



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	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
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>				
• Financial Status	<b>UGC 2f and 12(B)</b>				
• Name of the Affiliating University	<b>University of Mumbai</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Sheetal M. Zalte</b>				
• Phone No.	<b>02226608747</b>				
• Alternate phone No.(IQAC)	<b>----</b>				
• Mobile (IQAC)	<b>9594005517</b>				
• IQAC e-mail address	<b>iqac.kkcoe.edu.in</b>				
• Alternate e-mail address (IQAC)	<b>----</b>				
<b>3.Website address</b>	<a href="http://www.kkcoe.edu.in">www.kkcoe.edu.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2025/01/AQAR-22-23.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2025/01/AQAR-22-23.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2025/01/Academic-Planner-2023-2024.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2025/01/Academic-Planner-2023-2024.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>88</b>	<b>2004</b>	<b>03/05/2004</b>	<b>02/05/2009</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.84</b>	<b>2011</b>	<b>08/01/2011</b>	<b>07/01/2016</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.16</b>	<b>2016</b>	<b>16/09/2016</b>	<b>15/09/2021</b>
<b>6.Date of Establishment of IQAC</b>	<b>15/03/2005</b>				

**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
NA	NA	NA	Nil	00

**8. Whether composition of IQAC as per latest NAAC guidelines**

**Yes**

- Upload latest notification of formation of IQAC

[View File](#)

**9. No. of IQAC meetings held during the year**

**4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

**Yes**

- (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**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

• **Development and Implementation of Plan of Action (POA):** The IQAC developed the POA in consultation with faculty members to align with the institution's vision, mission, and perspective plan. A collaborative academic calendar was created and shared via a common platform to ensure cohesive planning.

• **Completion of Academic and Administrative Audit (AAA):** The IQAC successfully conducted the AAA for the academic years 2021-2022 and 2022-2023, ensuring that academic and administrative functions adhered to quality benchmarks.

• **Workshops and Capacity-Building Sessions:** Organized a session on Outcome-Based Education (OBE) for faculty on 21st October 2023, led

by Dr. Giselle D'Souza, and a theatre-based workshop for non-teaching staff to improve communication and interpersonal skills.

- **Interdisciplinary Learning and Sustainability Initiatives:** Introduced a 30-hour Indian Knowledge System (IKS) course for educators to foster interdisciplinary exploration, and conducted Green Club activities such as a terrace garden project, World Water Day celebration, and environmental awareness campaigns.

- **Strengthening Feedback Mechanisms:** Collected and analyzed student and faculty feedback, including a Student Satisfaction Survey (SSS), with results published on the college website to maintain transparency and implement necessary improvements.

**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>I Curricular Aspects Implement the OBE framework. Explore the possibilities of becoming a multi-disciplinary institute by initiating the process of starting programs in other disciplines. Initiate new courses/programmes. Expand the scope of integration of SDGs in the curriculum. Promote student action researches in the area of SDGs, thrust areas of NEP2020. Introduce short term programs for introduction of IKS in the curriculum. Design curriculum delivery through customised LMS. Develop collaborative projects to address pressing societal issues such as water conservation. Obtain feedback on curriculum from stakeholders. Develop the terrace garden and explore the possibility of using it as a learning.</p>	<p>Achievements Preliminary work done for a few courses Participated in meeting, discussions were carried out and the information is shared with the management. M. A. Education (Development Edu.) &amp; E.C.C.Ed. Programmes are ready to launch. Will be offered from June 2024. Action researches were conducted by a few students on Garden lessons, awareness about importance on Mangroves. SDG integration in lessons continued. World water day celebrated by organising various activities. Action researches were conducted by a few students on Garden lessons, awareness about importance on Mangroves, health and nutrition, vedic maths, technology integrated lessons IKS programme started. LMS not functional Collaborative presentations on various environmental themes In Env. Edu., On World water day</p>

	<p>students made reels on water conservation. Feedback proforma is worked on and feedback will be obtained. Terrace garden was established. Demonstration lesson conducted by Expert from Isreal. Lessons were conducted using garden as a learning resource for different sections of the school (Pre-primary, primary, secondary). Two students conducted action researches using garden as a learning resource.</p>
<p>II. Teaching, Learning and Evaluation Strengthen ICT practices in teaching, learning and evaluation Adopt Outcome Based education Continue with participative, collaborative, experiential, constructivist and other innovative learning approaches in curriculum transaction Continue Higher Order Thinking Skills based practices in Assessment Integrate suggestions of NEP 2020 in teaching, learning and evaluation Continue to organize National or International seminar/conferences/ workshops on current themes or trends in education Introduce short term certificate course to strengthen teaching- learning practices Strengthen collaboration with existing national and international organizations and explore more possibilities Continue with feedback mechanisms to incorporate all stakeholders' perspectives Continue providing holistic co-curricular and other experiences Continue with existing</p>	<p>FY students developed e-portfolios to showcase their participation in co-curricular activities and community work; FY students who were identified and those who volunteered gained experience of the Language Lab software Wordsworth; Continued with existing practices of video lesson, radio lesson; Guest lecture was organised to train students in integrating ICT in teaching, learning and evaluation. The teaching faculty uses various ICT tools in teaching, learning and evaluation. Eg: Padlet, mentimeter, Kahoot, Quizzez, etc. Strengthened video repository of the institution. Preliminary work done for a few courses Continued with Experiential lessons and Co-teaching lessons (in pairs as well as small teams) Faculty made use of Seminar presentations, group poster competitions and other forms of collaborative, participative, experiential and constructivist learning approaches Continued</p>

<p>reflective practices through reflections on lessons, course assignments, community work and action research Strengthen Assessment Practices Need Assessment and Student Profiling</p>	<p>with Scenario Based Questions for Essays and application based questions (either as quote justification or illustration) in class tests and end sem exams Art and Craft were integrated in curriculum in the form of Poster making and Origami based activities. Organized Annual International Webinar in the area of Inclusion Organized Positive Education Programme and Cybersecurity course, IKS, Content Enrichment Feedbacks taken from students and schools Field visits, educational excursion, method club activities, theme based assemblies organized Reflections on lessons, reflective journaling during school internship, reflective assignments. Content test (Pre &amp; Post) &amp; Content Enrichment Programme; Assessment through e-portfolios Need Assessment done</p>
<p>III. Research, Consultancy and Extension Explore and pursue diverse funding opportunities for research projects Conduct sessions on relevant topics for the Ph D scholars. Conduct Research Advisory Committee (RAC) meetings to monitor the progress of the research work. Encourage research scholars and faculty members to publish research work in reputed journals. Develop new linkages and strengthen the collaborations for extension work Establish an institutional ethics committee for quality assurance in research. Disseminate the findings of the</p>	<p>A funded project started in collaboration with UNICEF Dr. Neeta Nair, an alumnus presented her research paper for the research scholars of the college. She also conducted a session during the annual international webinar. Dr. Harita Raval conducted a session on her research journey. Other two alumnus took sessions on 'classroom management' and 'Cognitive engagement' RAC meetings are conducted regularly to monitor the progress of the doctoral work carried out by the research scholars. Institutional ethics committee established and monitors the research projects</p>

<p>research to the larger community.</p>	<p>taken up by the colleges. A website and a booklet are being prepared to share the resources and findings of the research project conducted in collaboration with UNICEF.</p>
<p>IV. Infrastructure and Learning Resources Training and supporting all faculties for effective use of various features of Digital Panels, Mastersoft LMS Use of lecture recording system for creation of digital resources Creation of central repository with common access for materials like student video Scaling up of the process of setting up of terrace garden Setting of solid waste manage unit in the campus as a shared facility with sister institution Encourage faculty members to create E-learning resources baked on 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</p>	<p>Demonstration and training sessions on Mastersoft LMS and NAAC portal were organized for faculty members by IQAC. A few lectures were recorded using lecture recording system. A private YouTube channel is run by the college where video lesson recorded by the students are made available to the students. New lessons were added to this repository. Terrace Garden set up with the help of CSR Under consideration. Not done. The resources created by the students are shared with the internship schools for their use.</p>
<p>V. Student Support and Progression ? Continue counseling facilities in dual mode as per the requirement. ? Continue the training for competitive exams ? Training sessions on inclusive practices, assistive devices and communicating with persons with disabilities. Training sessions on developing seminar papers and research papers. Training sessions on e-content</p>	<p>Conseling facilities were offered in face to face as and online mode as required by the students. CET training was conducted by the college for prospective B. Ed students. Annual webinar was organised on the theme of inclusion where various experts on the topic presented different aspects of inclusion. Through research paper reading sessions, the research cell of the college</p>

development. ? Orientation to the higher education opportunities after B. Ed. ? Strengthen the language support programme. ? Continue organizing various programs for student engagement and personality development. ? Organize cultural events connected to various aspects of Indian culture. ? Strengthen alumni engagement: Invite alumni members as resource persons for workshops and seminars Organize some events for alumni members (Eg: Slogan competition, Video competition) Organize face to face get together Sponsor participation in workshops and seminars organized by the college ? Library- planning reference-based activities for the students. Upgrading library facilities. Enhance students' knowledge, skills, and competencies through sessions on relevant themes.

tries to bring more clarity on the structure and aspects of the research paper. The students were trained in a variety of technological tools to be used for creating video lessons and radio lessons. Language lab sessions were organised by the teacher incharge. The students are using the language lab software to improve and enhance their language skills. Faculty members use various activities and strategies to engage the students during their course transaction. A variety of programmes were organised by the student council for engaging students meaningfully. Cultural competitions were organized where students represented different states of India and presented the culture of those states in different format. Dr. Neeta Nair, an alumna presented her research paper for the research scholars of the college. She also conducted a session during the annual international webinar. Dr. Harita Raval conducted a session on her research journey. Other two alumna took sessions on 'classroom management' and 'Cognitive engagement' Alumni newsletter published. An alumni get together was organised by the alumni association of the college-Nirantar attended by around 100 alumni members Alumni members were invited for the annual webinar.

VI. Governance, Leadership and Management Introduce new programs/courses to enhance

M. A. Education (Development Edu.) & E.C.C.Ed. Programmes are ready to launch. Will be offered

academic offerings and meet the industry needs. Formulate policies for energy conservation, Research and consultancy. Promote professional development of teaching and non-teaching staff through various activities. Allocate space for outdoor learning. Encourage research culture in the institution. Promote quality initiatives under IQAC Establish an institutional ethics committee for quality assurance in research.

from June 2024. Policies formulated and uploaded on the website. IQAC organized sessions for teaching and non teaching staff. Session on OBE calculation for teaching staff. Theatre for change workshop for non-teaching staff. Space allocated on the college terrace IQAC shares information regarding funded projects to the faculty members. Funded research project taken by the college in collaboration with UNICEF. AQAR- All the faculty members are involved in discussion, folder for centralized database/documentation is prepared and shared with the faculty members, Feedbacks taken regularly- course, teachers, departments. Demonstration and training sessions on relevant topics were organised for the teaching and non teaching staff. Institutional ethics committee established and monitors the research projects taken up by the colleges.

VII. Institutional Values and Best Practices Plan out activities aimed at creating gender sensitivity. Integrate the issue related with gender inequality and discrimination through curricular activities of the theory course. Continue with good practices to create sustainable attitudes to protect the environment. Collaborate with NGOs to use pre-service teacher skills for reaching out to socially disadvantaged children. Conduct a green audit for the institution. Create an

A variety of gender sensitization activities are organised by the faculty incharge during the transaction of the course titled 'Gender, School and Society' Best Institutional practices in Gender Empowerment were presented by faculty in-charge in an online interaction session focusing on gender empowerment and parity organized by MIER College, Jammu. SDGs are focussed during the classroom discussions and integrated in lesson practice on regular

<p>institutional policy for inclusion on the campus Initiate Heritage Club under the aegis of History Method Club. Documenting the energy policy of the institution streamlining ways of energy conservation, use of alternate sources of energy. Documenting the institutional policy and procedure for implementation of waste management.</p>	<p>basis. A variety of activities are conducted by the green club members in college and in internship schools to create awareness about environmental issues among school students.</p> <p>2nd practice? (Is this incomplete?) School Leadership programme (SLP) was carried out in collaboration with Indian Development Foundation (IDF) where student teachers trained the underprivileged children in leadership skills. The college is contacting an organization for conducting green audit.</p> <p>Planned to conduct after reopening. Not documented yet. Heritage club formed, meetings conducted and relevant activities planned. Energy policy documented and uploaded on the college website. Waste management policy documented and uploaded on the college website.</p>
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<b>13. Whether the AQAR was placed before statutory body?</b>	No
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- 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
2023-2024	04/01/2025

**15. Multidisciplinary / interdisciplinary**

The institution continues to emphasize fostering multidisciplinary and interdisciplinary perspectives among student teachers through

its B.Ed. program. Core interdisciplinary courses such as IC1: Gender, School, and Society, IC2: Educational Management, IC3: Language Across Curriculum, and IC4: Creating an Inclusive School integrate knowledge from multiple disciplines. Practical components such as textbook analysis from a gender perspective, classroom observation, and case studies in inclusive education reinforce interdisciplinary learning. The school internship program embeds interdisciplinary elements through experiential, theme-based, and co-teaching lessons. These lessons often address contemporary social and environmental issues, drawing from diverse subject areas to enhance learning. Student teachers collaborate with their peers across different pedagogy groups, enriching discussions and activities. This year, the college strengthened its focus on holistic education through activities like: A Green Club initiative integrating science, geography, and environmental studies. Workshops on mental health and self-care practices, bridging education, psychology, and physical wellness. Continued yoga training sessions promoting physical and mental integration. Additionally, to further support interdisciplinary education, the institution is preparing for the launch of its M.A. (Education) program in 2024-2025, which includes interdisciplinary courses designed to broaden the academic experience of postgraduate students.

#### **16.Academic bank of credits (ABC):**

During the academic year 2023-2024, an orientation session was conducted for the newly admitted B.Ed. students (Batch 2023-2025) to familiarize them with the Academic Bank of Credits (ABC) and National Academic Depository (NAD) systems. The session aimed to educate students on the purpose and functionalities of ABC and NAD in securely recording and storing their academic achievements and certificates. Students were guided step-by-step on generating their unique ABC IDs, a process facilitated and documented by the Examination Cell to ensure accurate records and adherence to institutional protocols. Additionally, the NAD Nodal Officer initiated the process of uploading the degree examination mark sheets for the 2021-2023 batch under autonomy onto the NAD portal. The institution has encountered technical challenges during the data verification process and is actively working with the NAD helpdesk to resolve these issues and ensure successful data uploads.

#### **17.Skill development:**

During the academic year 2023-24, the institution remained dedicated to equipping student teachers with essential skills through a variety of workshops, value-added courses, and training sessions. Key highlights include: Workshops and Guest Lectures: Sessions on

Cognitive Engagement, Professional Readiness, Experiential Learning Techniques, and Suicide Prevention helped student teachers develop professional and emotional competencies. Certificate Courses: A 30-hour Positive Education course and a Cyber Safe Teachers course were conducted, ensuring that students are well-versed in positive pedagogical approaches and cyber safety. Skill-Based Practicum: Activities during internships, such as peer assessments, co-teaching lessons, experiential lessons, and the integration of ICT, enhanced classroom readiness. Mindfulness and Yoga Training: A five-day yoga workshop focused on holistic development and mindfulness to promote mental and physical well-being. Disaster Management Workshop: A comprehensive two-day session equipped students with the skills to respond to emergencies effectively. These initiatives highlight the institution's commitment to fostering both pedagogical and personal growth, ensuring that student teachers are prepared to thrive in their professional roles.

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

The institution adopts a comprehensive approach to integrating Indian Knowledge Systems (IKS), emphasizing language, culture, and traditional practices. Cultural Celebrations and Competitions Festivals such as Diwali, Navratri, and Eid were celebrated through activities like Rangoli, Mehendi, and food festivals, fostering an appreciation of India's cultural diversity. Dedicated Cultural Day This event featured performances showcasing traditional Indian music, dance, and drama, promoting cultural pride and creativity. Certificate Course on Indian Knowledge Systems (IKS) A 30-hour course for educators and learners explored ancient Indian philosophy, wellness practices like Ayurveda and Yoga, and Vedic sciences. Key highlights include: Philosophical Frameworks: Study of texts like Sarvadar?anasa?graha, N??ad?ya S?kta, and Artha??stra. Interdisciplinary Exploration: Contributions in science, architecture (V?stu??stra), and Vedic Mathematics. Language and Manuscript Studies: Insights into Sanskrit grammar, phonetics, and its influence on regional languages. Workshops and Trainings Interactive sessions equipped student teachers with traditional storytelling, dance forms, and dramatic expressions to enrich classroom teaching. Linguistic Diversity in Teaching Faculty members proficient in multiple languages ensured inclusive lessons, addressing diverse linguistic needs. By embedding these initiatives, the institution aligns with NEP 2020, promoting interdisciplinary learning, cultural preservation, and enriched teaching practices.

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

The institution has made steady progress in implementing Outcome-Based Education (OBE) during the academic year: Integration of OBE in Curriculum Transaction: Faculty members conducted discussions to align course outcomes (COs) with program outcomes (POs) and integrated OBE strategies into their teaching practices. Application-based and scenario-based questions were included in essays and assessments across subjects to enhance critical thinking and problem-solving. Faculty Training on OBE: Following the insights gained from the national-level webinar conducted in 2022-2023, a session on "Outcome-Based Education" was organized in October 2023 by Dr. Giselle D'Souza to further strengthen faculty expertise in designing OBE-aligned assessments. Mapping COs and POs: The process of mapping COs and POs for all courses has been initiated, ensuring that learning objectives, activities, and assessments align with program goals. Preparation for Curriculum Revision: The faculty has begun preparing for a curriculum revision based on OBE principles, ensuring that the curriculum aligns with NEP 2020 recommendations and promotes measurable learning outcomes. These initiatives demonstrate the institution's commitment to fully integrating OBE into its academic framework, fostering a robust and outcome-driven learning environment.

#### **20.Distance education/online education:**

The institution has strengthened its distance and online education framework by integrating digital tools and adopting a blended learning approach. Blended Learning in ECCE and Cybersecurity Courses The Early Childhood Care and Education (ECCE) course and Cyber Safe Teachers course are offered in a blended mode, combining online and offline sessions to enhance flexibility and holistic learning. Technological Infrastructure A fully functional computer and language lab, supported by a technical assistant, ensures seamless delivery of online and blended courses. ICT Training for Student Teachers A specialized session on ICT tools was conducted to enhance student teachers' proficiency in using digital tools for interactive classroom practices. Faculty-Led Online Sessions Faculty members conducted online sessions to provide additional academic support during internships and practicum work. Use of Digital Platforms for Engagement Faculty utilized tools like Mentimeter, Quizizz, Kahoot, and Padlet for quizzes and discussions, Google Earth for geography lessons, and Geogebra and NetLogo for simulations. These initiatives emphasize the institution's commitment to accessible, inclusive, and engaging education through technology integration, aligning with NEP 2020's vision for blended and online learning.

## Extended Profile

<b>1.Student</b>	
2.1  Number of students on roll during the year	<b>94</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2  Number of seats sanctioned during the year	<b>94</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3  Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>00</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4  Number of outgoing / final year students during the year:	<b>47</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>47</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6  Number of students enrolled during the year	<b>94</b>
File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	Rs 31,68,924
4.2 Total number of computers on campus for academic purposes	58
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	06
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	10
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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	
<p>The institution follows a structured and dynamic approach to curriculum planning, review, and revision. Faculty members continuously note necessary revisions during course implementation, particularly at the end of each semester, when student feedback is obtained. These observations are discussed in formal and informal forums among faculty and students to incorporate diverse perspectives.</p> <p>The proposed changes are then presented to the Board of Studies (BOS) for review, where faculty provide data-driven justifications to ensure alignment with educational advancements and local contextual needs. Once approved by the BOS, the revisions are submitted to the Academic Council for final approval.</p>	

The academic calendar is collaboratively planned during departmental meetings and shared via a shared drive accessible to all stakeholders, ensuring flexibility for timely updates.

As part of the institution's plan for the next academic year, faculty members have prepared a detailed questionnaire to gather feedback from subject experts for all courses. This feedback will inform the syllabus revision process, ensuring that the curriculum remains relevant, inclusive, and aligned with NEP 2020's focus on context-specific and learner-centric education. The syllabus revision is scheduled for the upcoming academic year.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.kkcoe.edu.in/academics/programs/b-ed/">https://www.kkcoe.edu.in/academics/programs/b-ed/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
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**

20

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

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

47

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

47

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
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**

03

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
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.

- 1. Fundamental Understanding of Teacher Education** The curriculum integrates core courses in pedagogy, educational psychology, and inclusive education, enriched by experiential learning such as community outreach programs and school-based practicums.
- 2. Procedural Knowledge for School Education** Procedural knowledge is strengthened through micro-teaching, internships, and specialized courses like ECCE and Positive Education. Co-teaching and interdisciplinary lessons further prepare student teachers for diverse classroom contexts.
- 3. Application of Acquired Competencies** Competency application is fostered through action research, peer assessment, and collaborative use of digital tools like Geogebra and Google Earth. Certificate courses on Cyber Security and environmental programs, such as YEWS, enhance real-world problem-solving skills.
- 4. Development of Skills and Competencies** Emotional intelligence, critical thinking, and collaboration are developed through Mindfulness and Yoga sessions, Cognitive Engagement workshops,

and leadership programs that build communication and teamwork.

This holistic and skill-based approach equips student teachers for real-world challenges, aligning with NEP 2020's vision for transformative and context-specific education.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

#### **Familiarization with Diversity in School Systems: Indian and International Perspectives**

The institution familiarizes student teachers with the diverse school systems in India and internationally through academic courses, classroom activities, guest lectures and experiential learning.

1. **Functioning of Various Boards of School Education:** Curricular discussions highlight the structure and roles of different educational boards such as CBSE, ICSE, State Boards, and international boards (IB and IGCSE).
2. **Functional Differences and Assessment Systems:** Comparative analysis of board-specific curriculum design, teaching methodologies, and examination frameworks familiarizes students with diverse assessment systems and grading patterns.
3. **Norms and Standards:** Student teachers are acquainted with regulatory frameworks set by bodies like NCERT and SCERT.
4. **State-Wise Variations:** Students engage in assignments and discussions that explore variations in language policy, medium of instruction.

Through this approach, students gain a comprehensive understanding of educational diversity, fostering adaptability and cultural competence as educators.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

#### Development of Professional Acumen Through Interconnected Learning Engagements

The institution adopts a holistic approach to help student teachers understand the interconnectedness of various learning engagements and prepare them for the professional field.

1. **Integrated Curricular Components:** Courses on pedagogy, child psychology, and educational philosophy are interwoven with practical components like school internships and action research projects, enabling students to apply theoretical knowledge in real classroom settings.
2. **Experiential Learning:** Students participate in peer teaching, lesson demonstrations, and microteaching sessions that emphasize reflective practices, fostering a deeper understanding of teaching-learning processes.
3. **Interdisciplinary Workshops and Seminars:** Workshops on ICT integration, inclusive education, and classroom management link core concepts across subjects, enhancing professional readiness.
4. **School-Based Practicum:** The practicum involves interaction with diverse school systems, reinforcing the importance of adaptability and collaboration in professional settings.
5. **Assessment and Feedback:** Continuous assessments, peer reviews, and mentor feedback help students consolidate insights and refine their teaching practices.

Through these initiatives, the institution ensures that students derive professionally relevant insights, equipping them with the skills to navigate complex educational environments and contribute meaningfully as future educators.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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**

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
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

49

**2.1.1.1 - Number of students enrolled during the year**

49

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

**2.2 - Honoring Student Diversity**

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

At the beginning of the course, a comprehensive assessment of needs of the student- teachers is done through the needs assessment survey. The form comprehensively assesses needs of the student- teachers in different areas viz. academic, teaching practice, communication, placement/ career, personal skills and technology. Based on the need felt by the student- teachers, inputs are planned during their two years course in college.

Aspiring teachers are expected to know their subject well. To assist them in knowing their subject knowledge thoroughly, a content enrichment cum readiness programme is planned. In this programme, students are oriented to concept mapping, they are allotted time to study the content and present it in the form of concept maps. Regular time is allotted in the timetable for this exercise. Students are also expected to present the concept maps in their pedagogy group. Presenting their maps as well as listening to others presentation helps them to understand the concepts better.

Mentoring sessions start from the early days that they are in the course. These sessions help student- teachers seek necessary academic support as well as support in other concerns related to their course and college.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b></p>	<p><b>Six/Five of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>All of the above</b></p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2.4 - Student-Mentor ratio for the academic year

8:1

### 2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

In alignment with the Institution's mission of preparing teachers who excel in teaching and learning, necessary efforts are taken to design teaching- learning process to be contemporary, student-centric and participatory.

Integrating ICT in teaching- learning: To make curriculum transaction interactive, interesting and thought-provoking ICT tools are integrated viz.

- Padlet: To encourage reflection, sharing of ideas and opinions on a topic.

- **Mentimeter, Kahoot, Quizzes, etc:** These softwares are utilized to integrate questions.
- **Powerpoint presentations:** To facilitate sharing of knowledge using texts as well as visuals.
- **Google slides: Documentaries and short videos:** To provide multi- sensory learning experiences.
- **Interactive slides:** To encourage students to seek clarification, ask questions as well as supplement ideas.
- **Co-operative learning strategies:** Various cooperative learning strategies like Jigsaw, Round Robin, Think- pair- share, etc. are integrated to promote positive interdependence, autonomy of thought and accountability in learning.

**Sketch- notes:** To synthesize learning in an artistic and creative manner.

**Case- study:** To encourage analytic thinking in student- teachers.

**Seminars, workshops and discussions:** These methods create a learning environment suitable to promote autonomy of thought and discussion among student- teachers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
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**

94

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/channel/UC--ZHgdwXxgT-3tyNZ190Cw">https://www.youtube.com/channel/UC--ZHgdwXxgT-3tyNZ190Cw</a>
Any other relevant information	<a href="#">View File</a>

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 organized with the primary objective of lending necessary support to students and guidance to students as they go through the rigorous B. Ed course. The mentor teachers are given

freedom to plan mentoring session as per felt need.

The activities usually planned by mentor teachers are as follows:

- Short activities conducted by mentors promote team building in a joyful way.
- The mentor teacher shares practices and tips to present the theory papers well to excel.
- The student- teachers concerns related to college and the course are addressed
- These sessions serve as a platform to raise issues about students' college behavior and conduct. Addressing these problems in small groups helps in resolving the problems to a large extent.
- The mentor teachers help students in managing their stress levels by giving them a patient hearing and assuring them that the practices can be relooked at considering students' well-being.

In this way, mentors create healthy environment for mentees to feel safe and cared for.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution believes in creating a student-centric learning environment. Therefore, emerging and participatory teaching methodologies are planned to promote creativity, thinking and life skills in students.

Activities like Role plays, collage making, slogan making, preparation of videos, developing a radio script, Exhibitions, method club activities, etc. develop creativity and innovativeness in students

Case studies, scenario based learning, cross word puzzle, discussions, etc foster thinking skills in student- teachers.

Planning of cooperative learning strategies, guest lectures in the area of life skills, mental health, sports, theme based assemblies, etc promote empathy and life skills in student- teachers

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing**

Seven/Eight of the above

**Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Ten/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>All of the above</p>
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**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

School Internship is planned in alignment with our vision of creating progressive and humane teacher professionals. Forming the core of teacher training, an important objective of this program is to sensitize trainee-teachers to the significance of context and thus each trainee is provided experience of teaching in two schools catering to different contexts and boards. This well-defined purpose calls for selection of schools collaboratively with faculty members and Principal. These processes were followed this year too. Faculty members personally interacted with school supervisors and oriented them to semester wise internship requirements in the process of taking permissions and planning of lessons. Requirements were also stated in permission letters.

Students were oriented for every phase of internship through detailed Orientations and their doubts addressed at the beginning of the Internship for every Semester. They were oriented to all the different types of lessons planned for them. To initiate them into internship, an Initial Preparation Workshop was organized which made the transition to schools easier.

Customized Observation Schedules were used for assessment of all kinds of lessons. Students were familiarized with criteria. Every intern got the experience of teaching in schools catering to different contexts including first generation learners.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

47

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

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

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.

Monitoring mechanisms began with detailed Orientations for every Semester Internship stating the requirements specifically as well as other expected behaviours. Every group had 2 coordinators and the department periodically met the coordinators to understand their

challenges and monitor the group's progress. The department also monitored every student's progress through a shared Google sheet which was periodically updated by student-coordinators. All communication with student-coordinators took place through a dedicated Whatsapp group consisting of Principal, department incharges and student-coordinators. If any students was seen lagging behind, the department engaged in personal counselling of the concerned student and also informed the Home School Supervisor (HSS), who could then provide the necessary intervention.

The college requested school supervisors to allocate subject specific mentors to each intern. The hierarchical structure of school groups was the HSS (one teacher-educator per group), student-coordinators and group members.

Desired (100%) as well as mandated attendance (90%) was communicated to interns during orientation. Daily attendance was maintained by student coordinators in the prescribed format and there were consequences for deviations from the mandated attendance.

Apart from these, every intern also maintained a daily log which was a part of their reflection journal. This also served as a control mechanism.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 2.5 - Teacher Profile and Quality

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

**6**

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

103

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

103

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Programmes organized by the institution this year on current developments/issues in education:**

1. International-Seminar-cum-Workshop 'Envisioning Inclusion: Transforming Vision into Reality' (January 2024) exploring global inclusion practices in education and showcased national stories/practices on issues ranging from gender inclusivity to caste-based discrimination.
2. UNICEF supported Parenting of Adolescents Project culminated this year and a National Symposium focussing on nurturing healthy adolescent development through parental involvement was organized.
3. KKCE's Green Club was set up to nurture environmental consciousness and deliberations in college.
4. Guest lecture on 'Outcome Based Education' for faculty to understand OBE calculations.

5. Paper presentations on doctoral researches- 'The Advantage in Disadvantage - A Study on Lived Experiences of Disabled Teachers' and 'Development of Training Package for Enhancing Social Intelligence of Secondary School Students' offering valuable insights and fostering deliberations.
6. Workshop 'Theatre for Change' for non-teaching staff. Used various theatrical techniques to highlight personal/professional issues and ways to alter communication styles for better relationships.
7. Discussions in meetings - Staff, Board of Studies, Academic Council, Governing Body and CDC.

Faculty attended programmes to keep themselves updated on current developments and/or issues in education and voiced their viewpoints in these areas. They shared their knowledge on various platforms.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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) remains an integral part of Teacher Education. Under Autonomy, both the batches functioned under the revised structure approved by the BOS. This comprised of 1 essay (10m), 1 class test (15m) and 1 assignment including classroom participation (15m) for each theory course (barring pedagogy courses where the assignment carried 15 marks and 5 marks were assigned to content test).

We have been receiving feedback from placement schools, internship schools as well as trainee teachers themselves in their content. Hence content test is given for 30 marks and the scores scaled down to 5.

Sessional Assessment continued to carry 40% weightage for both batches. The pdf containing details are uploaded along with this sub-criterion. Details of Sessional Assessment for each semester's practicum component is also uploaded.

For practicum component, students were evaluated on their lesson

planning and execution throughout the course in the form of 30 lessons of different types, their participation in co-curricular activities, their engagement in community work, their ability to reflect on their lessons, the learning resources they developed and through a school based action research project.

Students who excelled in Sessional Assessments were recognized 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	<a href="#">View File</a>
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	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Both the batches were under Autonomy this year. The processes and weightage for all Sessional Assessments as well as End of Semester

Examinations are laid out clearly under the ordinances in the Syllabus - a soft copy of which was shared on the students' whatsapp group for easy and quick access at all times (plus being one of our green initiatives). Apart from this, the new batch of students were oriented to Examinations by the Controller of Examinations as a part of their Student Teacher Induction Programme (STIP). This orientation covered all aspects of the End of Semester Examinations - processes and protocols. They were also oriented to the possibility of ATKT.

Sessional Assessments were also covered during the STIP sessions as a part of Orientation to the B.Ed Course. All Sessional Assessments as well as End of Semester Examinations were conducted duly following all guidelines and protocols specified in the Syllabus. The students were provided detailed qualitative feedback for all areas covered under sessional assessment. Their grievances, if any, too were addressed in these feedback sessions by each and every faculty member.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Our Academic Calendar is built up progressively; because even though we now have the autonomy to decide the placement of our terms, yet the admissions of new batch are centrally decided and monitored. Admissions were delayed this year too as a result of which, the Sessional Assessment dates of the incoming batch could not be planned for a long time. Once the batch joined towards the end of October, 2023, their semester terms were decided and the sessional assessment dates were scheduled on the Academic Planner

However for the SY batch the Semester dates were decided in an informal staff meeting at the beginning of the year and these dates were marked in the Academic Planner right at the beginning. Sessional Assessments - consisting of essays, class tests, assignments and content tests (in case of pedagogies) then materialized on these pre-planned dates.

The Sessional Assessment dates were communicated to students well in advance as also the dates of their Semester End exams.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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.

The institution initiated steps towards alignment of PLOs and CLOs to the teaching learning process through structured curriculum mapping, innovative teaching strategies, integrated practicum and continuous assessment practices. Courses were mapped to ensure comprehensive coverage of CLOs. Active engagement with Initial Preparation, post lesson feedback and reflection sessions, peer assessment and writing of detailed Reflection Journal helped address the PLOs.

Teachers identified their units, aligned the teaching learning process to the pre-identified Course Learning Outcome, Program Learning Outcome and Graduate Attributes. A sample of this alignment process for some courses is uploaded as documentary evidence.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
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

In a teacher education college, monitoring and documenting student performance on learning tasks involve a dual focus on both cognitive and personal attributes. Both of these are embedded in our Program Outcomes and these are in turn embedded into curriculum transaction and are documented in the following ways:

Cognitive Attributes are assessed through a range of academic tasks like essays, class tests, assignments, lesson plans and reflection journals. Recording of these tasks is done using rubrics and e-portfolios (evidences uploaded).

Personal attributes are gauged through practical applications and interpersonal skills like delivering of lessons, peer assessment feedbacks, community engagement and their overall behaviours (including attendance and participation in college activities). Some assignments also address personal attributes. All of these are recorded and documented through shared excel sheets presenting a holistic picture. The final marksheet conveys this information under separate heads (evidences uploaded).

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
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**

34

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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.

The initial learning needs of learners were ascertained through interactions during Initial Preparation Workshop (Semester II) and during Mentoring sessions throughout the year. Most centred around communication skills, low confidence, technology, content knowledge and ability to reflect.

By the end of the course, communication skills got better through need based support. Most students could deliver their later internship lessons effectively. No need was felt to arrange vernacular medium schools for anyone. Students showed improvement in writing exams too.

Low confidence was addressed through participation in various college activities - both curricular (presentations, role plays, debates, etc.) and co-curricular (organization of sports, club activities, visits, etc.) in different capacities - as planners, organizers, comperes, performers, volunteers, etc. All walked out of the course as confident teachers.

Fear of technology was overcome through constant engagement with it. During the course, everyone used powerpoint with animations (even Canva), each one recorded+edited video lessons and radio lesson. All uploaded various assignments using google drive links and also engaged with Padlet/Mentimeter.

Content Knowledge was polished through deeper engagement with

content and making detailed concept maps in lesson plans. They also developed habits of researching on the topics to teach.

They wrote elaborate Reflection Journals during Internship.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.kkcoe.edu.in/wp-content/uploads/2025/01/Student-Satisfaction-Survey-2023-24.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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
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)

1

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>Two of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>Two of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
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	<a href="#">View File</a>

### 3.2 - Research Publications

#### 3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

8

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

96

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

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

96

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

96

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
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 aims to educate teachers through Community and Extension Work to reflect the essence of compassion and social responsibility. During the academic year 2023-24, students were engaged in different activities led by the Community Engagement Department. Part of this effort was a 20 hours community work program carried out in 5 days between 8th to 12th January 2024, for F.Y.B.Ed. and 18th to 22nd March 2024 for S.Y.B.Ed. During the community work a total of 96 students (48 from FY and 48 from SY) participated in the community work and visited special education centres and underprivileged schools situated at various locations, where student-teachers provided assistance to class teachers, conducted interactive

sessions with students, organized school activities and offered some remedial teaching assistance to cater for less advantaged learners. The college also teamed up with the Indian Development Foundation and organized a four-sessions Student Leadership Program (SLP) on every Saturday in July 2023. A total of 48 student teachers, split into groups, implemented five different SLP sessions in five different schools. Such sessions enabled the students to appreciate social service, caring, and service-mindedness and they got to see the various needs of the poor and the means of contributing much into the community. Additionally, the students of KKCE embarked on a fundraising campaign to sponsor education for poor children. Students raised funds as well as awareness for education and community unity by selling Diwali lanterns crafted by members of underprivileged communities.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	No File Uploaded
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

Nil

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

4

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
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**

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The college, a teacher training institution, adheres to the norms and regulations of the NCTE and provides infrastructural facilities that exceed the prescribed requirements. The classrooms are spacious, well-ventilated, and equipped with modern teaching tools such as digital projectors and interactive smart boards, fostering an interactive learning environment. The college has eight classrooms with ICT and AV facilities to support academic events and workshops, enhancing the overall learning experience. The institution offers well-equipped laboratories for Science, Mathematics, Social Science, Language, and Psychology, ensuring that students have access to the necessary tools while adhering to safety protocols. The entire campus is Wi-Fi enabled, providing seamless internet access. Classrooms are air-conditioned to maintain a comfortable environment. A significant portion of the campus's electricity is powered by rooftop solar panels, reflecting the college's commitment to sustainability. The spacious library houses over 19,000 books, periodicals, and e-resources accessible through the LMS and N-List database. The Language Lab and a well-maintained computer lab further enhance students' learning and research capabilities. Additionally, the college offers shared gymkhana and canteen facilities with sister institutions. These resources create a holistic learning environment that supports academic, physical, and personal growth, with continual upgrades to meet evolving academic needs.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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

4

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

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

7,47,789/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
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.

SLIM21 is a comprehensive ILMS designed to streamline library operations. It offers a range of features that enhance both library management and user experience.

**Cataloging:** SLIM21 supports the automated cataloging of library resources using internationally recognized standards like MARC21 and AACR2. It allows libraries to manage bibliographic records, classify materials, and generate metadata efficiently.

**Acquisition Management:** The software automates the acquisition process, including ordering, receiving, and invoicing of materials. It tracks the budget and manages the procurement of new resources, helping libraries maintain a balanced collection.

**Circulation Control:** SLIM21 simplifies the issue and return of books

and other materials. It tracks users' borrowing history, sends overdue notifications, and generates reports on circulation activities.

**Online Public Access Catalog (OPAC):** SLIM21 provides an intuitive OPAC interface, enabling users to search for library resources by title, author, subject, or other parameters, improving resource discovery.

**User Management:** It enables easy registration of library members, tracking of their borrowing activities, and managing user privileges.

**Reports and Analytics:** SLIM21 generates various reports, offering insights into circulation statistics, inventory status, and financial transactions, aiding in effective library management.

SLIM21 enhances operational efficiency, improves resource management, and offers users an enriched library experience.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.kkcoe.edu.in/about-us/library/">https://www.kkcoe.edu.in/about-us/library/</a>
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

The institution provides seamless remote access to its library resources, ensuring that students and faculty can easily access essential academic materials from anywhere at any time. Through the Web OPAC (Online Public Access Catalog), users can search and explore the library's vast collection of physical and digital resources. Through the library's digital platform, users can access a vast array of academic journals, e-books, databases, and research papers across various disciplines. This system enables users to check availability, place holds, or request items for loan.

students and faculty can access a wide range of e-resources through the N-List platform, which provides login credentials for accessing an extensive collection of e-books, research papers, and academic databases. This service is especially beneficial for in-depth

research and staying updated with the latest academic trends.

The library website serves as a central hub for all these resources, providing clear navigation for accessing Web OPAC, N-List, and other library services. The login credentials required for both the Web OPAC and N-List are provided securely to authorized users, ensuring that only students and faculty members can utilize these resources. These remote access systems empower the academic community to engage with research materials at their convenience, promoting a more flexible and productive learning environment.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
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**

Four of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
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)**

1,35,212/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
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**

35-319

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://www.kkcoe.edu.in/wp-content/uploads/2025/01/ilovepdf_merged.pdf">https://www.kkcoe.edu.in/wp-content/uploads/2025/01/ilovepdf_merged.pdf</a>
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**

File Description	Documents
Data as per Data Template	No File Uploaded
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

Our college offers a wide range of advanced ICT facilities, designed to enhance both teaching and learning experiences. One of the most crucial ICT features is the campus-wide Wi-Fi network. The update improved bandwidth, ensuring faster internet speeds and more reliable connectivity across the campus, including classrooms, Conference room, office, computer lab, library and Ph.D. centre allowing students and faculty to stay connected at all times.

The college provides modern computer labs and language lab with the latest hardware and software. The college also boasts smart classrooms equipped with interactive whiteboards, projectors, and video conferencing tools, facilitating engaging lessons and virtual learning sessions.

The library is integrated with digital resources, offering access to online databases, e-books, and academic journals, making research more accessible. The college also employs Learning Management Systems (LMS) to support online coursework, assignments, and communication between students and instructors.

high-definition video recording device (camera) is used to record lectures. This device allows the instructor or technician to start/stop recordings and make adjustments in real time. This video recording device system ensures that all lessons are captured with high-quality visuals and audio, providing an invaluable resource for students to review and reinforce their learning at any time.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3.2 - Student – Computer ratio during the academic year

120-40

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
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	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
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**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.kkcoe.edu.in/about-us/library/">https://www.kkcoe.edu.in/about-us/library/</a>
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	<a href="https://www.kkcoe.edu.in/about-us/library/">https://www.kkcoe.edu.in/about-us/library/</a>
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)**

5,46,711

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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 follows a comprehensive policy to maintain and effectively utilize its physical, academic, and support facilities. Regular inspections and maintenance schedules are implemented to ensure all buildings, classrooms, laboratories, and equipment are in optimal condition. The facilities management team conducts routine checks to address any repairs, cleaning, and safety concerns promptly.

For academic facilities, classrooms and lecture halls are equipped with modern teaching aids like projectors, whiteboards, and audio-visual equipment. Utilizing these facilities ensures they are available for classes, seminars, and other academic activities. Laboratory resources are regularly updated and checked to support practical learning in fields such as science, Maths, computer, language lab, and psychology lab.

The college also maintains robust support facilities, including library, research centre, sports area, green club, water conservation system and solar panels. The library provides access to a wide range of academic resources, with clear procedures for borrowing books and accessing online databases. alsoThe college enforces strict anti-ragging policies, with committees to prevent and address any incidents. The Women Development Cell promotes gender equality, offers support, and organizes awareness programs. A disaster

management policy ensures safety through drills, emergency preparedness, and response systems.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.kkcoe.edu.in/student-support/anti-ragging-cell/">https://www.kkcoe.edu.in/student-support/anti-ragging-cell/</a>
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**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
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**

Seven/Eight of the above

**Recreational facility First aid and medical aid  
Transport Book bank Safe drinking water  
Hostel Canteen Toilets for girls Indicate the  
one/s applicable**

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**B. Any 3 of the above**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
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	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	No File Uploaded
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
<b>43</b>	<b>47</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
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).

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
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)

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
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

At KKCE, the student council is elected through a democratic process involving nominations, campaigning, and secret ballot. The council includes members from both FY and SY to ensure balanced representation. Council members play a vital role in organizing and supporting academic, administrative, and cultural activities. Academically, they assist faculty in coordinating group presentations and managing activities across various courses. They also contribute to the success of key events like seminars, workshops, and conferences by taking on shared responsibilities. In co-curricular and sports activities, council members actively lead and volunteer in organizing events such as talent competitions, cultural celebrations, and prize distributions. By participating in the college's day-to-day functioning, the student council fosters leadership, teamwork, and a sense of responsibility among its members.

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

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

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
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

The diverse and talented alumni of KKCE, registered as Nirantar - KKCE alumni association, has acritical role to play in the teaching-learning, student support & progression and development of the institution. Thus, the institution endeavors to actively engage its alumni during the academic year. The following activities involving alumni members were planned and organized during the academic year 2023- 24, a. Social media platform- WhatsApp is actively used to network with alumni members. b. Opportunities for professional development and job placement are shared on alumni WhatsApp groups.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
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

The alumni of KKCE play an active role in enhancing student growth by conducting various sessions and providing valuable support. They organize sessions on topics like Cognitive Engagement in Classrooms and Classroom Management, offering practical insights to aspiring teachers. Alumni members are often invited as judges for various competitions, contributing their expertise to encourage student participation. They also deliver demonstration lessons to help students prepare for their school internships, ensuring they gain confidence in teaching practices. Additionally, alumni working in internship schools provide on-site support to student teachers, guiding them in classroom teaching and management.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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 governance of our teacher education institution reflects participatory leadership and decentralization, ensuring collective achievement of its vision and mission. The vision is to empower educators with values, skills, and knowledge to foster transformative education for a society rooted in equity and inclusivity. The mission focuses on delivering quality teacher education through innovative pedagogies, critical inquiry, and community engagement. In this endeavour distributed leadership through work distribution in different departments is done effectively. The institution's perspective plan and the yearly POAs prioritize on the outcomes of shared decision-making and inclusive representation. Teachers lead academic planning, research, and outreach; students contribute through councils, feedback systems, and active participation in activities; non-teaching staff ensure operational excellence. Decentralized structures like academic and extracurricular committees enable collaborative decision-making and

a shared sense of, ensuring the institution remains a hub of excellence in teacher education while empowering all to contribute meaningfully.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution emphasizes a culture of shared responsibility and participatory decision-making. Faculty members and administrative staff are actively involved in policy formulation and operational strategies. Decentralization is evident through distributed leadership spirit. The working of the varied departments and committees such as the Examination Committee, Internship Department, Community and Outreach Cell, Admission Committee, etc work on the principles of mutual respect and collaborative spirit. Regular staff meetings, open forums, and feedback mechanisms ensure transparent communication and collaboration. The delegation of tasks to the staff fosters accountability and efficiency while encouraging creative problem-solving. Student teachers are also engaged in decision-making processes through their representation in various bodies, ensuring their voices are heard which help in shaping institutional practices. This participative approach not only nurtures leadership qualities among stakeholders but also aligns institutional goals with collective aspirations, fostering a dynamic and inclusive educational environment.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Our institution upholds transparency in financial and academic functioning, through structured practices and open communication. Financial transparency is ensured by adhering to standard guidelines in budgeting, expenditure, and audits. Internal audits help us to adhere to transparent scrutiny and feedback for correction every quarter through Internal Audit Reports. We need to account for any gaps in information or process and justify in case there is a lacunae and course correction is expected by the next audit quarter. This is also followed by a statutory audit from an external agency.

Feedback systems for students, faculty and non-teaching staff help to maintain accountability and quality in teaching-learning processes. The students practice lesson feedback in a three-way loop. We have first the student teacher self-reflections, followed by the peer and then the teacher feedback in an open atmosphere in groups on clear-cut evaluation criteria. Such systems help to bring in transparent, open communication and builds trust, and improves overall outcomes. Faculty career advancement procedures are through proper processes outlined by the university and proper committees are set up for the same. The IQAC plays an important role in these processes.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 follows a five-year Perspective Plan with an annual Plan Of Action (POA). This serves as a strategic plan to execute plans effectively. Among several activities, one is the Green Club. The Green Club conducted impactful activities in 2023-24, promoting environmental awareness and action. Under the Youth Engagement and Water Stewardship (YEWS) program, in collaboration with UNICEF Maharashtra and the Centre for Environment Education, 31 members engaged schools and communities on water conservation, terrace

gardening, experiential lessons, and more. Highlights included World Water Day initiatives like Reel Ripple, Water Warriors Unite, and a poster competition. The Green Club's efforts showcased the transformative role of teacher education in fostering sustainability awareness and community action.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.kkcoe.edu.in/wp-content/uploads/2025/01/POA-23-24.pdf">https://www.kkcoe.edu.in/wp-content/uploads/2025/01/POA-23-24.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution is an autonomous aided college affiliated to the University of Mumbai. Hence, all rules are as per the university norms and service rules as per Maharashtra. The institution functions through well-established governance structures that ensure efficiency and accountability. Transparent service rules, systematic appointment procedures, and well-defined policies form the backbone of operations, ensuring fairness and professionalism. Appointments and promotions or extensions are conducted in accordance with regulatory norms, ensuring merit-based selections, including ad-hoc appointments. Regular meetings of committees, such as the Governing Body, Academic Council, and Internal Quality Assurance Cell (IQAC), promote participatory decision-making. These committees meticulously plan, implement, and review policies to ensure smooth functioning and alignment with institutional goals.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.kkcoe.edu.in/about-us/organogram-of-the-institution/">https://www.kkcoe.edu.in/about-us/organogram-of-the-institution/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and**

All of the above

**Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Several important decisions are taken in various committees and cells such as IQAC, BOS, Academic Council and governing body, College Development Committee, etc. One of the important resolutions in the BOS was as follows: It was resolved to understand the requirements of ITEP and start taking the necessary steps as partner institutions towards becoming a multi-disciplinary unit through collaborative initiatives.

This was discussed with the Academic Council, too. The decision will help the faculty prepare for the Integrated Teacher Education Program and take necessary steps with partner institutions under the same management toward becoming a multi-disciplinary unit. The resolution taken was significant, and the decision helped to move the college towards growth and study the challenges and opportunities in the idea. Further, the committee also suggested taking initiatives to become a multi-disciplinary unit through collaborative initiatives.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 welfare of teaching and non-teaching staff is integral to fostering a supportive and productive institutional environment. Some of the facilities we provide are as follows:

**Continuing Professional Development:** The college organizes both teaching and non-teaching opportunities. Also deputing them for workshops, Seminars, FDPs.

Duty leave for training and workshops outside the institution for teaching and non-teaching staff.

Child care leave for faculty who is a parent and avails of the facility.

Payment of registration fee wherever applicable as per policy.

Group Insurance for non-teaching staff.

Festival advance for non-teaching.

Allowance for uniform and rainy wear for the monsoons.

Subsidized canteen facilities for all.

Access to counselling on the campus (voluntary).

**On site Amenities:** Wi-Fi enabled campus, Air conditioned staff rooms, tea facility, and individualized workstations with laptops.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

3

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution's performance appraisal system is designed to evaluate and enhance the contributions of both teaching and non-teaching staff. For teaching staff, the appraisal focuses on parameters such as instructional effectiveness, student feedback, and involvement in improving student outcomes. For non-teaching staff, the appraisal emphasizes efficiency in administrative and support roles, technical proficiency, adherence to institutional protocols, and contribution to the smooth functioning of daily operations. Feedback and a one-to-one discussion with the non-teaching staff is given. The system is transparent and participatory, fostering professional growth through constructive feedback. The process allows us to recognize individual performance for strengths and weaknesses and areas of improvement.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 conducts financial audits through two methods: internal and external. Internal audits are conducted quarterly and encompass a wide range of parameters. After each audit, a comprehensive internal audit report is submitted to the institution and the principal. This report is carefully reviewed by the accounts section and the principal to address and resolve any objections or observations. This process helps streamline fiscal practices, enhance financial accountability, and establish quality benchmarks. Additionally, an external audit is conducted annually by an independent agency. Any objections raised during this audit are addressed through open communication with the auditors to resolve issues effectively. This dual approach ensures robust financial management and adherence to best practices in fiscal health.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
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)

48,47,789

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college primarily relies on student tuition fees as its main source of revenue. Funds are allocated through a structured budgeting process, involving consultations with faculty members overseeing various administrative departments to identify and prioritize expenditure needs. The finance committee oversees this process. In 2023, the institution successfully mobilized additional resources through CSR funding from the Genext Raheja Group. This support was directed toward infrastructure augmentation. The total revenue received was to the tune of Rs 7,47,789/- Furthermore, during the academic year 2023-24, the college received 41 lakhs as the second tranche payment for the UNICEF research project titled Operational Support for Rollout of Adolescent Parenting Program. It was utilized as per UNICEF norms for achieving the research outputs specified in their proposal. The institution strives to meet educational and infrastructural goals through the above resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 process of quality assurance (QA) in an institution, such as an educational or organizational institution, is a structured approach to ensure that the institution's operations, services, and outcomes consistently meet standards. The IQAC at the college works towards establishing and following quality standards such as developing a POA for the year based on the perspective framework aligned to the vision and mission of the college. Forming quality assurance committee with internal members and external stakeholders to give their unbiased view and work collaboratively under IQAC to oversee QA activities. The IQAC of the college plans for quality assurance through development of SOPs for different departments and drafting policies adapted to improve the functioning and the deliverables of the college in different areas. It works on capacity building to train staff and faculty on relevant and necessary themes. It monitors and evaluates through audits (academic and administrative), collects feedback from stakeholders such as students and schools, and communicates through its minutes for both internal and external. Finally, it prepares for NAAC evaluation through annual quality assurance reports. Through these efforts, IQAC has institutionalized a robust framework for quality assurance, ensuring academic excellence and operational efficiency.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 takes the initiative to review the teaching-learning process through appraisals of the teaching-learning process. Steps for our review are:

1. Performance appraisal of teachers through feedback from students on course effectiveness and several teaching parameters for both theory and practicum. Student Satisfaction Survey is also conducted at the end of the year.
2. Analyzing student performance and providing support to improve the teaching-learning process.

3. Informal teacher discussions on experiences in the classroom and sharing of good practices.

4. Feedback for workshops conducted.

5. Use of rubrics for internship experience

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.kkcoe.edu.in/wp-content/uploads/2025/01/IOAC-Meeting-Minutes-and-ATR-2023-2024.pdf">https://www.kkcoe.edu.in/wp-content/uploads/2025/01/IOAC-Meeting-Minutes-and-ATR-2023-2024.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.kkcoe.edu.in/wp-content/uploads/2025/01/AQAR-22-23.pdf">https://www.kkcoe.edu.in/wp-content/uploads/2025/01/AQAR-22-23.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
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

**1. Progress Towards Outcome-Based Education (OBE) Implementation:** During this AQAR period, the institution made significant progress toward adopting Outcome-Based Education (OBE). IQAC organized a workshop on OBE led by experts to familiarize faculty with the mapping of Course Outcomes (COs) and Program Outcomes (POs). Faculty members began aligning their courses with OBE guidelines, and an action plan was created to systematically implement this approach across all programs. The process included setting up templates for data collection, discussions on assessment strategies, and collaborative reviews during staff meetings. Although OBE implementation is ongoing, this initiative has enhanced faculty preparedness and strengthened the foundation for an outcome-focused curriculum aligned with NEP 2020.

**2. Community-Oriented Research Initiative - Parenting of Adolescents Project:** The Parenting of Adolescents project in partnership with UNICEF emphasized evidence-based research to address adolescent

behavioral challenges. The project involved stakeholder interviews, focus groups, and surveys to understand parenting practices and barriers to effective adolescent support. Findings from the research informed the development of digital resources, including a Parenting Academy with over 40 chapters and short films in multiple languages to address common parenting challenges. This initiative exemplified the institution's ability to contribute to meaningful research that strengthens teacher education and supports community well-being.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
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.

Our institution's energy policy is centered on promoting sustainable energy practices and reducing carbon footprints. A key component of this policy is the adoption of alternative energy sources, with rooftop solar panels installed in the campus to harness solar energy. This initiative significantly reduces reliance on conventional, non-renewable energy sources, contributing to a cleaner and greener environment.

To enhance energy efficiency, the institution has replaced traditional lighting and fans with energy-saving LED tube lights throughout the campus. This not only minimizes electricity consumption but also increases the durability of lighting fixtures, leading to long-term cost benefits.

By implementing these conservation measures and embracing renewable energy, the institution reinforces its commitment to environmental sustainability and sets an example of responsible energy use in the educational sector.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
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's waste management policy focuses on sustainable practices guided by the principles of reduce, reuse, and recycle. The policy aims to minimize waste generation, optimize resource use, and promote environmental responsibility.

Implementation involves promoting paperless communication through emails and digital platforms for academic and administrative purposes. Students are encouraged to submit assignments electronically, reducing paper consumption significantly. Staff members reuse the blank sides of printed materials for planning and drafts.

Segregated bins for wet and dry waste are placed throughout the campus to ensure proper disposal. Waste is collected regularly, and partnerships with authorized waste management agencies support responsible disposal and recycling. These practices highlight the institution's commitment to sustainable waste management and ecological stewardship.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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

Our institution remains dedicated to maintaining cleanliness, sanitation, green cover, and a pollution-free environment through a holistic approach involving diverse initiatives.

Cleanliness is ensured through regular monitoring and prompt resolution of any concerns, with active involvement from student council members in reporting issues. The campus green spaces are well-maintained by the management, featuring an abundance of trees, well-manicured lawns, and dedicated gardeners for their upkeep.

Comprehensive sanitation practices are followed, including regular cleaning of classrooms, libraries, restrooms, and corridors. Waste management is prioritized through the segregation of wet and dry

waste, along with waste reduction initiatives. Clean and safe drinking water is ensured through regular maintenance of water sources, while hygiene in restrooms is maintained with proper ventilation, regular cleaning, and sanitation supplies.

The canteen adheres to strict food safety standards, and routine pest control measures are implemented to uphold hygiene. Handwashing facilities are readily available to promote hand hygiene.

These measures collectively create a clean, green, and healthy campus environment that supports well-being and academic excellence.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
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	<a href="#">View File</a>
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

KKCE remains dedicated to fostering compassion and social responsibility through meaningful community engagement initiatives. In 2023-24 the institution organized a 20-hour Community Work Program where student teachers visited special education centers and underprivileged schools. Student teachers assisted classroom teachers, conducted interactive sessions, organized school activities, and provided remedial teaching for disadvantaged learners.

In partnership with the Indian Development Foundation (IDF), the college held a Student Leadership Program (SLP), where student teachers conducted leadership sessions in schools, fostering empathy, collaboration, and service-mindedness.

Additionally, student teachers led a Diwali Lantern Fundraising Campaign, to support the education of underprivileged children.

As part of the Youth Engagement for Water Stewardship (YEWS) initiative with UNICEF, student teachers conducted water conservation awareness campaigns in local schools, highlighting sustainable water management practices.

Furthermore, KKCE implemented The Parenting of Adolescents Program in collaboration with UNICEF, organizing awareness sessions that engaged parents and educators in supporting the holistic development of adolescents. The program focused on fostering positive communication, emotional well-being, and effective parenting strategies tailored to local community needs.

These initiatives demonstrate KKCE's commitment to leveraging local resources and community networks to nurture socially responsible educators, aligning with NEP 2020's emphasis on community-based

**learning and civic engagement.**

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

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

**B. Any 3 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Title of the Practice: Empowering Educators for Sustainable**

## Development: Integration of SDGs in Teaching-Learning

**Context:** The institution initiated SDG integration in teaching-learning to address environmental and social challenges and prepare educators with sustainability-focused pedagogies. The practice expanded to include action research and experiential lessons.

### Objectives:

- Raise awareness of SDGs in education.
- Enable innovative SDG-integrated lesson plans.
- Instill responsibility and leadership in student teachers.

**Practice:** Orientation sessions provided strategies for SDG-based lessons. A session by Dr. Nati Kranot demonstrated outdoor learning using gardens. Critical thinking training fostered analytical classroom discussions. Student teachers implemented SDG-integrated lessons and conducted environmental awareness activities during internships. Two student teachers conducted action research on gardens as learning spaces.

**Impact:** The practice enhanced student teachers' confidence and engagement in sustainability education, improved student participation and innovative lessons.

## Best Practice 2

**Title of the Practice:** Fostering Holistic Student Well-Being Through Comprehensive Support Systems

**Context:** The institution strengthened its well-being programs to address academic pressures and emotional stress by creating a supportive ecosystem.

### Objectives:

- Provide a safe space for concerns.
- Equip students with stress management strategies.
- Promote mindfulness and emotional regulation.
- Foster collaboration and belonging.

**Practice:** The Positive Education Program and Mental Health Certificate Program enhanced mental health literacy & mindfulness. Seminars on yoga and cognitive engagement promoted emotional well-being. The Parenting of Adolescents Project created a Parenting Academy with resources addressing adolescent behavioral issues.

**Impact:** The programs improved resilience, stress management, and peer relationships, fostering emotional awareness and social responsibility.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

**Title: Parenting of Adolescents: A Collaborative Initiative for Community Impact**

Aligned with the institution's vision of fostering humane and progressive professionals, the Parenting of Adolescents Project in partnership with UNICEF demonstrated the institution's commitment to community well-being and educational transformation. This project aimed to improve adolescent health, education, and development outcomes by addressing parenting practices through research-driven interventions.

The project was implemented in three phases: Discovery and Deliberation, Design and Prototyping, and Debrief and Dissemination. The first phase involved collecting evidence through interviews, focus groups, and simulations with parents, adolescents, teachers, and frontline workers to understand parenting practices and barriers. In the second phase, behavior-change prototypes and capacity-building programs for government functionaries were developed and tested. The third phase focused on dissemination through reports, short films, and a comprehensive Parenting Academy website featuring over 40 chapters on topics like anemia, behavioral challenges, and digital addiction.

The initiative's key outcomes included the Parenting Academy (available online with open access for stakeholders), short films addressing parenting challenges, anemia intervention programs, and training resources for teachers and frontline workers. A symposium on "Nurturing Healthy Adolescent Development" strengthened knowledge-sharing and community involvement.

We are now in the process of disseminating the resources to schools

and developing a Leadership in Parental Involvement training manual for frontline workers to foster sustainable change.

This initiative highlights the institution's distinctiveness in addressing real-world challenges through education, research, and community engagement, promoting holistic well-being and active citizenship.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded