B. Any 5 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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.kkcoe.edu.in/wp-content/uploads/2020/03/Program-Outcomes-Criteria-2.6.1.pdf
Prospectus for the academic year	No File Uploaded
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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
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	All 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	No File Uploaded

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

19

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year
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19

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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 curriculum of the B.Ed program is designed in such a way that the core courses help the students understand the various aspects of the field theoretically, every course has the practical component wherein student teachers are expected to apply their understanding in real-life situations, they are also given opportunities to analyze situations/ cases or observed events which student teachers evaluate and create better solutions. For example in CC4: Assessments for Learning Course, students are asked to collect term examination papers from their internship schools, analyze the paper, find the strengths and weaknesses in the papers, and create a new paper for the same content units.

A number of workshops, guest lectures, and practical sessions are conducted by experts to facilitate the development of skills and competencies like workshops on drama in education, Theatre in Education, sessions on Yoga in Daily life, cognitive engagement in the classroom, use of online tools, analytical insights of life, effective communication skills, etc.

Students are asked to be coordinators for various events in rotation like School internships, community work, extension work, campus interviews, visits etc. Moreover, the club activities of the subject clubs help in giving a chance to develop their negotiation and collaboration skills.

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

The Interdisciplinary Course on Educational Management has an entire unit on the functioning of the various boards of school education, norms and standards which provides theoretical inputs to the students. In addition, as a part of the core course on Assessments for Learning students are expected to complete an assignment on comparison of assessment systems across different countries. A session covering different boards and their evolution, requirements, and expectations of teachers is covered by a guest lecture arranged and conducted by an experienced school head. This gives the students an insight into the practicalities involved while working in schools across different school boards.

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	View File

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 Curriculum is so designed that there is an interconnectedness between the different components of the course. The theory component, which includes the core courses, elective courses, and interdisciplinary courses, helps in developing a theoretical base for the practical component of the program. In addition, a lot of co-curricular activities are planned and implemented (like visits, tours, w/shops on dance/ drama/ music in education, annual seminars on contemporary themes, etc.) to get the student teachers ready for the profession. The institution plans its program activities in such a way that student teachers can see this interconnectedness. For example, after learning the course on Childhood & Development in the first semester the students are expected to go for Internships in schools where they put into practice their understanding of adolescent behaviors. Moreover, before starting the internships directly in school, student teachers are sent for Extension work in schools for underprivileged children to implement the student Leadership program. Their experience in the Extension work schools helps them to hone their class management skills and leadership skills which in turn helps in the smooth conduct of the Internship lessons. Another example is when the course on Assessment of Learning is followed by the students designing a Unit test and administering it in the schools and coming back to interpreting the results of their test using Statistical techniques back in the theory class as a part of their assignment.

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

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
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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 process adopted by the institution comprises the following	Feedback collected and analysed
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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

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

0

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	No File Uploaded
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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
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.

The college is known for student centric learning environment. It provides all the necessary support so that they flourish in academics as well as other activities. Two types of support is provided one in the area of academics and other in the area of pedagogy before students begin their feild engagement in schools.

For academic support, the college organizes a content enrichment programme. This programme takes place in three phases.

Phase one- students are oriented to concept mapping.

Phase two- Students are given time during college hours to analyse the content and present every chapter through a concept map or a mind map. These maps are checked by the pedagogy teachers for its correctness and comprehensiveness.

Phase three- Every student in their pedagogy groups present the concept maps or mind maps prepared over number of content readiness sessions allotted in the timetable.

This activity helps in content enrichment of students as they are engaged in the analysis of content, presentation of content and listening to presentation of concept maps by their peers.

For pedagogical support: The college organizes an intensive Initial Preparation Programme where students are oriented to various micro-skills. They also prepare a bridge lesson which is delivered in a simulated situation. An extensive lesson planning workshop is also organized under the Initial Preparation program where students are oriented to various aspects of lesson planning. Post various orientations they work in their pedagogy groups to develop different aspects of a lesson under the guidance of their pedagogy teacher.

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	No File Uploaded

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)

Six/Five of the above

Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
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

1:8 (4 groups) or 1:9 (2 groups)

2.2.4.1 - Number of mentors in the Institution

6

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 fostering student centric learning environment. In order to actively engage students in the process of learning, a multiple-mode approach to teaching- learning is adopted by the teachers. Some of the methods along with their rationale are explained below:

Theatre in Education- In this method students engage in human figure formations based on their understanding of concept of education. The rationale is to promote creative thinking in students to showcase their cognitive ideas.

Jigsaw cooperative learning strategy- In order to promote social competencies in students, Jigsaw method is used.

Flipped classroom- Students are encouraged to undertake self-study through videos and handouts, in class they are then engaged in higher-order thinking and some quizzes.

Viewing of documentary films- Documentaries and videos also form an integral part of teaching- learning process. As they invoke multi-sensory learning and provoke thinking among students.

Case study- In order to promote analytical thinking skills in students, case study method of teaching is employed in certain courses.

Collaborative note taking- Collaborative note taking is planned with the objective of promoting information processing skills in students.

Interactive slides- This ICT tool allows students to interact with each other and clarify doubts with the teachers in real-time. It also motivates the isolates and loners to participate.

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	View File

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://kkc.vidyarjanconsulting.com/course/view.php?id=9
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

100

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

Five/Six of the above

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://forms.gle/4wm3kC54DbHckZ5v7
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

Mentoring is an ongoing activity at the institution. It is primarily planned with the main objective of providing a strong support system and a platform to share their ideas/ concerns in a non-threatening environment. So that the mentees receive necessary support, guidance and assistance as they go through the rigor of professional teacher education programme. All the mentoring sessions were organised in teams unless need arises to address mentee in person. In many mentoring sessions, mentees from F. Y. B. Ed batch as well as S. Y. B. Ed batch were present. This facilitated enriched discussions and interactions. Sharing of experiences by the S. Y. B. Ed students provided insights into different perspectives and experiences of students.

Interactions and activities conducted during mentoring session provided guidance on various aspects of pre-service teachers' lives like handling stress, time management, etc. Mentoring sessions also focussed upon addressing students' concerns with regards to college and the course, to provide academic counseling and to refer them to the professional counselor whenever need arises. Thus mentoring sessions aimed at helping students in becoming their best self.

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	Five/Six of the above
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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	View File
Any other relevant information	View File

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

Curriculum transaction in a learner- centric, innovative and participatory way is at the heart of the institution's philosophy. Thus teaching- learning process is planned in a way that nurtures creativity and thinking skills among students. An example of this is incorporating 'Theatre in Education' in the course 'knowledge and curriculum'. Students are explained etymological meaning and various definition of education. They are then divided into small groups where they discuss and deduce characteristics of education based on the understanding developed about the concept of education. Every group is allotted one characteristic and is asked to depict that through an idea formed through human figures. All other group members are asked to guess what the presenting group has tried to depict. The outcome of this activity is multifold, firstly they think and come up with various characteristics of education.

Secondly, they explore creative ideas of depicting it through human formations. Thirdly, all students are thinking continuously as they even have to guess which characteristic is being depicted. Fourthly, all students are working collaboratively. this develops social skills in them. Students were engaged actively and creatively in the entire teaching- learning process.

Another example of participatory teaching- learning method is case approach. Where the methods of psychology are taught in collaborative groups through different scenarios. The students construct their own meaning by discussing the guided questions and the infer the characteristics of each method. It thus leads to authentic and realistic understanding of complex psychological methods.

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

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	View File
Any other relevant information	No File Uploaded

<p>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 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</p>	<p>Ten/All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
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	No File Uploaded

<p>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</p>	<p>Three of the above</p>
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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	View File

<p>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 interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Four of the above</p>
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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	View File
Any other relevant information	No File Uploaded

<p>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</p>	<p>Four of the above</p>
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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 preparatory arrangements Executing/conducting the event	All of the above
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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	No File Uploaded

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
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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 at KKCE is exposed to teaching in schools with different SES contexts as also boards. Since there is a well-defined purpose to this practice, selection of schools is done by faculty in consultation with Principal. But pandemic made it difficult. Though University permitted us to have simulated/video lessons, we managed to engage with schools which were open to interns teaching in the online mode for few weeks and then eventually as things started opening up, in the f2f mode.

Faculty members personally interacted with school Principal/teachers for seeking permissions and orienting them to the tweaked internship requirements. Semester-wise requirements were also stated in the permission letters. Though we normally follow the mentorship model, it could not be practiced this year since 3/4th of the year passed in the online mode.

Students were oriented to the Internship programme by faculty-in-charges and their doubts addressed. Observation Schedules were customised for assessment of all kinds of lessons (online, video, theme-based, experiential, co-teaching). Students were familiarized with these criteria. Students were also trained for Peer Assessment with an objective of minimizing biases in such assessments.

Every student-teacher got exposure to teaching in schools catering to lower SES learners, many of who were first generation learners. Student-teacher also got the experiences of teaching in schools catering to the higher SES learners with strong academic backgrounds despite 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

50

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

**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 responsibilities- experience/exposure
Preparation of progress reports**

Three/Four of the above

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 were oriented to everything that was expected of them during internship. The college requested school principal/supervisor to allocate subject specific mentors to each intern. The hierarchical structure of school groups was Home School Supervisor - HSS (one teacher-educator per school group), student-coordinators and then group members. The department monitored every students' progress through shared Google sheet which was periodically updated by student-coordinators. All communication to student-coordinators took place through a dedicated whatsapp group consisting of Principal, department in charges and student-coordinators. If any students was seen lagging, the department engaged in personal counseling with the concerned student and also informed the HSS, who then hand-held the intern in a way that optimized the impact of internship.

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

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

However, being an extra-ordinary year (lockdown for a major part of the year), online lessons were delivered in schools. Some were delivered in simulated mode (online), as video lessons and Sem 4 lessons were delivered in f2f mode. Everything was monitored by the department as per existing practices.

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)	View File
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

Five 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	No File Uploaded
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

5

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

116

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

116

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. Annual International Webinar titled "Education: Key to Unlock Sustainable Development Goals".
2. Value EducatorWorkshop in collaboration with Hema Foundation.
3. A virtual series for Educators from India by the International School for Holocaust Studies, Israel.

Besides these, every faculty member participated in conferences organized by other institutions as per their personal interests too. Many attended national and international level Faculty Development Programmes in the areas like Outcome Based Teaching Learning,

Revised Guidelines of IQAC-NAAC to Autonomy, Inclusive Education, Psychological Skills for Effective Teaching and Learning, Blended Learning and more.

Information was shared with the teaching fraternity in the form of publication of papers - both conceptual and research based in various journals.

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. During the year we followed the University structure for CIE for Semesters II, III and IV and our own autonomous structure for Semester I. Both structures were identical and comprised of essays, class tests and assignments for every theory course. This internal assessment carried 40% weightage. CIE is also followed for practicum component in different forms.

Marks specifications for all theory courses (for both internal and sessional assessments) are as under:

1 Essay: 5 marks

1 Class Test: 15 marks

2 Assignments: 20 marks (In case of pedagogy papers, students wrote one assignment for 10 marks and appeared for a 10 mark content test)

For the practicum component, students were evaluated on their lesson planning and execution throughout the course in form of 30 lessons of different types. They were 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.

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

Two of the above

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	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

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.

For semester-end examinations, the students who want to go for revaluation are guided with all the processes and protocols and permitted to go ahead with the same.

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.

We normally follow a progressive academic calendar; largely because the placement of our terms is based on University directives and admission schedules which vary every year. This being again a very different year, there was ambiguity right from the beginning about the placement of terms. Though the academic year started on time, there was immense ground to be covered for the existing batch of student. So we kept developing our academic calendar as and when we received official communication from the University wrt external examination schedules. The start of the term for Semester I was delayed again. It started in March 2022. But since this batch was under Autonomy, we quickly put our plans together for the new batch.

The challenge about the mode of internal assessments continued this year too for one batch (since it completed 3 semesters in the online mode). Their schedules were marked on the calendar as soon as there was clarity on their mode - online. 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. For the new batch, all internal assessments were planned in the f2f mode.

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

2.7 - 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.

During this academic year, we followed the syllabus laid down by University of Mumbai for the senior batch of students. Under this

syllabus, specifies objectives are stated for every course. The University has still not transitioned to OBE. Since this batch was under the University of Mumbai affiliation, we continued as it is. With respect to Objectives, every course was transacted in alignment with the stated objectives. The objectives associated with every paper were realized either through classroom instruction/interactions or through course assignments. Evidence for one course is attached with this report.

However, the new batch was under Autonomous status. Their syllabus was drafted in a way that Course Objectives were replaced by PLOs and CLOs for each course. Outcomes and Graduate Attributes were mapped for each course of the syllabus and we have attempted to implicitly engage in curriculum transaction in a way that different LOs are realized.

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

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 was targeted towards realization of the Course Objectives for the senior batch of students.

For the autonomous batch, the mapping of CLOs and Graduate Attributes was completed for each course. An informal attempt was

made to map the attainment of professional and personal attributes in line with CLOs and Graduate Attributes during classroom activities.

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

46

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 ongoing pandemic, education was still largely online (for almost 3/4th of the year). This had tremendous impact on teacher education since most parts of our internship and practice lessons were also to be completed in theonline mode. 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, whichwas anew domain for many.

We started off by conducting a survey to assesshow 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, video lesson and radio 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

<https://www.kkcoe.edu.in/wp-content/uploads/2023/07/Student-Satisfaction-Survey-2021-22.pdf>

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

<p>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 functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>One of the above</p>
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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

<p>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</p>	
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File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
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

7

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

2

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	No File Uploaded
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	View File

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	View File

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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.

KKCE engages with the community through an intense community and extension program. This year, the college collaborated with the Bombay Charitable Public Trust for Community work. Each of the 50 students taught English speaking skills to primary students belonging to the vernacular medium. BCPT has acknowledged student-teachers. they made a repository of all the video lessons that were created as a part of their internship requirements and these will soon be shared with NGOs and schools catering to lower SES as learning resources. They worked with the India Development Foundation (IDF) on their flagship program - Student Leadership for extension work. The student-teachers go to deliver this program to

schools such as Ideal High School, Malad (W). Pragnya Bodhini High School, Goregaon €, Gurukul School, Malad (W) and Bandivali Vidya Mandir Trust, Jogeshwari West. The sessions were based on time management, anger management, teamwork, public speaking and many other skills required to be an effective leader. The feedback of students and reflections of the student-teachers showcased the importance of conducting such programs to create leaders for a brighter and better tomorrow ! Though very new to the course, students joined IDF's "Pilow Making Project" at Vimla Centre, Andheri West.

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 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

One/Two of the above

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	View File

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

The college is sufficiently spacious for various courses as per the mandate of the competent authorities and statutory bodies. The 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, language room, and psychology laboratory facilities are available for students. The entire college campus is wifi enabled and the classroom has AC provisions. Major electricity required on the campus comes from the Solar battery system installed on campus. The college has a spacious library that houses more than 20,000 books on various themes along with periodicals, journals, magazines etc. With the help of LMS and N-list, students are also given the opportunity to access many educational resources online during the pandemic. The language lab facility has self-learning modules that help students strengthen their language skills. The college provides gymkhana and canteen facilities on a shared basis with sister institutions. The College augmented its' resource infrastructure for enhanced efficiency and usability. The management is highly supportive of providing the best infrastructure for the college as a nascent autonomous college.

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

10

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. 600931

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 (Fully Automated Version: 3.6.0.31681) Automated from 2016.

SLIM21 is a web-based library management system that automates library processes and provides for interactive user experience. It follows a modular approach & offers essential modules like Acquisition, Cataloging, Circulation and Serials to help acquire, catalogue and circulate books, articles, reports, letters, pamphlets, serials publications etc. 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. Features of SLIM21-

1. It requires minimum user interaction and features interactive

data handling for storing backup etc.

2.LIM21 is an effective maintenance system for books, members etc. It contains the best circulation system. The system finds the status of books or members automatically and allows the circulation process accordingly.

3.It contains an enhanced but simplified search facility and can locate books and members quickly through OPAC.

All the library resources are bar-coded and a book reservation facility is also available through software.

Web-link to library facilities:Library OPAC - <http://49.248.167.182:8080/w27/>

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Web OPAC - http://49.248.167.182:8080/w27/
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 E-journals, E-Books through N-List, INFLIBNET, Library services through LMS Moodle, and created Library Blog and Library Website. KKCE Library has an authentic collection of CTET/MAHA-TET,CET/NET/SET Exam books. Library has different sections- reading room for students, faculty and research scholars, new arrivals, periodicals, circulation section, lending section, newspapers, 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. Authorized users from colleges can access e-resources and download articles required by students. 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.vidyajarjanconsulting.com>
- N-List E-resources (Remote access for online resources): <http://nlist.inflibnet.ac.in> Academic Year 2021 - 2022 being an Pandemic Year, important library resources were made available to students through Moodle LMS. A separate section on LMS - Moodle was created for this purpose.

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)

90,633

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

56

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	=
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

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 the teaching-learning process and therefore gives high importance to 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, and 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

35:100

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

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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	=
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	=
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)

146800

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 it has always followed sustainable practices for maintaining our infrastructure. The college follows 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 the library. The institution has Annual Maintenance Contracts for the website, air conditioners, fire extinguishers and pest control. Details of policy guidelines are attached.

- The college has a committee comprising of Teaching, non-teaching, and admin staff who does periodic supervision of infrastructure and facilities available on campus and raise requisitions for necessary repairs and maintenance. Based on requisition, necessary action is taken under the direction of the principal and wherever required support of management is sought.
- Rules and regulations for Directions for the utilization of ICT facilities and computer labs is prepared and communicated to all students.
- College outsources agencies by undergoing AMCs for the maintenance of various infrastructure and support facilities. College also utilizes support staff for cleanliness.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.kkcoe.edu.in/wp-content/uploads/2022/05/Infrastructure-policy.pdf
Any other relevant information	No File Uploaded

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

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

A. All of the above

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

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)

Three 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
43	50

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).

0

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

05

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

As a regular practice at KKCE, the student council members were elected following the democratic voting process, including filing nominations, campaigning, and secret ballot. The student council comprised members from FY and SY to ensure the representation of both batches in the Council.

The council members organize, conduct, support, and participate in all the academic, administrative, and cultural activities of the college. Academic: the council members coordinate the different presentations in student groups and help faculty members to organize and execute various group activities during the teaching-learning process of various courses. They support the major annual academic events like national or international level seminars, workshops, conferences, etc., by shouldering the responsibilities with the faculty members. Co-curricular and sports activities: The student council members lead and volunteer to organize events like talent search, cultural daycompetitions, various celebrations, annual prize distributions, etc. Thus the council plays an active role in day to day functioning of the institution

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

7

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 play an active role in various activities organized by the college. Alumni members are invited as resource persons to conduct guest lectures/workshops, as judges for cultural day competitionsetc. A Whatsapp group has hundreds of alumni members connected. The Alumni members share information regarding job opportunities and professional development on the Whatsapp group from time to time.

Two significant contributions of the Alumni:

Cultural programme by Alumni during autonomy visit- A cultural

programme by alumni members was organised during the expert committee visit to college for Autonomy.

Guest lectures:The following alumni members were invited as resource persons for guest lectures:

- Ms. Sehal Gada- Cognitive Engagement in Classrooms
- Ms. Samira Saheba- Online Classroom Management

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	View File

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	View File
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	View File
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 members at KKCE are actively involved in promoting and supporting student potential. - Alumni with exceptional dancing and theatre skills help students for cultural performances during significant events like NAAC, and autonomypeer team visits.

-Alumni members conduct sessions on 1. Dance in Education, 2. Cognitive Engagement in Classrooms, 3. Online Classroom Management

-Alumni members are invited as judges for the various competition.

-They deliver demonstration lessons forpreparing students for teaching before they begin their school internship.

- During the school internship, the alumni members working in those particular schools support the student teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
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.

The college made the decision to seek autonomous status in line with its vision of becoming a premier institution that represents excellence in teacher education. We had to work in a participative and decentralised way as we got ready for academic freedom and the expert team visit. It was necessary for the management, faculty, and non-teaching to have common goals and objectives in order to envision new committees, roles, and responsibilities. The institution made sure that all stakeholders were engaged in all phase's right from the perspective plan to the actionable ideas on the ground. In an autonomous setting, each stakeholder has a dedicated role, so it was essential to bring each participant on board and also being sensitive to the challenges of each stakeholder with COVID in the backdrop. All teachers, non-teaching staff and students attended meetings met with experts on autonomy and were open to learn and apply new requirements and prepare for autonomy as required. Motivation was given regularly by providing constant appreciation for the work and management too lauded the team intervals for their unified effort. Roles and responsibilities were distributed to prepare for autonomy.

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	View File

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 institution is known for its open and participatory approach. The structure of the college is small and management has a flat structure with access to governing body easy and reachable. The college in this year prepared to face the expert team committee for grant of autonomous status in July 2021. The enhanced practices of decentralization and participative management practices aided sound decision making. To highlight a few:

Democratic and collective participative leadership -The Management along with the principal acted as facilitators to empower all staff members to take responsibility for the process and outcome. With the pandemic only just receding the principal worked with the faculty and non-teaching staff together to decide on changes before establishing new processes or policies. Open channels of communication- through regular face to face and online meetings where focussed discussions on tasks ahead and renewed role in the new status was conducted. Decentralised organization - Department heads such as Internship, Examination, Alumni etc have autonomy to take decisions quickly and hence response time is faster. This helped tremendously this year in an efficient and quick decision making as we prepared and worked towards autonomy.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

The institution maintains transparency in its financial transactions through regular stringent internal and external audit. The internal audit report (IAR report) is shared with the principal and discussed before publishing the same. The report indicates the strength of the institutional practices. Since its every quarter, the institution is expected to fix shortfalls if any by the next quarter in this way quality is maintained. A final external audit is also carried out and reports are generated. Many of the administrative functions are also covered in this audit. Such as maintaining leave records, keeping service books updated, collecting fees in a timely manner. Admission process is centralised and follows the Maharashtra govt policies through CET and Admission regulation authority.

Academic transparency is maintained by sharing all important documents on the website. Students are oriented to the curriculum and syllabi and the grading system etc in advance. Parents are invited for a meeting early into the course and course expectations both in practical and teaching are shared with them. Any doubts are cleared in the mentoring groups too by the faculty. Knowledge of results as they say should be immediate - Feedback on essays and lesson given is immediate. Students are allowed to see the Essay

papers study the remarks and understand where they need to improve. Rubrics are shared in advance wherever applicable. This enables the student to know in advance what is expected and the criteria for the same.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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 institution deploys a strategic plan in the form of 5 year perspective plan and from that the annual plan of action is derived which in turn is reflected in the annual year plan. This perspective plan and POA is an outcome of collaborative team work of the faculty and non-teaching staff members. The IQAC oversees this deployment. The institution had applied for autonomy to the UGC in 2020-21. The plan was to organize ourselves to work for the expert team visit from UGC. For this the management, faculty and non-teaching had to meet several times to plan the details. In July 2021, the institution presented themselves as a team aspiring to be a growth minded teacher education college in pursuit of quality. The expert team was highly appreciative of the effort- and intent. In September 2021, the institution was awarded the status of autonomy.

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	View File

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 is a Govt. aided linguistic minority Teacher Education college. The institution follows all rules and regulations as per the govt directives such as promotions through CAS, increments on a regular basis. The internal financial audits of the institution also ensures that service related actions are taken in a timely manner. IQAC also acts as a body to check the API points of the faculty submitting their files for promotion and then recommends for further processing. The CDC is another body that acts like a steering committee to ensure that quality measures are undertaken. Post autonomy the institution has in place the Board of studies (BOS), Academic council, finance committee and governing body. Each having its own specific purpose and functioning. Meetings and decisions about the curriculum, governing body, new certificate courses, or planned new courses collaborative initiatives are discussed and debated before decisions are taken. This has enabled the institution to have quality inputs from very senior experienced educationists and this experience of consultative deliberations guides us to take responsible actions after the pros and cons are discussed and considered. This informed decision making has helped us function more effectively.

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	View File

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

Three/Four 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	View File

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 different bodies and cells are meant to meet and take decisions regularly to achieve the objectives of the cell or committee. Implementing those decisions are also an important part of the organizational functioning.

One of the significant decisions we implemented in the year 2021-22 is to face the expert committee for conferment of autonomous status after our application in 2021. Hence the decision to prepare for the expert team visit for autonomy in the CDC and IQAC committee meeting was taken. This we were able to implement. In July 2021 we had the UGC visit and Sept 2022 we were conferred the autonomous status. We had also decided in the CDC meeting of 12th October that we would acknowledge each and every staff and faculty member for their contribution towards autonomy who worked in spite of the corona threat still prevailing. And hence the declaration of the status to students and the felicitation function was held on 26th October 2021.

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

The college management is sensitive to the needs of the faculty and non-teaching staff. It is committed to a welfare policy that ensures concessions, assistance and facilities that create a better environment for the staff. In this academic year the following are the welfare measures implemented:

- Annual material such as uniforms, monsoon requirements for the non-teaching.
- Providing Group medical insurance for non-teaching staff.
- Interest free festival advance to be repaid in 8 months.
- Loan facility
- Waive of tuition fee for faculty member for Ph.D. registration at the institution. to encourage college faculty to register for Ph.D. and provide support we have given this facility.
- Employees Provident fund as per PF rules of the faculty on management payroll.
- No charge on publication for staff in journal publications of in-house seminar.

Other facilities

Need based assessment of technology support - Lap top facility for each faculty. Replaced old ones with new laptops

Mental health support - Counselling facility on campus, Yoga, Mindfulness training

Wi Fi enabled campus

N List subscription for research guides

Work stations that are well spaced and airy.

Air conditioned classrooms and staff room.

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	View File

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

2

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

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	View File

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.

Yes, the institution has a performance appraisal for teaching and non-teaching staff. The non-teaching staff is appraised on a five point observation scale on a given criteria such as Job knowledge/job responsibility, attitude towards co-workers & students and punctuality. Each non-teaching staff is given qualitative feedback too along with the quantitative appraisal. The faculty appraisal is conducted on an annual basis. Students provide faculty members with feedback which is then discussed with Principal. They are evaluated on several criteria/parameters such as content knowledge, communication skills, student engagement, ability to generate interest, ability to integrate broader issues within course content, interpersonal skills and innovative teaching methods.

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 institution has regular internal quarterly audits. The audits are stringent and have to comply with the standards required. The internal quality audit report is sent to the principal for a reply on all observations made and a plausible explanation in writing to each of the given criteria is expected. This exercise is a healthy check every quarter to ensure that compliance on all audit parameters are met. In this financial year of 2021-22 no objections were raised. An external audit is also conducted annually to get an objective view on analysis of financial audit compliances. This is done by an external agency. there wer no audit objections raised.

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)

0

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.

In general the college has only student tuition fee as the main revenue. The allocation of funds is done based on a budget. Consultation with different faculty on their assigned administrative departments and required heads of expenditure are discussed and allocated.

The year 2021-22 post pandemic year the college requested funds from the management through the CSR funding from the Genext Hardware and Parks ltdfor several infrastructural requirements to enhance the overall efficiency of the college. sourced was and wasthe funding was used to upgrading technology andadditional infrastructural assets such as Master soft MIS, exam room creation under autonomy,

This year in Jan-Feb 22, the college has applied for Erasmus funding in a collaborative PRODIG project on capacity building in higher education through our international linkages with Gordon Academic college of Education, Haifa, Israel.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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

The leadership by the Principal and the IQAC put some simple steps into action that acted as quality assurance strategies viz.,

Tools and resources: The IQAC ensured the team had support and inputs from experts to ask and seek advice.

Defined our objectives clearly. Eg. To work towards the quality goal of seeking autonomous status from UGC. We made our goals specific, measurable and timely.

Allocation of roles and responsibilities for instance preparing an OBE framework that

could work for the B.Ed curriculum was assigned to the senior most with several years of experience. The overall coordination was assigned to the IQAC coordinator. The IQAC ensured every team member was aware of their roles and responsibilities.

Statutory bodies

Mitigating the effect of the pandemic:2021-22 was just recovering from the impact of the pandemic. The IQAC oversaw that the entire curriculum of the B. Ed. program was delivered using ICT efficiently in the blended mode. In this scenario, several meetings were organized.

Meeting targeted outcomes: Outcomes in the form of final products was targeted and achieved. The curriculum plan with OBE framework, the changes in the internship and practicum component, examination related plan outlines were envisioned for autonomy.

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	View File

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 IQAC reviews the teaching-learning process semester-wise as well

as annually. For each of the semesters course feedback is taken where the students provide feedback about the course content and course delivery. The faculty feedback has components related to the teaching-learning process followed in the classroom and the teacher's effectiveness. The summary of this feedback is shared with the principal. The principal discusses the faculty feedback with individual faculty members.

Newly inducted teachers are supported through peer feedback from senior faculty members who observe their lectures and guide them to reflect on the teaching-learning process. The newly recruited faculty are encouraged to sit alongside the experienced faculty to observe lesson guidance which can strengthen their core skills. This helps to improve the overall teaching-learning process in the institution.

The internship department organizes a variety of training sessions for the student teachers to develop and enhance their teaching skills. Tools and rubrics etc. are used to measure the effectiveness of student teachers in the classroom.

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	View File

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

15

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 initiatives with other institution(s) Participation in NIRF	Four of the above
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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/2023/07/IQAC-Minutes-highlights.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.kkcoe.edu.in/iqac/
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	View File
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

In this academic year 2021-22 two distinct examples of improvements within the institution is the commitment to build an institution that is autonomous and take small but significant steps towards its requirements. One such incremental improvement is preparing a framework based on outcome based education. The exercise of the faculty to engage in understanding OBE selecting the graduate attributes and specific objectives for each of the course work was fruitful and engaging. The second improvement was designing two short term courses to offer student teachers to enhance their competencies one on Positive Education and the other on Cyber security.

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 2021-22 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 blank side of used print outs are reused by staff for the rough planning work. Academic material that is meant for student reference and studies is mostly electronically shared through LMS Moodle and official WhatsApp groups of the college. As far as possible, students are encouraged to submit their course assignments, action research projects digitally on Moodle or through emails, thereby reducing the consumption of paper in the educative process that can be easily controlled.

The institution has taken initiatives for greening the campus under the efforts of the parent body SES.

The institution collaborated with NGO 'Indian Development Foundation' (IDF) on their flagship program - Student Leadership for Extension Work. A part of this extension activity was 'Pillow Making Project' at their Vimla Centre, Andheri. Here students have learnt how to make useful low cost but good quality day to day articles like cushion-pillows reusing the cloth cuttings.

A two-day International Webinar was organized on the theme 'Education: Key to Unlock SDGs' wherein along with the in-house and outside participants, students too got exposure to the nuances of Sustainable Development Goals.

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

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
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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	Two of the above
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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 2021-22 being the year of global pandemic and the institution was mostly functional off campus through online mode, the physical campus utilization was minimal. Prior to onset of the pandemic, the institution had green audit conducted in the year 2019-20, the report of the same is attached in the annexures.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
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)

00

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

Despite the physical restrictions due to lock down KKCE engaged in worthwhile community service programs in the online set up. Staying true to its vision of creating humane teacher professionals for a just and caring society, the college collaborated with the Bombay Charitable Public Trust for its community work. Each of the 50 S. Y. B. Ed. students taught English Speaking Skills to primary students belonging to vernacular medium. They have also made a repository of their video lessons to share as learning resources to other NGOs and schools catering to low SES students.

With schools reopening in March, 2022, student-teachers also worked with NGO, Indian Development Foundation (IDF) on their Flagship Program - Student Leadership for Extension Work. Newly admitted F. Y. B. Ed. Students too were involved in IDF's Pillow Making Project at Vimala Centre, Andheri.

We utilize the expertise available in the community by inviting resource persons including our own alumni for various guest lectures/workshops that are relevant for teacher preparation.

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

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators

C. Any 2 of the above

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

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	View File
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 & Staff

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 mind-set towards gender equity and women empowerment and gender sensitizing prospective teachers through argumentative and

reflective pedagogical strategies.

BEST PRACTICE - 2: Theme Based Assemblies Fostering Values

Collaborations in learning and emphasis on values has been the legacy of KKCE which is reflected in various curricular and co-curricular activities organized by the institution. Theme based assemblies led and conducted by a group of student teachers underlining a contemporary value was a regular practice rebuilt in a better form this year.

The practice aimed at developing a feeling of affiliation and unity, providing a platform for sharing experiences, facilitating moral development and gaining insights about the current issues/ concerns

The themes selected were gratitude, Humanity, never giving up, living with passion, time management and forgiveness. The student teachers put in their best, put up wonderful presentations followed by enriched discussion on the theme. They used a variety of formats like YouTube videos, research articles, newspaper articles, poetry recitations, PowerPoint presentations, stories, guessing games, crossword puzzles and participatory activities.

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

Banking on our vision of offering distinctive teacher education to develop humane and progressive professionals with positive attitude and values, the institution successfully provided quality inputs to aspiring teachers through both online and off line modes. Despite the challenges of the pandemic, learning engagement was ensured through online and off line (when college reopened in in face to face mode in the last semester of the academic year) lectures, guest workshops, seminars, webinars, community work, extension work and school internship including sports, picnic, celebration of cultural events and festivals. Around 19 Students successfully completed 4-8 weeks online SWAYAM courses. With thirst for quality enhancement, the institution meticulously prepared for the peer team visit for

autonomy and successfully got the autonomy awarded to KKCE. Continuing the initiative from the previous year, the institution has organized another International Webinar this year in a row, titled 'Education: Key to Unlock Sustainable Development Goals' with resource persons as well as participants from around the globe. Pedagogy Method Clubs of the institution were active throughout the year and organized varied activities online and few off line, enriching academic and professional experiences of student teachers.

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