



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

SADHANA EDUCATION SOCIETY'S SMT.
KAPILA KHANDVALA COLLEGE OF
EDUCATION

- Name of the Head of the institution **Dr. Jayashree Inbaraj**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **02226608747**
- Mobile No: **9820391893**
- Registered e-mail ID (Principal) **kkbed@kkcoe.edu.in**
- Alternate Email ID **principal@kkcoe.edu.in**
- Address **Smt. Kapila Khandvala College of Education, Relief Road, Santacruz (West)**

- City/Town **Mumbai**
- State/UT **Maharashtra**
- Pin Code **400054**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **University of Mumbai**
- Name of the IQAC Co-ordinator/Director **Dr. Sheetal M. Zalte**
- Phone No. **02226608747**
- Alternate phone No.(IQAC) **----**
- Mobile (IQAC) **9594005517**
- IQAC e-mail address **iqac@kkcoe.edu.in**
- Alternate e-mail address (IQAC) **---**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://www.kkcoe.edu.in/wp-content/uploads/2023/12/AQAR-report-pdf.pdf>

4.Whether Academic Calendar prepared during the year?

- if yes, whether it is uploaded in the Institutional website Web link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2024/04/Academic-Calendar-2022-23.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	88	2004	03/05/2004	02/05/2009
Cycle 2	B	2.84	2011	08/01/2011	07/01/2016
Cycle 3	A	3.16	2016	16/09/2016	15/09/2021

6.Date of Establishment of IQAC **15/03/2005**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
N.A.	N.A.	N.A.	Nil	0

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

- 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 dissemination of the perspective plan.
- Development and dissemination of the plan of action for the year 2022-23.
- Conducted faculty training programmes.
- Conducted staff and student development programmes.
- Successful submission of AQAR for the year 2021-22.
- Initiated academic and administrative audits for the years 2021-22 and 2022-23.

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>Identify LO, CO for different courses to match the OBE. • Increase the participation of different stakeholders in the various academic bodies. (AC, BOS). • Redesign curricular practice to integrated SDGs. • To integrate critical enquiry and reflective practices into teaching learning practices. • To start study circles/ book reviews/journal article reviews and presentation by students from different disciplines. • Identify courses (OERS) for student teachers and encourage students to complete them. • To start value added course on positive education. • To collaborate with Mission Green Mumbai to start a course on Water Conservation. • To collaborate with IDF to start with SUI-DHAGA Project for women empowerment.</p>	<ul style="list-style-type: none"> • CO's have been identified. LO's to be identified for all the courses except a few. • Students have been identified as members of BOS • SDG's integrated into lesson plans. • Action research R's conducted on SDGs. • Reflection a part of every activity. • Journal articles are reviewed by every student. • Students are expected to register for Swayam courses. A few completed the same and appear for the exam too. • A course on positive education was started. • SUI_DHAGA project implemented.
<p>To upscale ICT practices in teaching, learning and evaluation by- a. providing training in making ICT based Learning Resources b. continuing with the best practices of ICT usage and exploring new possibilities c. To training faculty members in using the new LMS for teaching-learning and assessments ? To strengthen Internship practices by - a. modifying the structure in terms of increasing the duration for different semesters b. exploring possibilities for paid Internships for students c. introducing buddy system in Home</p>	<ul style="list-style-type: none"> • A training session was organised on Integrating ICT tools in tg- lg and radio lesson • Students were trained in developing Video lesson, radio lesson, and online resources • Teachers utilize various ICT resources • ITLE and NAAC portal training sessions were conducted for the faculty. • Internship structure revised from the batch 2022- 24 • Paid partnerships to be explored. • Peer tutoring was introduced for this batch. Mentor- mentee identified in every group. HSS encouraged to follow up this practice in their HSG. • Personal meetings,

School Groups d. building stronger association with Internship schools Curriculum transaction by - a. continuing with innovative methods of curriculum transaction b. encouraging self-directed learning by sharing of reference materials (online and offline) c. redesigning Internship/TL practices and integrate SDGs and Critical Inquiry d. continuing and strengthening content enrichment programmes in both pedagogies e. continuing alumni engagement practices for enhancing TL practices f. exploring possibilities of meaningful collaborations to provide better TL experiences ? To strengthen Assessment processes by - a. redesigning Sessional Assessment to make it more meaningful b. widening the scope of Peer Assessments for Theory Courses ? To engage in timely and semester wise feedback for- a. Theory Courses, b. Internship (Processes, School and Supervisors)

feedback acquired from schools. Representation of Internship school principals on various bodies. o All faculty continue to employ participatory and innovative methods of teaching. o Students are encouraged to study 1 or 2 sub- units in different courses through self-study. Handouts are provided to students for the same. o SDG's and Critical Inquiry is integrated in lessons o Concept mapping workshop, students prepared maps for content in their pedagogy I. o Alumni members are invited to build capacities of students during lesson practice: Cognitive engagement by Sehal Gada, Classroom management by Ms. Samira Saheba. f. Network with TISS for Rachana Fellowship, a. Done - SAs structure changed and passed in the various meetings b. Peer assessment done in the course Assessment for learning. a. Feedback taken from students. b. Feedback taken from students and schools

- Taking group projects resulting in publications
- Updating of SOP for extension activities
- Seek funding for research projects
- Provide Language Software Support to sister institutions
- Add research related softwares
- Expand consultancy activities
- Increase linkages and collaborations for extension work

- Group projects were implemented. Needs to promote publications.
- SOPs for extension work were updated
- The College has applied for three funded research projects. Approvals waited.
- Shared the software license with sister institutions.
- Due to the yearly expenses involved, the software was not purchased.
- Two faculty members were invited as academic mentor for the international research project.
- IDF Sui Dhaga, ECCEd for Army

	<p>Jawan's family members were planned and approved. Will be launched in the next academic year.</p>
<ul style="list-style-type: none"> • Upgradation of smart classroom by installation of smart panels • Providing training to faculty in the use digital podium and Mastersoft LMS • Encourage faculty to use Mastersoft LMS for curriculum transaction. • Upgrade Computer facility (Laptop) provided to faculty. • Creation of additional physical space for storage of documents • Use of lecture recording system for creation of digital resources • Installation of ground water recharging units incrementally for green campus (Shared) • Setting up of terrace garden with hydroponics facility • Setting of solid waste manage unit in the campus (Shared) • Setting up of e-waste collection unit in the campus 	<p>Installed interactive panels in two more rooms • Provided training to faculty in the use digital podium and Mastersoft LMS • Prepared 'Teachers Manual for faculty to use Mastersoft LMS • Purchased new laptop for faculty • Assembled new wooden cupboard for storage in the library • Recorded lectures in recording system for creation of digital resources • Installed ground water recharging units for green campus • Funds received for establishing the terrace garden. • Waste management unit will be set up in the coming years.</p>
<p>Counseling- extending counseling activities in dual mode for maintaining continuity. ? Placement- Introducing alumni in placement committee, Continue the regular sessions under the placement cell. ? training session on inclusive practices such as UDL, teaching aids, basic sign language for communication, etc. ? Create a bridge between Mentors and Counseling Cell (for information sharing) to provide enhanced Mentoring experiences for mentee students ? Provide need based Language Support programme to the identified students ?</p>	<ul style="list-style-type: none"> • Provided counseling support in online and offline mode. • Alumni reached out for job openings in their respective school. Conducted session for students. - Experts from XRCVC conducted training sessions for the students to equip them with skill set needed to promote inclusion in the classroom - Mentors voice out their concerns about their mentees and discuss with the couelor. - Language Lab support extended to students for practice and strengthening their communicative english skills. - Student Council organized programs such as

<p>Student council- Organising various programs for student engagement and personality development. ? Strengthen alumni engagement: ? Invite alumni members as resource persons for workshops and seminars ? Organise some events for alumni members (Eg: Slogan competition, Video competition) ? Organise face to face get together ? Sponsor participation in workshops and seminars organised by college ? Library- planning reference based activities for the students. Upgrading library facilities. ? Enhance students' knowledge, skills and competencies through guest lectures and workshops.</p>	<p>talent search, Cultural day, Celebration of festivals and days of national importance that provided student opportunity to enhance their personality and skills. - Alumni were reached out to conduct sessions on classroom management, cognitive engagement, Demo lessons in pedagogy subjects etc. - Participation invited for the annual seminar. - Slogan Competition was organized for Alumni members - Referencing time given in the timetable. Students were encouraged to use various library facilities • Number of guest lectures and workshop conducted for students on the topics like mindfulness, financial literacy, Analytical insights of life, Yoga training, etc.</p>
<ul style="list-style-type: none"> • Introducing new programs • Regularising departmental evaluation (Yearly) • Planning and supporting faculty empowerment strategies • Initiate the use of Mastersoft ERP for e governance • Integration of staff activities in Annual Calendar • Yearly departmental file submissions (IQAC) • Conducting audits regularly. 	<ul style="list-style-type: none"> • Proposed the two courses In collaboration with Gordon College of Education, Isreal. • Departmental evaluation conducted for a few departments. Evaluation of other departments will be done. • Workshops, training sessions conducted for teaching and non-teaching staff. • MIS is fully functional • Done for the few activities • Departmental files submitted on time. • Academic and Administrative Audit is planned to be conducted at the beginning of next academic year.
<ul style="list-style-type: none"> • Stating the policy and procedures for streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements, 	<ul style="list-style-type: none"> • Energy conservation policy and waste management policy developed and communicated to the respective people. • As a policy the dry and wet waste are

<ul style="list-style-type: none"> • Stating the policy and procedures for implementation of the waste management. • Organization Professional ethics programmes for students, teachers, administrators and other staff • Utilizing college website for sensitizing different stakeholders with regard to the code of conduct. • Installation of more ground water recharging units for green campus (Shared) • Setting up of terrace garden with hydroponics facility • Setting up waste management unit (Waste, e-waste) 	<p>segregated at the institutional level. Waste management policy developed.</p> <ul style="list-style-type: none"> • Code of conduct is displayed on the college website. Professional ethics are focussed during the professional development workshops. • Ground water recharging units were installed in the campus. • Funds received for establishing the terrace garden. • Waste management unit will be set up in the coming years.
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13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	SADHANA EDUCATION SOCIETY'S SMT. KAPILA KHANDVALA COLLEGE OF EDUCATION
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• Designation	Principal
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• State/UT	Maharashtra
• Pin Code	400054
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• Type of Institution	Co-education
• Location	Urban
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3.Website address	www.kkcoe.edu.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.kkcoe.edu.in/wp-content/uploads/2023/12/AQAR-report-pdf.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	chrome-extension://efaidnbnmnibpcajpcgllclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2024/04/Academic-Calendar-2022-23.pdf				
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<p>13. Whether the AQAR was placed before statutory body?</p>	<p>No</p>
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<ul style="list-style-type: none"> • Name of the statutory body
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Name of the statutory body	Date of meeting(s)
Nil	Nil

<p>14. Whether institutional data submitted to AISHE</p>

Year	Date of Submission
2022-23	01/02/2024

<p>15. Multidisciplinary / interdisciplinary</p>

The institution emphasizes fostering multidisciplinary and interdisciplinary perspectives among student teachers through diverse activities. Within the B. Ed. Program, interdisciplinary courses such as IC1 Gender, School, and Society, IC2 Educational Management, IC3 Language across Curriculum, and IC4 Creating an

Inclusive School span across various disciplines. These courses incorporate elements promoting both interdisciplinary and multidisciplinary approaches. Practical work within these courses, such as analyzing textbooks from a gender perspective, interviewing class teachers on educational management issues, compiling glossaries of content words across subjects, observing classroom discourse, visiting resource rooms, and presenting ICT strategies for inclusion, enables student teachers to explore topics from multiple disciplinary angles.

Furthermore, the practicum component of the program, school internship, integrates interdisciplinary and multidisciplinary aspects through diverse lesson types delivered by student teachers. Theme-based and co-teaching lessons are regular features of the school-based practicum, with student teachers selecting themes centered on socially and environmentally significant issues. Drawing on perspectives from various pedagogy groups, student teachers enrich discussions on these themes. Faculty members actively design activities during teaching-learning sessions to underscore the multidisciplinary nature of the subjects.

Additionally, the institution offers a yoga training program to complement the holistic development of student teachers. This program incorporates interdisciplinary elements, encouraging students to integrate yoga principles into their teaching practices. Moreover, the institution is currently developing an M.A. program featuring interdisciplinary and multidisciplinary courses. This program is anticipated to be launched in the academic year 2024-25, further strengthening the institution's commitment to interdisciplinary education.

16.Academic bank of credits (ABC):

During the academic year 2022-23, an orientation session was organized specifically for the newly admitted B.Ed. students (2022-2024) with the objective of familiarizing them with the Academic Bank of Credits (ABC) and National Academic Depository (NAD) systems. These sessions served to educate students on the importance and functionalities of ABC and NAD in recording and storing their academic achievements and certificates securely. Additionally, students were guided on how to generate their unique ABC IDs, a process facilitated and recorded by our Examination Cell to ensure accurate documentation and adherence

to institutional protocols.

17.Skill development:

As an institution dedicated to teacher education, the college places a strong emphasis on equipping teachers with the necessary skills to excel in their roles and advance professionally. Throughout the year, various skill development programs, including value-added courses, workshops, and training sessions, were organized for student teachers. The following sessions were conducted to enhance their skill set:

- Classroom management
- Utilization of ICT Tools for Teaching-Learning
- Teacher Readiness
- Communication Skills Enhancement
- Understanding Disabilities and Assistive Technologies
- Embracing Alternative Lifestyles to Adapt to Changing Environments
- Utilizing N-List E-resources
- Introduction to and training in peer assessment
- Orientation to experiential learning methods
- Soundtrail workshop
- Introduction to and training in radio-based lessons
- Mindfulness practices
- Yoga training
- Value Educator Workshop

These sessions were designed to provide comprehensive support and training to student teachers, enabling them to thrive in their future teaching endeavors and contribute positively to the educational landscape.

During the national webinar on aligning assessments with the National Education Policy (NEP) 2020, student teachers were introduced to the significance of aligning assessments with the goals of NEP 2020. Throughout the webinar, experts shared their experiences and insights, offering practical inputs for implementing assessments aligned with the principles and goals of NEP 2020.

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

To appropriately integrate Indian knowledge systems, including teaching in Indian languages and culture, and utilizing online courses, the college employs a multifaceted approach deeply rooted in Indian culture and traditions. Various curricular and co-curricular activities are organized throughout the academic year, celebrating festivals such as Diwali, Navratri, and Eid. These celebrations serve as opportunities for students to engage in cultural activities, including competitions like Rangoli, Mehendi, Thali & Diya decoration, and food festivals, showcasing the rich diversity of Indian culture.

Moreover, the institution hosts a dedicated cultural day to commemorate Indian heritage, where student teachers present performances encompassing traditional forms of music, dance, and drama. Workshops are also conducted to equip student teachers with the skills necessary to incorporate traditional dance forms and dramatic formats into their educational practices. Following these training sessions, student teachers showcase their performances, receiving constructive feedback from experts in the field.

Furthermore, the college fosters linguistic diversity by ensuring that all faculty members are proficient in at least two languages: English and one Indian language, with some possessing proficiency in more than two languages. This linguistic proficiency enables faculty members to effectively address the diverse linguistic needs of students, employing a bilingual or multilingual approach as required.

By incorporating these initiatives, the college not only promotes the preservation and celebration of Indian culture but also empowers student teachers to integrate Indian knowledge systems into their teaching practices, fostering a deeper understanding and appreciation of India's rich cultural heritage.

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

The faculty had several discussions to integrate these outcomes identified for each subject and in the curriculum transaction. Some of the application questions were used in the essay format. Scenario-based questions were practiced by different faculty members in their subjects.

A national-level webinar was organized on 'Aligning Assessment to NEP 2020'. Among several sessions, a dedicated session on OBE was conducted by the director of Marian College, Kerala. We are slowly and surely moving towards complete integration of OBE in the curriculum.

20.Distance education/online education:

The institution has a fully functional computer lab and a language lab supported by a dedicated technical assistant on campus. Some certificate courses are planned in online mode.

A training session on 'ICT Tools for Teaching-Learning' was organized for the student-teachers to train them in integrating technology in teaching-learning.

The faculty members conducted a few sessions in online mode for the students.

Faculty members regularly utilize a variety of online tools such as Mentimeter, Quizizz, Kahoot, Padlet, Pinup, interactive slides, Google Earth, Google Maps, Google Docs, Geogebra Simulator, and NetLogo Simulator to promote student engagement and facilitate effective teaching and learning experiences.

Extended Profile

1.Student

2.1 Number of students on roll during the year	97
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	50
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File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	00
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	50
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	46
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	37
4.2 Total number of computers on campus for academic purposes	63
3.Teacher	
5.1	6

Number of full-time teachers during the year:	
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File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	7
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Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The curriculum redefinition and revision process is ongoing and systematic. Faculty members actively engage in noting necessary revisions throughout the implementation of the syllabus, especially towards the end of semesters when the Course outcomes and learning outcomes are weighted. These notings and observations are then brought forward during scheduled meetings of the Board of Studies (BOS) and Academic Council. Continuous reflection and review of the delivered curriculum occurs, taking into account the evolving educational context. Discussions and debates among peers and concerned faculty and with the students held informally and formally further inform the revision process. Faculty members propose specific changes deemed necessary, which are then presented to the BOS for finalization. Once approved by the BOS, the revisions are presented to the Academic Council for final approval.

The Academic Calendar is dynamic, with activities planned through staff and departmental meetings and uploaded onto Google Drive which is accessible to all faculty members, the principal, and the librarian, it allows for additions or deletions to be made as needed after discussions regarding the changes. The academic calendar thus evolves throughout the year as per need of the time.

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

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.kkcoe.edu.in/academics/programs/b-ed/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

18

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

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

1

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

1

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

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

13

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

13

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
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

49

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

49

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

1.3 - Curriculum Enrichment

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

The curriculum of the institution emphasises on developing the right values, attitudes in the student teachers so as to meet its vision of developing a just and caring society. It emphasises on nurturing the innate potentials of the students by providing opportunities to develop the 21st century skills. Every theory course has a practical component wherein students are expected to practically apply and exhibit the skills that are developed through the course. The students also have to give one essay test which involves answering a case- based question involving the use of higher order thinking skills wherein they are either analysing, evaluating or creating. Workshops held on a variety of themes involve students like use of ICT, use of performing arts in delivery of CC2 course helps students to use these techniques in their classrooms. Sessions on Peer Assessments help students use this form of assessment during their internship lesson as they develop this important skill. Method club activities provide ample scope to student teachers to develop the skills of collaboration, team spirit, communication . The participation of students in the annual workshop helped the students to get an insight into the contemporary assessments methods being used across the country, they also got hands on experience to plan and conduct webinars at national level.

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

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

The institution provides number of opportunities to the students to explore the diversity in the school system at the national and international level. Some of which are as follows:

- A guest lecture by an experienced school head covering

different boards and their history of evolution, their requirements, expectations of teachers was arranged. This gives the students an insight into the practicalities involved while working in schools across different school boards.

- Students got an opportunity to participate in the annual webinar titled ' Alligning assessments to NEP 2020" wherein they developed an insight into the contemporary assessment methods and forms, of the assessment processes, assessment portals etc with educationists, scientists and teachers of HEIs from PAN India conducting sessions as resource persons.
- The Interdisciplinary Course on Educational Management has an entire unit on functioning of the various boards of school education, norms and standards which provides theoretical inputs to the students.
- In addition as a part of the core course 4 on Assessments for Learning students are expected to complete an assignment on comparison of assessment systems across different countries.
- Students are given an opportunity to teach in schools to different school boards during Internship.
- Students are placed in schools affiliated to the different boards through the placement cell of the college.

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

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

The curriculum is structured to create interconnectedness among its various components. The theoretical aspect, comprising core, elective, and interdisciplinary courses, serves as the foundation for the practical component. Co-curricular activities such as

visits, tours, and workshops, along with annual seminars on contemporary themes, prepare student teachers for their profession. The institution aligns program activities to highlight this interconnectedness. For instance, after studying Childhood & Development, students engage in internships where they apply their understanding of adolescent behaviors. The students are also encouraged to take up self study courses on SWAYAM by IGNOU on Childhood & Development for an indepth understanding of important topics on child development. Prior to school internships, guest lectures on "Teacher Readiness" is held which gets the students mentally prepared before starting school teaching during internships. They also participate in Extension work in schools for underprivileged children, developing class management and leadership skills. Another example involves students designing and administering unit tests in schools after studying Assessment of Learning, then analyzing results using statistical techniques in theory classes.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Two of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	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	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

1

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

1

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

2.2 - Honoring Student Diversity

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

The students undergoing professional teacher education programme are expected to know their subject content thoroughly. However experience is that they do not show good understanding of the content so content enrichment programme is organised. In this

programme students were oriented to concept mapping. They are allotted time during the college hours to read the textbook, analyse content, create concept maps/mind maps for identified topics and present it in the group for the better understanding of the content.

On the basis of self- assessment, students were asked to share whether they need support in the area of English language. All those students desirous of help were provided with necessary support for language development. An expert was invited to facilitate development of language skills through classroom teaching. Students were also trained to use language lab software where students could be self- directed learners.

Mentoring sessions organised right from beginning provided safe haven to mentees to seek support in the academic areas as well as for other concerns related to the course and college.

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

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

Six/Five of the above

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

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

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:8 or 1:9

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Nurturing student- centric learning environment is at the heart of the institution's curriculum. The practice that lies at the core of the institution's student- centered philosophy is active and participatory approach to teaching- learning. Some of the modes of learning executed during the classes along with its rationale is explained below:

Co- operative learning strategies: Various co-operative learning strategies Methods like Jig- saw, reciprocal peer teaching, round robin, etc. are employed to encourage interaction, positive dependence and accountability among the learners. It also helps shy and unconfident students to participate in large group discussions or in lectures.

Use of ICT in teaching- learning: To promote student engagement various ICT tools and techniques are used like:

Documentaries and short videos: To provide multi- sensory learning experiences.

Interactive slides, Padlets: To encourage students to seek clarification, ask questions as well as supplement ideas.

Power point presentation: To facilitate relevant and thought provoking ideas with text and visuals form an essential part of curriculum transaction.

Sketch- notes: To assimilate learning in a creative way.

Case- study: To promote analysis and synthesis of knowledge

presented

Seminars and panel discussion: These activities create spaces for dialogue and deliberations thereby encouraging student participation.

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

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	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

97

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

2.3.4 - ICT support is used by students in various learning situations such as

Five/Six of the above

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://docs.google.com/spreadsheets/d/1wgR36u8U7JYz_pVzuZw0nj013SgbBl1/edit#gid=458745135
Any other relevant information	No File Uploaded

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

Mentoring activity is planned and organised with the objective of providing necessary support and guidance to students as they navigate their ways through the demanding two years of teacher training programme. It is kept unstructured with sole purpose of allowing students time and space to voice out their concerns and share their experiences. The mentor teachers are given autonomy to structure each mentoring session as per the need or the context.

In some mentoring sessions, students from both the batches are present. Sharing of experiences by students from different batches provides different perspectives to various matters and concerns. Mentors create safe environment where mentees feel safe to confide with their problems and challenges.

The following activities are taken up in the mentoring session:

*Team building activities which are thoroughly welcome by students as it helps them have fun and joy in small group.

*Students with specific challenges and issues are given patient hearing with the purpose of helping them overcome their problems.

*Students are counseled on ways and with tips to manage stress during examinations and difficult days.

*Any dispute between peers is also attempted to be resolved by the mentor teacher.

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

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	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Case 1: Rooted in the concept of language across the curriculum, the "Tell Me Something I Don't Know", activity motivates students to explore the intricate language used across diverse subjects within the curriculum. This activity cultivates creativity, critical thinking, and empathy by exploring language

across subjects. Utilizing Padlet, students delve into diverse terminology, fostering innovation and intellectual development. They analyze language usage, enhancing understanding and empathy for different disciplines. Digital tools promote technological literacy and collaboration, nurturing life skills essential for success.

In the course Assessment for learning the topic on Taxonomy of objectives of Psycho-motor domain is facilitated to the student teachers in creative way. They were asked to take video clippings of their dance performances at various stages of their practice during any cultural activity. They then observed various steps of their performance while they were rehearsing. The video clippings of the various stages of learning a dance were shown randomly and students were asked to identify the stage of psycho-motor development reached at each stage. Critical questions were asked by the students as well as the peer students to each other to justify the level identified. This activity develops 21st century skills like Critical Thinking, Collaboration, Communication and ICT.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Eight /Nine of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

<p>2.4.3 - Competency of effective communication is developed in students</p>	<p>All of the above</p>
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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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

Four of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

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	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Our practices emerge from our vision of creating progressive and humane teacher professionals. Since school internship programme lies at the very core of teacher education programme, we go the extra mile with internship. Since we want the interns to appreciate the significance of context, each trainee is provided experience of teaching in two schools catering to different SES contexts and boards. With this well-defined purpose, selection of schools is participative - done by engaging with faculty members and Principal. The same processes were followed this year too.

Faculty members personally interacted with school authorities for seeking permissions and orienting them to internship requirements. Requirements were also stated in permission letters for each Semester.

Students were oriented through detailed presentation and their doubts addressed at the beginning of the Internship for every Semester. Students were oriented to various types of lessons that they were expected to deliver. To initiate them into internship, an Initial Preparation Workshop was organized which made the transition to schools easier.

Observation Schedules were customised for assessment of all kinds of lessons. Students were familiarized with criteria.

Every intern got experience of teaching in schools catering to different contexts including first generation learners.

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Five/Six of the above

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

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.

A detailed Orientation was organized every Semester with requirements for every Semester and 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 whatsapp group consisting of Principal, department incharges and student-coordinators. If any student was seen lagging behind, the department engaged in personal counselling of the concerned student and also informed the Home School Supervisor (HSS), who then hand-held the intern in a way that optimized the impact of internship.

The college requested school principal/supervisor to allocate subject specific mentors to each intern. The hierarchical structure of school groups was the HSS (one teacher-educator per school 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.

Every intern 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	View File
Any other relevant information	View File

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
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

6

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

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

5

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

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

102

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

102

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
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

Some inhouse programmes organized by the institution this year were:

1. Our college played a significant role in the planning and execution of an event organized by Govt. of Maharashtra along with NCTE to deliberate on NEP 2020 for TE and ITEP roll out (June 2022).
2. Annual National Webinar "Aligning Assessments to NEP 2020" on February 1-2, 2023. Information emerging from this was shared with fraternity in a globally indexed international peer reviewed journal Scholarly Research Journal for Interdisciplinary Studies (Vol. 11, Issue 62) ISSN 2319-4766 (print) and 2278-8808 (Online), impact factor 7.380.
3. Demonstration/training session for Mastersoft NAAC Portal on August 6th and 20th, 2022 by IQAC
4. Discussions were carried out in the formal staff meetings in the following areas:
 - o transition to Autonomy - including changes in the Sessional Assessment structures
 - o developments relating to strike called by administrative/non-teaching staff
 - o resultant change in end of semester examination schedule for Sem III
 - o AQAR 2021-22
 - o Implementation of NEP 2020 according to the guidelines of NCTE

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

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) remains an integral part of Teacher Education. This year we transitioned completely to Autonomy for both batches. The batch of 2021-23 continued under the previous structure comprising of 1 essay (5m), 1 class test (15m) and 2 assignments (10m each) for each theory course (barring pedagogy courses).

The batch of 2022-24 batch started under the revised structure approved in the 2nd BOS meeting. This comprised of 1 essay (10m), 1 class test (15m) and 1 assignment including classroom participation (15m) for each theory course (barring pedagogy courses). 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 the practicum component, students were evaluated on their lesson planning and execution throughout the course in the form of 30 lessons of different types plus 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	View File
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;
Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually**

Two of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

If there are any grievances, the student raises it with the controller of exam. A meeting of the examination is called. The issue is debated and discussed and the grievance is resolved.

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

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

We normally follow a progressive Academic Calendar; because even though we now have the autonomy to decide the placement of our terms, yet the admissions of every new batch are centralized. Admissions were delayed this year too because of the spill-over effect of the pandemic. As a result, the dates for Sessional Assessment of incoming batch could not be planned for nearly 7 months. Once the batch joined in January 2023, their semester terms were decided and the sessional assessment dates were scheduled on the Academic Planner.

However for the SY batch the situation was better. Their Semester dates were decided in an informal staff meeting at the beginning

of the year. The dates for their Sessional Assessments were correspondingly marked in the Academic Planner. Sessional Assessments - consisting of essays, class tests, assignments and content tests (in case of pedagogies) then materialized on these pre-planned dates in most cases.

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

2.7 - Student Performance and Learning Outcomes

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

This year both the batches were under Autonomous status and we were in the process of taking smaller steps to improve the quality of the course. With few changes in the syllabus and sessional assessment structure, the course was made more relevant.

All teachers mindfully curated their teaching learning processes, assignments and assessments in ways that catered to the PLOs as well as CLOs.

A sample of few such assignments are uploaded under this criteria.

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

2.7.2 - Pass percentage of Students during the year

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

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

This being our very first year with Outcome Based Education, we spent some time to understand designing of teaching learning activities in a way that can best map student performances to the identified PLOs and CLOs. As such, the year went by in redesigning of teaching learning experiences and restructuring of the PLOs and CLOs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

36

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

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

The initial learning needs of our learners are ascertained informally through interactions and formally during the Initial Preparation Workshop as well as during Mentoring sessions. These centre around Communication Skills, Stage-fear, Technology and Content Knowledge.

By the end of the year, Communication Skills of those who went through the support provided showed improvement. Most students could deliver their later internship lessons quite effectively. They showed improvement in writing their exams too.

Stage-fear of all the students in the batch vanished as each one participated in various college activities in various capacities - as comperes, performers, volunteers, etc. They all walked out of the course content and brimming with confidence.

Fear of technology was overcome through constant engagement. By the end, every student was using powerpoint with animations (some even using Canva), each one recorded and edited two video lessons and one radio lesson. They all uploaded various assignments on google drive links shared by teachers and also uploaded their writing tasks on Padlet.

Content Knowledge was gained through deeper engagement with content and by the end of the course, they started making detailed concept maps in their lesson plans. They also developed habits of researching on the topics to teach.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.kkcoe.edu.in/wp-content/uploads/2024/04/Student-Satisfaction-Survey-2022-23.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	View File
Sanction letter from the funding agency	View File
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	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded

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

One of the above

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

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

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

Two of the above

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

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
4	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
2	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
7	

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

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

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

97

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	View File
Any other relevant information	No File Uploaded

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

97

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

97

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

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

Outreach activities in the community and Extension Work at KKCE are contributory in guiding the institution closer to its vision of developing humane and progressive teacher professionals who can serve as catalyst for a just and caring society.

Collaborative activities with India Development Foundation (IDF) on their Student Leadership were instrumental in developing the following qualities among underprivileged students-self-confidence, overcoming stage fear, skills of time management, stress management, communication in variousschools across Mumbai.

Collaborations withNGOs other institutions forsupporting inclusive schools have developed inclusive perspectives among student-teachers through community service.

Organization of a Covid Booster Vaccination Camp generated a broader awareness and vigilance among student-teachers about the need and significance of the post-pandemic actions and civic responsibilities.

Participation in the Tree plantation drive organized by BMC Gardens Department and Mission Green Mumbai Foundation and the Beach Cleaning Drive organized by the Afroz Khan Foundation have instilled environmental values among student-teachers and developed conservationist attitudes.

During Raksha Bandhan, students purchased rakhis made by underprivileged kids to raise funds for the education of the underprivileged. When trainee teachers work/teach at these institutions, somewhere the vision of NEP 2020 too is met - of every adult going out into the community and teaching one person.

File Description	Documents
Relevant documentary evidence for the claim	View File
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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

3

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

3

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

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

3

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

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	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is a teacher training institution and abide by the norms and regulations of NCTE. The infrastructural facilities provided by the college are more than that prescribed by NCTE. The college has a total of 8 classrooms with ICT and AV facilities for providing a holistic learning environment to students. To provide additional support 4 laboratories namely, science, math, social science, language room, and psychology, are available for students. The entire college campus is wifi enabled and the classroom has AC provisions. The majority of the electricity required on campus comes from the roof top solar panels installed on campus. The college has a spacious library that houses more than 20,000 books on various themes along with periodicals, journals, magazines, etc. With the help of LMS and N-list, students are also given the opportunity to access many educational resources online during the pandemic. The language lab facility has self-learning modules that help students strengthen their language skills. The

college provides gymkhana and canteen facilities on a shared basis with sister institutions. The college augmented its' resource infrastructure for enhanced efficiency and usability. The management is highly supportive and provides the latest infrastructure for the college.

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

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

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

10

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

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

327259

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

4.2 - Library as a Learning Resource

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

Name of the ILMS software: SLIM21 (Fully Automated Version: 3.6.0.31681) Automated from 2016.

SLIM21 is a web-based library management system that automates library processes and provides for interactive user experience. It follows a modular approach & offers essential modules like Acquisition, Cataloging, Circulation and Serials to help acquire, catalogue and circulate books, articles, reports, letters, pamphlets, serials publications etc. This software is developed by Algorhythms Consultants Pvt Ltd and is based on internationally accepted standards. It provides a wide range of features for library management and assists in keeping the virtual library open for library users 24/7. Features of SLIM21

1. It requires minimum user interaction and features interactivedata handling for storing backup etc.

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

3.It contains an enhanced but simplified search facility and can locate books and members quickly through OPAC. All the library resources are bar-coded and a book reservation facility is also available through software.

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

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Web OPAC - http://49.248.167.182:8080/w27/
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

KKCE library is well equipped with a huge collection of educational books. Librarian has done Digitization of old Thesis and Dissertation, subscribed E-journals, E-Books through N-List, INFLIBNET, Library services through LMS Moodle, and created Library Blog and Library Website. KKCE Library has an authentic collection of CTET/MAHA-TET,CET/NET/SET Exam books.N-List is jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges through a server. Authorized users from colleges can access e-resources and download articles required by students. Important Links for remote access:

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

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

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

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

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

<http://nlist.inflibnet.ac.in> Academic Year 2022- 2023

Open Education Resources: Provided during the course for B.Ed. students

i. DOAJ:<https://doaj.org/>

ii. DOAB:<https://www.doabooks.org/>

iii. SWAYAM:<https://swayam.gov.in/>

IV. NDLI:<https://ndl.iitkgp.ac.in/>

V. NPTEL:<https://nptel.ac.in/>

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	All of the above
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File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

104209

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

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

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

127

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File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/drive/u/1/folders/14NsC_1FS7ea-gWFAyzWbzLd8kPowOoLa
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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

College Understands the important role of ICT facilities in the teaching-learning process and therefore gives high importance to having good ICT and AV support facilities. The college has well equipped ICT facilities, which include a computer lab and language lab. All the classrooms and lecture halls are equipped with digital panels, LCD projectors, internet, and sound systems. In

addition, the entire college campus is Wi-Fi enabled and under continuous CCTV surveillance. For maintenance of the ICT facility on the campus, the college has one technical staff on roll. The college has provided laptops to every faculty member to facilitate educational transactions. Licensed antivirus software is installed on all the devices. The college has Microsoft Teams as an official platform for virtual meetings. New modules of Mastersoft ITLE (LMS), examination, and MIS are purchased. The official email IDs of the employees have cloud storage space.

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

4.3.2 - Student – Computer ratio during the academic year

45:100

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

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

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://www.kkcoe.edu.in/ , https://nlist.inflibnet.ac.in/
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)

29,472

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

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

The college is a small entity, and hence it has always followed sustainable practices for maintaining our infrastructure. The college follows the policy of self-reliance, and most of the physical facilities (like method rooms, computer labs, language

labs, lecture halls, solar panels, etc.) are maintained by the support staff and technical staff. The librarian and the library assistant maintain the library. The institution has annual maintenance contracts for the website, air conditioners, fire extinguishers, and pest control. Details of the policy guidelines are attached. The college has a committee comprising teaching, non-teaching, and administrative staff who do periodic supervision of the infrastructure and facilities available on campus and raise requisitions for necessary repairs and maintenance. Based on the requisition, necessary action is taken under the direction of the principal, and wherever required, the support of management is cited. Rules and regulations for directions for the utilization of ICT facilities and computer labs are prepared and communicated to all students. The college outsources agencies by undergoing AMCs for the maintenance of various infrastructure and support facilities. The college also utilizes support staff for cleanliness.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student 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	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
41	46

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

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

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

6

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

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

8

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

5.3 - Student Participation and Activities

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

As a regular practice at KKCE, the student council members were elected following the democratic voting process, including filing nominations, campaigning, and secret ballot. The student council comprises members from FY and SY to ensure the representation of both batches in the Council. The council members organize, conduct, support, and participate in all the academic, administrative, and cultural activities of the college. Academic: the council members coordinate the different presentations in student groups and help faculty members to organize and execute various group activities during the teaching-learning process of various courses. They support the major annual academic events like national or international level seminars, workshops, conferences, etc., by shouldering the responsibilities with the faculty members. Co-curricular and sports activities: The student council members lead and volunteer to organize events like talent search, cultural day competitions, various celebrations, annual prize distributions, etc. Thus the council plays an active role in day today functioning of the institution

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

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

11

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

5.4 - Alumni Engagement

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

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 2022- 23:

- Video making competition was organized for in-service and pre-service teachers in October, 2022.
- Ms. Samira Saheba from the batch 2018- 20 was invited to facilitate a guest lecture on the topic of 'Classroom management' on 7th November, 2022.
- Mr. Sunny Gangar from the batch 2014- 15 conducted an online guest lecture on the topic 'Alternative Lifestyle to Align with Changing Environment' on 17th May, 2023.
- Social media platform- WhatsApp is actively used to network with alumni members. 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	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

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

One/Two of the above

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

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

1

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni members at KKCE are actively involved in promoting and supporting student potential. -Alumni members conduct sessions on 1.Cognitive Engagement in Classrooms, 2.Classroom Management -Alumni members are invited as judges for the various competition. -They deliver demonstration lessons forpreparing students forteaching before they begin their school internship. - During the school internship, the alumni members working in thoseparticular schools support the student teachers.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of the institution is to provide distinctive teacher education programme to develop humane and progressive professionals. The institution is governed by visionary leaders who continuously motivate the Principal and faculty to work towards developing the right attitudes, values, and contemporary skills and instill the same among the student teachers.

The perspective plan and the plan of action are developed by pulling in inputs from all the faculty members and after a rigorous discussion presented to the various academic and administrative bodies like BOS, Academic Council, Finance committee, and the Governing body. These bodies have representations of experts from various top-notch institutions, stakeholders, and the local community. The voices of the students, non-teaching, and teaching staff are heard during discussions on important issues. Consultation with the school heads, in-service teachers, and other stakeholders helps to provide a direction to

the curriculum transaction processes, research, and extension activities to be carried out in the institution.

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

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

Our institution is known for its distributed leadership practices which are democratic and participative. Respect for colleagues, opportunity for leading, and decision making is with all faculty members and non-teaching staff which allows for quicker decision making. Decision-making power is distributed across various departments fostering a sense of ownership and responsibility among employees and enabling them to adapt and innovate to their specific requirements. With the college having just received autonomy, several new committees (Board of Studies, Academic Council, Finance Committee, Board of Examination) required all to take responsibility and deliver the expectations of the functions of such committees. This was made easy to implement due to our flat structure and simplified channels of communication.

Participative management is encouraged through various mechanisms such as regular meetings of different committees, and brainstorming in these meetings. Faculty as academic leaders are empowered to take appropriate decisions for their department. The management and the principal have an open-door policy where the staff can approach with ideas, feedback, and suggestions, which fosters transparency and open communication. The good ideas are appreciated which builds employee morale. Overall our approach to participative practices is people friendly, progressive, promotes transparency and healthy stakeholder engagement.

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

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

The institution upholds transparency in all domains through several initiatives. Financially, there exists strict practices of quarterly internal audits (reports published quarterly). The lacunas are justified/corrected by next quarter. Annual audit report is published and is accessible to all stakeholders. This also covers administrative functions.

Admission process is centralized and transparent following the rules laid down by CET and Admission Regulatory Authority, Maharashtra Govt. Admission committee follows, implements and monitors the admission process. Meetings are held regularly and minutes maintained (checked during internal audit).

Academic transparency is maintained by sharing curriculum, evaluation criteria through syllabus (accessible through college website). We conduct Parent-Teacher-Meeting in the beginning of program and disseminate information to parents/guardians as stakeholders. Mentoring groups further help students understand expectations/requirements of the course. Ratings scales/Rubrics are shared in advance for students to know assessment criteria. Immediate feedback is provided. We have robust student-feedback mechanisms.

We are currently preparing for the Academic and Administrative Audit.

The IQAC conducted the Academic and Administrative Audit (AAA) in 2022-23, a peer review process including self-study and site visit by peers from inside/outside the institution.

Through these efforts, the institution strives to maintain trust, integrity, and accountability in all its functions.

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

6.2 - Strategy Development and Deployment

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

The strategic plan for the institution emerges from perspective plan/POA. Integrating SDG in our curriculum was in our POA for the year. The idea was to embed practices such that they become a part of the curriculum and student-teachers' thought process.

With this vision, a webinar was organized in 2022 on SDGs. This gave everyone a chance to revisit the topic with experts and develop ideas for integration. Thereafter, we strategized integration of SDG's in practice-lessons through these steps:

- Outcomes of webinar were discussed among faculty members and ideas generated for integration of Critical Inquiry and SDGs in lesson plans.
- Identified some Critical Inquiry questions (adapted from D'bono). These served as important tools to discuss sustainability related global issues in classrooms.
- Lesson plans template was redesigned to integrate prompts for both
- Training sessions conducted for student-teachers on integrating both components
- Guiding faculty members ensured these two components were integrated by all students
- Feedback on lessons also focussed on these two components.

Quality lesson plans were identified and used as exemplars to train in-service teachers of school on the campus.

Student-teachers disseminated their reflections on the activity through interesting presentations in the Y20 program organized by the Directorate of Higher Education in college.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.kkcoe.edu.in/igac/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Policies are developed to streamline thrust areas and administrative processes of the institution like energy, waste management, prevention of sexual exploitation and abuse.

The institution has a well-defined administrative set up that helps set proper protocols, work delegation and ensures accountability which results in efficient administration.

The institution is a Govt. aided linguistic minority institution and operates with a clear framework of rules and procedures, ensuring transparency, accountability, and efficiency. All appointments of personnel, are as per the recruitment policy of Govt. of Maharashtra and guidelines of Joint Director, Higher Education and University of Mumbai. Service rules are as per Maharashtra Public Universities Act 2016.

The promotions of the teaching and non-teaching staff are as per the rules and regulations of the regulating bodies. The IQAC ensures that the promotions criteria is met and the rules are followed.

The institution has streamlined its decision making processes through several bodies, committees and cells such as Governing Body, Admission Committee, and Placement Cell etc. Under autonomy various statutory bodies have been instituted and they ensure the smooth functioning of academics and administration.

The institution's functioning reflects a commitment to professionalism, integrity, and excellence, fostering public trust and confidence in its endeavours.

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The institution has different Committees and Cells to take important decisions and resolutions which are then implemented. The different bodies and cells are meant to meet and take decisions regularly to achieve the objectives that align with the vision -mission of the college.

One of the significant decisions this year was regarding introducing new courses. Based on this decision, we initiated talks with Gordon Academic College of Education (GACE) Israel to collaborate and offer two of their online courses namely Futuristic Thinking for Schools and Initiative, Innovation and Creativity. Resolution to this effect was taken up in the College Development Committee (CDC). In the interim the college interacted

further with GACE's international department for more details Thereafter the curriculum details was discussed in the Board of Studies (BOS) meeting held on 29th August 2022 with detailed presentation of the course details, pricing etc. And a resolution was taken that the college may offer these courses beginning with one.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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 institution provides welfare facilities for staff to provide a supportive work environment that prioritizes the well-being and satisfaction of employees. Like every year, this year too various facilities were provided which are :

- Insurance benefits: Group Insurance for the non-teaching staff is available
- Duty leave: Duty leave for Professional Development for faculty and staff.
- Advance salary during the festive season.
- Flexibility for availing study leave during exams for the faculty or staff pursuing higher education.
- Professional Development opportunities: Investing in training workshops, deputing staff for Training
- Waiver in tuition fee for staff pursuing Ph.D. at the institution's research centre.
- Counselling support for teaching and non-teaching faculty whenever required.
- On-site amenities like Wi-Fi enabled campus, Air Conditioned staff rooms and lecture rooms, cafeteria within the campus, tea facility and individualized work stations with laptops.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

1

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

04

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

03

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

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

Yes, the institution has a performance appraisal system in place for both - teaching and non-teaching staff.

The non-teaching staff is appraised on a five-point observation scale on a given criteria (includes job knowledge/job responsibility, attitude towards co-workers & students, and punctuality). Each non-teaching staff member is then personally called and the evaluation is discussed and qualitative feedback is given by the Principal.

There are performance appraisals for teaching faculty too. For the teaching faculty, there is an annual appraisal where the faculty fills a detailed Proforma of the work done for that year in different criteria and that is evaluated by the Principal and rated. In addition, the student feedback for faculty is taken on several parameters such as content knowledge, communication skills, student engagement, ability to generate interest, interpersonal skills etc. This is done online and the analysis is

sent to each faculty member by the Principal and discussed with the teacher.

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

6.4 - Financial Management and Resource Mobilization

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

Financial audits are carried out in the institution in two ways: internal and external.

The internal audits are quarterly audits. The audit is a comprehensive one covering several parameters. Once the quarterly audit is completed the Internal Audit Report (IAR) is sent to the institution and the Principal. This is then checked by the Accounts Section and the Principal to explain and resolve any objections and/or observations. This helps us to streamline our fiscal health practices and set quality benchmarks.

We annually then have an external agency carry out the external audit. Here again if there any objections it is settled through clear communication to resolve the objections with auditors and address the identified issues.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

1866595

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

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

In general the college has only student tuition fee as the main source of revenue. The allocation of funds is done based on a Budget which are prepared after consultation with different faculty members. Based on their assigned administrative departments and required heads of expenditure, finance requirements are discussed and funds allocated.

This year we sought CSR funds from the Genext Hardware and Parks Pvt. Ltd. through the management infrastructural requirements, improvement in technology, and sustainable practices. The amount we received for this year was to the tune of Rs. 18,66,595/-

In the academic year 2022-23 we signed a 5-year partnership agreement with UNICEF and received a grant of Rs 73, 50,000/-for a research project titled 'Operational Support for Roll Out of Adolescent Parenting Program. The first tranche amount received by the institution was to the tune of Rs. 32,50,000

The College applied for Erasmus funding in a collaborative research project titled 'Promoting Digital Transformation Through Open Digital Badges in Higher Education Institutions in India, Israel and Thailand (PRODIG)'.

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

6.5 - Internal Quality Assurance System

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

The IQAC members meet regularly to discuss, oversee the quality initiatives undertaken by the institution and check the overall progress in each criteria.

Planning and strategy: The IQAC approves the comprehensive perspective plan with POA in alignment with vision mission of the institution.

Quality initiatives: Regular discussion and reflection on the quality initiatives is undertaken to ascertain whether we are on the right track criteria wise. Deviations are corrected.

Stakeholder inputs: New ideas and practices, diverse perspectives are shared by the expert members on the IQAC which helps the team to enhance ideas and activities.

Feedback Mechanisms: IQAC members are appraised on the feedback mechanisms that the college has and seeks ideas for improvement.

Documentation and Reporting: The AAA reports and the AQAR report status is generally shared in the IQAC meetings.

Through these processes the IQAC of the institution ensures continuous enhancement of educational quality and sustains a culture of excellence.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

Reviewing the teaching-learning process is essential for maintaining/enhancing educational quality. Steps for our review are:

1. Collecting feedback from students for each course to understand the effectiveness of the teaching learning process (theory as well as practicum) and overall satisfaction. Student Satisfaction Survey is also conducted at the end of the year.

2. Assessing the student performance in theory and practicum course, analyzing results to find gaps where improvement is required.

3. Evaluation of teaching methods through group discussions and informal sharing among faculty. These lead to incremental changes in the teaching-learning process.

4. Experimenting with participatory methods of teaching (eg. Flipped classroom strategy was used by one teacher to teach Nai Talim philosophy during the year).

5. Review the curriculum transaction based on suggestions.

6. Encourage instructors to go for professional development programmes to learn newer pedagogic practices.

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

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

16

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.kkcoe.edu.in/wp-content/uploads/2024/04/IQAC-internal-and-external-meeting-minutes-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.kkcoe.edu.in/wp-content/uploads/2023/12/AQAR-report-pdf.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Academics:

1. In first cycle (2004), college was involved in an International Gardens Project wherein sustainability issues were linked to food growing in schools. We adopted this practice to our college and set up a terrace garden in second cycle. We had to dismantle the garden due to building repairs during pandemic. In 2022-23 we ideated to rebuild terrace garden for outdoor learning and have applied for funding to start integrating it in the B.Ed curriculum.

2. Certificate/value added courses began on arudimentary note in the first cycle through small workshops/lectures/skill training. In second cycle, courses were delivered in a structured manner in areas like yoga, calligraphy, warli painting, dance, etc. This

year, we organized a 30 hour Certificate Course based on Positive Education.

Administrative:

1.Fee collections were done physical modeduring the first/second cycles. During pandemic, these practices were upgraded to move toonline fee payments through our website. In 2022-23, we moved to the use of Mastersoft software.

2.During first two cycles, administrative departments were allotted by the Principal based on experience/estimation of work load. In this cycle we began assigning departments based on weightages based on near-realnumber of hours estimated in consultation with faculty. This helped in increasing efficacy.

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

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 is committed to sustainable energy practices, exemplified by our comprehensive energy policy aimed at conservation and reliance on alternative sources. With a focus on minimizing our carbon footprints, we have implemented a range of strategies to conserve energy and reduce reliance on conventional power sources. One of our key initiatives involves the widespread use of solar energy throughout the campus. By harnessing the power of the sun, by the use of rooftop solar panels we significantly reduce our dependence on non-renewable energy sources and contribute to a cleaner environment.

Furthermore, as part of our energy policy, we have replaced traditional lighting fixtures and fans with energy-efficient LED tube lights across the campus. This simple yet effective measure not only reduces electricity consumption but also extends the lifespan of lighting systems, resulting in long-term cost savings.

Through these proactive measures and a commitment to innovation, our institution strives to lead by example in sustainable energy practices, setting a precedent for environmental stewardship in the educational sector.

File Description	Documents
Institution's energy policy document	View File
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 continues to uphold its commitment to sustainable waste management principles, focusing on reduce, reuse, and recycle. Efforts are made to minimize paper usage by promoting electronic communication and utilizing paperless methods wherever possible. Staff members are encouraged to reuse the blank sides of printed materials for rough planning work, thus maximizing resource efficiency. Academic materials intended for student reference are predominantly shared electronically through emails and official college WhatsApp groups. Moreover, students are encouraged to submit their course assignments digitally, through email submissions, thereby significantly reducing paper consumption in the educational process.

In addition, the institution ensures the segregation of wet and dry waste, further enhancing its waste management practices and contributing to environmental sustainability. These comprehensive efforts align with the institution's overarching goal of sustainable waste management and environmental responsibility.

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
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	View File
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Our institution is committed to maintaining cleanliness, sanitation, green cover, and providing a pollution-free healthy environment. To achieve this, we employ a multifaceted approach encompassing various initiatives.

Firstly, within the institution, cleanliness is diligently upheld through regular monitoring and immediate resolution of any issues identified, with active involvement from student council members in reporting concerns. Furthermore, our green spaces are meticulously maintained by the trust, boasting an abundance of trees, well-kept lawns, and dedicated gardeners ensuring their upkeep.

In terms of cleanliness and sanitation, we adhere to a comprehensive set of practices. Regular cleaning schedules are maintained in all areas, including classrooms, libraries, restrooms, and corridors. Wet and dry waste are segregated, alongside waste reduction initiatives. Water supply and hygiene are diligently managed, ensuring clean and safe drinking water sources and proper sanitation facilities. Rigorous food safety standards are upheld in our canteens, while pest control measures prevent hygiene compromise. Hand hygiene is promoted with readily available handwashing facilities, and sanitary facilities are maintained to high standards with proper ventilation, sanitation supplies, and regular cleaning schedules. These initiatives collectively ensure a clean, green, and healthy environment conducive to academic excellence.

File Description	Documents
Documents and/or photographs in support of the claim	View File
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

Two of the above

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

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

0.96

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
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, maximizes the potential of the local environment, knowledge, and resources to enrich our educational programs and community engagement initiatives. We actively involve school principals in our training programs, facilitating sessions that benefit our students and strengthen collaboration between educational institutions.

Additionally, our institution is deeply committed to community engagement through various programs and initiatives. Our students participate in extensive community work, collaborating with organizations like the India Development Foundation (IDF) to impart valuable skills to underprivileged students through student leadership programme. We also engage with local governing bodies such as the BMC for specialized training in disaster management.

Furthermore, our efforts extend to initiatives like the Covid Booster Vaccination Camp, tree plantation drives, beach cleaning activities, and fundraising endeavors for the education of the underprivileged. Collaborative projects like Project Samarpan with IDF demonstrate our dedication to women's empowerment.

Through these endeavors, we not only leverage our local environment and resources but also address community challenges and foster a spirit of service among our students, aligning with the vision of the National Education Policy (NEP) 2020.

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

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

<p>7.2 - Best Practices</p>
<p>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</p>
<p>Best Practice 1</p> <p>Title: Integration of Sustainable Development Goals (SDGs) in Teaching-Learning</p> <p>Context & Objectives: In response to global sustainability concerns, the institution aimed to integrate SDGs into teaching-learning practices.</p> <p>Practice: The institution organized an international webinar and</p>

orientation sessions on SDGs & critical thinking. Students were guided for integrating SDGs in their lesson plans.

Obstacles & Strategies: Challenges were identification of relevant content, SDGs and framing questions for discussion. Constant guidance and support was provided.

Impact: The integration of SDGs into teaching-learning practices enhanced engagement and relevance, promoting active contributions to sustainable development efforts.

Best Practice 2

Title: Social Learning through Community Engagement

Context & Objectives: Aligning to our vision, social learning was promoted. Objectives included promoting social awareness, community engagement, and developing leadership qualities among students.

Practice: Collaborating with external organizations, various community engagement activities were conducted such as a student leadership program, beach cleaning drive, and vaccination camp.

Obstacles & Strategies: Challenges included sustaining student interest. Constant support and motivation provided to overcome these obstacles.

Impact: facilitated holistic student development, fostering social responsibility. Students reported enhanced understanding, improved skills, and a sense of satisfaction in contributing to positive change, aligning with the institution's vision.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Our vision for teacher education emphasizes creating critical, reflective teachers who foster a just society. Our pedagogical

practices align with this vision and are tied to the college's mission and intend to develop pedagogical leadership among students.

Training workshops focused on relevant, innovative and interesting teaching methodologies (experiential, co-teaching, theme-based teaching) technology integration.

Embedded reflective practice: almost all the activities are followed by reflection sessions. E.g. internship lesson feedback, guest lectures, workshops, and student council events.

Diverse types of lesson development like radio lessons, active learning methodology (ALM), and SDG and Critical inquiry questions (adapted from D'Bono) are integrated into almost all the internship lessons in keeping with NEP 2020.

ICT integration: student teachers are trained to use a variety of ICT tools in teaching-learning like video lessons and radio lessons.

Assessments: the college trains the students to conduct peer assessments. Rubrics and rating scales are used for the assessment of internship lessons, student presentations, and co-curricular activities.

Inclusive: the student teachers are placed in schools affiliated to different school boards (ICSE, SSC) and provided leadership opportunities based on their strengths. Children with special needs are supported appropriately. Students with a vernacular background are permitted to answer theory exams in vernacular languages.

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