YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1. Name of the Institution KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

- Name of the Head of the institution DR. ASHWIN KAILAS BONDARDE

- Designation INCHARGE PRINCIPAL

- Does the institution function from its own campus? Yes

- Alternate phone No. 02172651705

- Mobile No: 9960194507

- Registered e-mail ID (Principal) ashwin.bondarde@gmail.com

- Alternate Email ID kcesolapur@gmail.com

- Address SETH WALCHAND HIRACHAND MARG, ASHOK CHOWK

- City/Town SOLAPUR

- State/UT MAHARASHTRA

- Pin Code 413006

2. Institutional status

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

- Type of Institution Co-education

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

- Name of the IQAC Co-ordinator/Director   **DR. B. S. BHAVE**

- Phone No.   **02172651705**

- Alternate phone No.(IQAC)   **02172651705**

- Mobile (IQAC)   **9765919690**

- IQAC e-mail address   **kceiqac@gmail.com**

- Alternate e-mail address (IQAC)   **bhavebs@gmail.com**

3.Website address   www.kcebed.org

- Web-link of the AQAR: (Previous Academic Year)   http://kcebed.org/wp-content/uploads/2022/12/KCE_AQAR_2020-21.pdf

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**76**	**2005**	**16/09/2004**	**15/09/2009**
Cycle 2	**B**	**2.43**	**2011**	**16/09/2011**	**15/09/2016**

6.Date of Establishment of IQAC   **05/01/2005**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
KASTURBAI COLLEGE OF EDUCATION, SOLAPUR	FUNDING FOR ORGANIZING CONFERENCE	PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR	Nil	15000

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)

* Organization of CTET / TET orientation workshop for B.Ed., D.El.Ed. and M.Ed. students of the college. * Motivated faculty to submit proposal to organize conference, seminar and workshop in institution & accordingly National Level conference was arranged. * Motivated faculty members to organize field visits for students for enrichment of academic experiences & accordingly field visits were arranged. * Motivated the faculty members and students to participate in various social and educational rallies for enrichment of academic experiences & accordingly faculty members and students participated in various social and educational rallies. *

Organization of campus interview for B.Ed. and M.Ed. students through placement cell. The campus interviews were arranged.

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
To motivate research guides to carryout research work of their research scholars	As a result, all M.Ed. research scholars have completed their research work & 02 Research scholars were awarded Ph. D. degree
To arrange the Ph. D. course work workshop for Research scholars	The institution arranged the Ph. D. course work workshop for Research scholars and 41 research scholars participated in the workshop
To arrange Placement cell activity for students and alumni's	The institution has arranged Placement cell activity. As a result, 26 students were selected.
Contribution to environmental awareness / protection	1) Tree Plantation at college campus – On the occasion of World Environment Day 2) Social service Camp 3) Project on local environmental problems faced by the students
To Organize field visit activities for the students	Organization of Various Field Visits: 1. Solapur Fort 2. Dr. Dwarakanath Kotnis memorial 3. Visit to innovative school – Sonamata Prashala, Solapur
To organize and encourage students to participate in co-curricular and extracurricular progammes	Students participated in following number of activities: 1. Special days 2. Guest lecturers 3. Rally's 4. Social activities 5. Street Play 6. Cultural Programme
To encourage faculty members to write reference books	One faculty member has written two reference books for M.Ed. and B.Ed. courses.

Placement cell and SET/NET/CTET/TET Guidance centre	No. of students placed in the year = 26 No. of SET qualified students = 04 No. of NET qualified students = 01 No. of CTET qualified students = 07 No. of TET qualified students = 01

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
COLLEGE DEVELOPMENT COMMITTEE	17/03/2022

14.Whether institutional data submitted to AISHE

Part A
Data of the Institution

1.Name of the Institution	KASTURBAI COLLEGE OF EDUCATION, SOLAPUR
• Name of the Head of the institution	DR. ASHWIN KAILAS BONDARDE
• Designation	INCHARGE PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02172651705
• Mobile No:	9960194507
• Registered e-mail ID (Principal)	ashwin.bondarde@gmail.com
• Alternate Email ID	kcesolapur@gmail.com
• Address	SETH WALCHAND HIRACHAND MARG, ASHOK CHOWK
• City/Town	SOLAPUR
• State/UT	MAHARASHTRA
• Pin Code	413006
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**
• Name of the IQAC Co-ordinator/Director	**DR. B. S. BHAVE**
• Phone No.	**02172651705**
• Alternate phone No.(IQAC)	**02172651705**
• Mobile (IQAC)	**9765919690**
• IQAC e-mail address	**kceiqac@gmail.com**
• Alternate e-mail address (IQAC)	**bhavebs@gmail.com**
3.Website address	www.kcebed.org
• Web-link of the AQAR: (Previous Academic Year)	http://kcebed.org/wp-content/uploads/2022/12/KCE_AQAR_2020-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**76**	**2005**	**16/09/2004**	**15/09/2009**
Cycle 2	**B**	**2.43**	**2011**	**16/09/2011**	**15/09/2016**

6.Date of Establishment of IQAC	**05/01/2005**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
KASTURBAI COLLEGE OF EDUCATION, SOLAPUR	FUNDING FOR ORGANIZING CONFERENCE	PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR	Nil	15000

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)

* Organization of CTET / TET orientation workshop for B.Ed., D.El.Ed. and M.Ed. students of the college. * Motivated faculty to submit proposal to organize conference, seminar and workshop in institution & accordingly National Level conference was arranged. * Motivated faculty members to organize field visits for students for enrichment of academic experiences & accordingly field visits were arranged. * Motivated the faculty members and students to participate in various social and educational rallies for enrichment of academic experiences & accordingly faculty

members and students participated in various social and educational rallies. * Organization of campus interview for B.Ed. and M.Ed. students through placement cell. The campus interviews were arranged.

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
To motivate research guides to carryout research work of their research scholars	As a result, all M.Ed. research scholars have completed their research work & 02 Research scholars were awarded Ph. D. degree
To arrange the Ph. D. course work workshop for Research scholars	The institution arranged the Ph. D. course work workshop for Research scholars and 41 research scholars participated in the workshop
To arrange Placement cell activity for students and alumni's	The institution has arranged Placement cell activity. As a result, 26 students were selected.
Contribution to environmental awareness / protection	1) Tree Plantation at college campus – On the occasion of World Environment Day 2) Social service Camp 3) Project on local environmental problems faced by the students
To Organize field visit activities for the students	Organization of Various Field Visits: 1. Solapur Fort 2. Dr. Dwarakanath Kotnis memorial 3. Visit to innovative school – Sonamata Prashala, Solapur
To organize and encourage students to participate in co-curricular and extracurricular progammes	Students participated in following number of activities: 1. Special days 2. Guest lecturers 3. Rally's 4. Social activities 5. Street Play 6. Cultural Programme

To encourage faculty members to write reference books	One faculty member has written two reference books for M.Ed. and B.Ed. courses.
Placement cell and SET/NET/CTET/TET Guidance centre	No. of students placed in the year = 26 No. of SET qualified students = 04 No. of NET qualified students = 01 No. of CTET qualified students = 07 No. of TET qualified students = 01

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
COLLEGE DEVELOPMENT COMMITTEE	17/03/2022

14.Whether institutional data submitted to AISHE

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

15.Multidisciplinary / interdisciplinary

- At present the institute is offering almost all courses in teacher education, viz. D. El. Ed., B.Ed., M.Ed., DSM, M.A. [Education] and Ph.D. research centre so already our institute has marched towards multidisciplinary endeavor. The other college in the same campus run by our trust has already initiated to start B.A. B.Ed. and B.Sc. B.Ed. course along with other arts and science faculty disciplines. Thus the institute has already kept the vision of multidisciplinary approach.
- The institute is offering almost all courses in teacher education so in pedagogy courses the Science, technology, Mathematics are major components and an engineering college, Science college is run by the parent institution which gives scope to our students to integrate the teacher education with STEM.
- The institution offer the curriculum of PAHSUS in which all programmes and courses offered follow choice based credit

system.

- Various CBCS courses offered are environmental education, value education, and physical education, sociology of education and different projects like social service, Voter awareness programme, Health check up camp, case study, action research and internships etc. which help the students in attainment of a holistic and multidisciplinary education.

- The B.Ed. and M.Ed. courses are of two year duration and at present the university is not offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st year of undergraduate education, but if the university plans for reconstruction of the curriculum in this regard then the institute will definitely offer the same.

- The institution is an authorized research centre of the University. Various types of researches are conducted in the centre in the area of Sociological, Philosophical, and Psychological approaches in education. There are about 12 Ph.D. research guides which guide the research scholars for carrying out their researches. The students carry out researches for M.Ed. and M.A. Education courses and complete their dissertations. The DSM and B.Ed. courses students carry out action researches so the institution is already engaged in multidisciplinary research endeavors which help to find solutions to society's most pressing issues and challenges.

- The WCAS and HNCC College in the same campus run by ourtrust has already initiated to start B.A. B.Ed. and B.Sc. B.Ed. course along with other arts and science faculty disciplines. The students can get benefited by the same.

- Thus the institute has already kept the vision of multidisciplinary approach.

16.Academic bank of credits (ABC):

- The institution offers the curriculum of P. A. H. Solapur University, Solapur which has initiated Credit and grading system in 2015-16 and Choice base credit system in 2018. At present almost all programmes and courses offered follow choice-based credit system.

- The institutional registration process of ABC is going on. The institution name in not included in the dropdown box of the ABC portal. So, the institution has sent the reminder email to the concern authority for inclusion of the name of

the institution in the dropdown box.

- The institution has encouraged to all first and second year students of B.Ed. & M.Ed. programme to act registered themselves to Digi locker application. Then with the reference of Digi locker registration all B.Ed. & M. Ed. students are registered to ABC login. The institute faculty members are also registered to ABC.
- The institution also encouraged to Ph. D. students of the research centre to login the ABC and get ABC ID.
- The institution has not registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme because the B.Ed. and M.Ed. courses are of two-year duration and the curriculum of these courses do not offer multiple entries and exit during the chosen programme. In the future course there will be definitely a plan for the same.
- The institution at present has collaboration with some of the State & national institutions for academic exchanges and research and in the future course if the institution will get the opportunity of internationalization of education, joint degrees between Indian institutions through the joint ventures and collaborations of PAHSUS then definitely the institute will opt the same so as to enable credit transfer for such joint degrees offered through collaborations.

17.Skill development:

- The institution offers the curriculum of PAHSUS in which almost all programmes and courses offered follow choice based credit system. The B.Ed. and M.Ed. courses are of two year duration and in these programmes different skill oriented courses of 4 credits are introduced for semester three. The different Skill Oriented Courses for B.Ed. are 04 and M.Ed. are 04. Apart from this the institute has also initiated and conducted Communication Skills, EPC and other soft skill development Courses as per the NSQF guidelines.
- The institution at present do not offer directly vocational courses as such but the courses like DSM and some of courses in B.Ed. such as Art and Craft in Education, some courses in D.El.Ed. like art and craft, music, dance etc. promote the vocational education.
- The institution arranges daily gathering before the first period. The session begins with National Anthem followed by the Preamble. After this the groups performs various activities such as Suvichar Vachan with meaning, Din

Vishesh, Bodhkatha, Daily news, Daily prayer and final it concludes with Shantimantra. Thus the positivity ,development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. are inculcated among the learners through theses daily activities.

- At present the institute offers Skill Oriented Course of 100 marks with 4 credits to both B.Ed. and M.Ed. progammes.
- Gust lectures, demonstrations hands on activities of Art and Craft, Music, Dance, Drawing teachers and experts from different schools are arranged in institution on frequently which imbibes the vocational skills among the students.

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

- Our institution is a Marathi medium college so it offers the B.Ed. and M.Ed. courses in Marathi medium but the students are given flexibility to write their projects, tutorials, work shop reports and assignments in English language. Our teachers use both Marathi and English languages for teaching purpose.
- Even though the institution is a Marathi medium college but it has given the flexibility to the students to select the medium of university examinations as Marathi or English.
- The institute always encourages their students for participating in various rallys, days of national and international importance, elocution competitions, cultural programmes, field visits such as Forts, Kotnis Smarak, NTPC etc. so that the students get maximum exposure to prove their talents and get acquainted with Indian culture and knowledge.
- The institution library has various reference books, encyclopedia in Marathi, Hindi and English languages so that the students and faculty members get benefited by reading books in choice of their language.
- The EPC such as Art and Craft in Education, Expository writing, Skill oriented courses, communication skills etc. which provide platforms to the students so as to work in multilingual situation. The institution offers the Marathi, Hindi and English pedagogy subjects.
- Some of our students completed have completed online courses related to teaching skills and ICT. The institute

always encourages the students to attend online courses for getting their proficiency level enhanced in different subject areas.

- Very importantly the teachers working in the institution are from various linguistic backgrounds so they perform the guidance and Counseling work in Marathi, Hindi, English, Urdu, Kannada and Telagu language this helps the students to get their doubts cleared in their mother tongues.

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

- The institute follows continuous and comprehensiveevaluation procedures for assessment of the performance of the students. This helps the faculty members to identify the students strengths and weaknesses in various areas. The teachers guide the students accordingly for improvement.

- The institute implements continuous feedback mechanism after completion of every workshop such as models of teaching, ETS, Lesson planning, Teaching aids, ICT and practicum work such as visit to various places, school internships, practice lessons, case studies etc. These feed backs help the institution to review the work and make improvements if necessary while implementation in the future course.

- At the commencement of the academic years the institution plans the activities tentatively to be conducted in the entire year and accordingly the academic calendar is prepared and the semester wise department distribution, subjects and unit distribution, committees distribution is done in which the tentative time tables of the unit tests, and semester end examinations are prepared for evaluation of the students.

- The institution arranges orientation programme for the theory courses and practical work. In the orientation programmes the teachers give in depth details of the university and institution level evaluation and assessment procedures and the course wise weightages with the expected learning outcomes.

- The teachers always make use of blended learning approaches and technology embedded teaching learning processes.

- The CCE procedures adopted by the institution has major focus on monitoring the learning outcomes at different stages of learning and immediate counseling to the students for improvement which can be held as a healthy practice of the institution in OBE.

20.Distance education/online education:

- In the field of distance education the institution previously offered the M.Ed. courses and other vocational courses of Shivaji University, Kolhapur in 1994-2004. The institute is offering various courses of YCMOU Nasik form last 20 years which are purely in distance mode. The courses offered in distance mode are DSM, M.A. Education, M.A., M. Com., M. Sc. (Subject communication).
- The institute always motivates the faculty members to complete various faculty development programmes in on-line mode. The faculty members have completed refresher,orientation, short term, and other faculty development courses in online mode. The faculty members are encouraged to take and complete MOOC, SWAYAM and other courses offered in on-line mode.
- The other Institute in the same campus run by our trust has a center of IGNOU which offer various courses in distance mode. Our faculty and students also get benefited by the Counseling of the courses offered by IGNOU
- The teachers are always interested in development of ICT based tools like Multimedia package, PPT, Videos, Blogs which are useful in enhancing the overall teaching learning process.
- The institute has various facilities available for online learning. The facilities such as Internet facility, LCD projector, Micro-Epidiascope, Laptops, Computers, N-List, INFLIBNET make the students and teachers to enhance their TLE processes by making use of technology and online references.

Extended Profile

2.Student

2.1 Number of students on roll during the year	**141**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**200**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**100**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**68**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**49**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**73**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1062338.00**
4.2 Total number of computers on campus for academic purposes	**37**

5.Teacher

5.1	**09**

Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**18**

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

In the faculty meet the teachers discuss about the new trends and policies and finalize the changes or revisions expected so as to convey to the university. Our three faculty members are working as members of Board of Studies of the University so they convey the necessary changes, expectations, transformation or revisions required in the curriculum at the time of BOS meetings.

The college has arranged University level Curriculum planning and reconstruction workshops for discussion on the possible revisions in the syllabus. Our faculty members take active part in such workshops and put forth their ideas. Accordingly the B.Ed. Curriculum was revised in 2018, 2019 and 2021 and M.Ed. curriculum was revised in 2018. In the year 2020-21 university decided to add Skill oriented courses as on value added or add on course of 4 credits in the B.Ed. and M.Ed.

In the construction and the development of these Skill Oriented Course all the faculty members of our college have taken actively part and developed 02 Skill Oriented Course for B.Ed. and 01 Skill Oriented Course for M. Ed which is implemented from July-2021. Thus the institute takes satisfactory efforts in curriculum planning, construction, re-construction and revision regularly.

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	View File

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	A. All 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	A. All 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	http://kcebed.org/wp-content/uploads/2021/08/KCE_PO_SPO_CO.pdf
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	View File
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

12

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	http://kcebed.org/wp-content/uploads/2023/03/1.1.1_PLAN.pdf

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

`03`

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

`03`

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

`87`

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

`87`

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	View File

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

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

3

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

3

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

1.3 - Curriculum Enrichment

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

The students get acquainted with the fundamental understanding of the field of teacher education through: We have developed coherent understanding about the field of teacher education through all the compulsory theory courses and practicals included in B. Ed. & M.Ed. curriculum. Through all pedagogical courses we make aware the students about responsibility, role, qualities and code of conduct of teachers. We also organize internships in different schools and field visits so that the students get acquainted with the basics of teacher education.

Skills/Competencies are developed through: The institute arranges various workshops like ETS, lesson planning, Lesson demonstration, Models of Teaching, CCM, Constructivism, Evaluation, EPC, Social service, Physical education, Yoga.

The students acquire the procedural knowledge and different skills through: The two pedagogy subjects and some of the compulsory courses help the student teachers to acquire procedural knowledge. The school internship, physical education and critical understanding of ICT, EPC & SOC help the students to develop and apply the competencies.

Various Skills and Competencies are developed among student teachers through:

1. Cultural activities: Cultural Programmes, competitions, demonstrations
2. Practical: ETS, SOC, Communication skills workshops, EPC, action research
3. Sessional work: Interview of experienced teacher, Field visits, Case study, project work.

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	View File
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 familiarizes the students with diversity in School system and comparative perspective with international schooling from the various courses of B. Ed and M. Ed syllabus e.g. Some courses like Contemporary India and Education, History and political economy of education etc. make the students aware of development of school system.

The institution arranges the visits to innovative schools in Solapur like Orphanage school, Failed students school, Constructivist school, Minority schools. Mentally retired students schools etc.

The institution motivates students to observe the evaluation & assessment systems of various schools. The institute arranges school visits/ internships to different type of schools which adopt CBSE, ICSE board patterns.

The most of the practice teaching schools adopt SSC/HSC board pattern so the students are made aware of the state wise variations in the school systems through such visits.

The institution motivates student teachers to observe the functioning of grant-in-aid as well as Un-aided schools.

The institute also arranges guest lectures on various themes so as to make the students aware of the schooling pattern in India and abroad like religious & linguistic minority, Innovative schools, multilingual and multicultural school make the students aware about diversity in the schools.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The students are given variety of curricular experiences throughout the B.Ed. and M.Ed. programs.

1. Theory: For B. Ed programme there are 7 theory courses and 11 pedagogy courses.

2. Workshops: In B.Ed. program the students get experienced through various workshops viz. Eleven-week school Internship, ETS, Lesson planning, ICT, CCM, Evaluation, Models of Teaching, Constructivism and teaching aids workshop & action research.

3. Practical work: The Practicum involves social service, visit to innovative school, educational tour, creativity and personality development, action research project, physical and health education and seminar.

4. EPC: There are four Enhancing Professional Capacity in B. Ed. programme namely Understanding the self, Drama and Art in education, Reading and reflecting on texts and Critical understanding of ICT, SOC.

5. Internship: There are four internships for B. Ed. programme. Total period of the internship is 11 weeks.

6. Curricular and Cocurricular activities: Guest lectures, Academic Competitions, Orientation programmes, Field visits, Case study, CPD, Elocution competition.

7. In M. Ed program: There are different types of workshops viz. Development of communication skill, expository writing, ICT skill, Preparation of research proposal, Academic writing, Research Proposal presentation activity, internship in teacher education institution, Development of research tool & research dissertations.

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

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

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

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

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	View File
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
74
2.1.1.1 - Number of students enrolled during the year
74

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

29

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

29

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)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

2

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

2

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.

Entry Level Assessment method: At the time of admission the marks obtained by the students in CET and Degree level makes the academic strength of the students clear.

Self-Introduction programme: After admission, in the self-introduction programme Students are asked to introduce themselves and tell about their hobbies, likes and dislikes, merits or awards won in various areas, competitions, sports and other achievements etc. This helps the institute to know about the confidence level, capabilities, competencies of the students and their overall readiness to proceed in the opted course. The students are also asked to tell their specific intention behind joining this programme.

Also in the self-introduction program students are asked to tell about their family background which helps the college to know about the possible support the student can get in the future from his/her family. At time of this programme in Principal Speech the students are told about entire programme in brief and expectations of the college from them. Thus, the institute ensures about students' overall preparedness to undergo professional education programme.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**All 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	View File
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**Three of the above**

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

2.2.4 - Student-Mentor ratio for the academic year

20:01

2.2.4.1 - Number of mentors in the Institution

7

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

Multiple mode approach to teaching learning is always adopted while arranging various activities. During the school internship programme as a part of experiential learning the students get acquainted with the actual field experience in schools natural settings. The students learn to work in peer groups. Students are taken for study tours/field visits which ensures the experiential learning.

Different courses for B.Ed. and M.Ed. have various activities such as seminar, CPD, ETS, action research, case study, psychological

testing, research dissertations, EPC activities in which the students make use of different methods such as brain storming, group discussions, presentations and project work in participative learning, problem solving methodologies.

Students are also given assignments for self study which encourage them for independent learning. Various extra-curricular, co-curricular and field based activities are also arranged for the overall development of the students.

The students were made aware about use of the online modes and various platforms such as Zoom, Google meet etc. for carrying out the regular teaching learning process and the internship programmes. The Google forms were used for online evaluation and feedback. Thus multiple mode approach to teaching-learning is adopted by teachers effectively in every teaching learning process activities.

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

9

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

141

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 Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://kcebed.org/wp-content/uploads/2022/04/img070.pdf
Any other relevant information	View File

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

The Institution takes weekly reviews of the mentoring activity: The Mentors are responsible for taking the review of overall development and progress of the students at the end of every week during theory courses and after returning to the college after completing the internship programmes in case of School

Internships. The mentor teachers discuss with the mentee about their academic, economical and social problems if any and such mentees having problems are given full support by all possible means so as to resolve the issues. The Mentees feedback is taken by the group mentors and is reviewed. If he or she has any difficulty the mentor tries to address the issue in consultation with parents/guardians of the ward.

The institute executes the Mentoring System more effectively so as to achieve the goals for sustainable development of the students. During School Internship and Workshops the mentors guide the mentees so as to make them stress free. Also the mentees are informed about the recent developments and the present scenario in education during the mentoring session. Thus the continual mentoring and due support is provided by teachers for developing professional attributes in students.

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

Our teachers always motivate the students to explore new things and use new techniques in teaching learning process. This involves brainstorming, problem solving and group tasks. It helps the students to nurture their creativity. During the internship programme different activities such as quiz competitions, elocution competitions, Handwriting competitions, Rangoli, Mehandi, sports etc. are performed this helps in developing the innovativeness. In life skills education, Students are actively involved in the activities such as working in small groups and pairs, role play, games and debates. Different competitions like poster presentation and essay's help the students in thinking in creative way so as to make the use of the Poster to give important messages to the society. The visit to special school creates empathy among students with disability.

The students were motivated to develop the online skills among them for betterment of teaching learning process. The Critical understanding of ICT, Understanding self, Art and Drama, Expository writing, action research, SOC, seminars, research dissertations, statistical analysis etc. Help the students to improve their intellectual and thinking capacities. The activities like clay work, warly painting, puppet making, Akash kandil etc. helps to develop innovativeness among the students.

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

2.4 - Competency and Skill Development

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

Individualized Educational Plan(IEP)

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Ten/All of the above**

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

2.4.3 - Competency of effective	**All of the above**

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All 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

All of the above

of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	

File Description	Documents
Data as per Data Template	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	View File

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

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

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

Institution takes more efforts in organizing internship programme in schools. After the preparation of schedule of Internships for all the semesters the Internship head makes the correspondence with the practice schools and conveys the schedule of the internship to the Head Master of the school, if the availability of the school is confirmed then a letter is sent to the respective school with the list of activities to be performed by our students in the internship with the time table of the lessons.

The responsibilities of school and the college are confirmed for the internship. All the necessary lesson notes for practice teaching are made fair before going to the internship.

The orientation workshop on school internship is made prior to going for the internship. The group in-charge student keeps the track of the attendance and other activities to be performed in schools under the guidance of the in-charge teacher.

The time table and distribution of students with lessons, subjects and classes are conveyed to the students. The students are made aware of the activities to be performed during the internship.

The Group leader completes the internship as per schedule and reports the same to the concern department.

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

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

69

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	**Nine/All 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.

There is a proper mechanism for arranging the school internship. The principal appoints one faculty member as a convener of school internship department. The convener discusses about the internship

programme details to the school head masters and takes due permission from the schools. The teacher educators do the orientation of the students about their role before the school internship and also make aware about their responsibilities during the internship. The teacher educator organizes the meeting of student teacher with the school Head master and Supervisor of the school for getting acknowledged with school environment, discipline and academic system of the school.

The school teachers frequently observe the lessons and activities of student teachers and give feedback to them.

The teacher educator daily organizes two informal meetings with student teachers and discusses about planning of lessons & activities to be organized in school. On the last days of internship the teacher educator discusses with the school students, teachers and administrators about participation and performance of student teachers during the internship. The principal of the college gives surprise visits to the practice teaching schools and monitors the functioning of the internship & discuss with the head master about internship.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

8

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	View File
Any other relevant information	No File Uploaded

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

8

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

8

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

18

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

Teacher's professional development is a type of continuing process for teachers. It's one-way teachers can improve their skills and

in turn improves the students learning outcomes. It is necessary that every teacher must take more efforts for his/or her professional development. Our teachers are always encouraged to participate in conferences, FDP courses, short term courses, seminars and workshops. Also the teachers for their professional development are engaged in research and research guidance, discussion with peer about new strategies, tools and techniques etc.

The teachers after completing any FDP share their experiences and learning outcomes & experiences with other faculty members. Our teachers are members of whatsapp groups of different teacher educators forums and organizations where the teachers exchange their ideas, views on recent trends, researches, new policies, strategies, recent developments in the field of education.

Our teachers also discuss about the new methodologies or trends with the teachers from academic colleges run by the trust. Professional developments of teachers also take place in schools during School Internships where inputs are taken from the school teachers about recent happening and developments in school education. Thus our teachers put-forth all the possible efforts to keep themselves updated professionally.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

The college follows the CIE norms stated by PAH Solapur University, Solapur. The college conducts unit tests and Tutorial for Continuous Internal Evaluation of the pedagogy and Compulsory courses. Accordingly every B.Ed. and M.Ed. students are required to complete unit test, assignments, seminar and sessional works. In the case of practical, Enhancing Professional Capacities and different workshops such as ETS, Models of teaching, evaluation, constructivism, action research, teaching aid, CCM, Lesson planning and research proposal workshop etc. The teacher educators continuously assess the students' performance after every activity and maintain the records in their diary.

The students are made aware of the Continuous Internal Evaluation system at the beginning of the academic year & accordingly calendar is prepared. The performance of students in CIE is reported by the coordinator of the Internal Marks to the Principal. The Principal gives the feedbacks to the concerned faculty members for remedies classes if required and the students are also informed. The Principal conducts meetings with the faculty to give them necessary directions for further tasks. The performance of the students is also reported to the parents in Parents meet. The parents are asked to take the note of the performance of their wards.

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	[View File](#)

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	**Five 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	[View File](#)
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

College's mechanism to deal with examination related grievances is transparent, time bound and efficient.

The institution is appointed the examination in-charge or internal mark in-charge teacher. The in-charge teacher is reviewed all the grievances about examination.

The internal unit test, tutorial etc. answer sheets after assessment are given to the students for the review & self-assessment. In case any grievances are raised by them, the students can approach the principal and respective teacher to redress their examination related grievances.

The students are free to interact with the principal & teacher and for getting it resolved.

Students, who are not comfortable approaching faculty or the principal with regard to evaluation issues, can use the suggestion box to drop in their remarks about dissatisfaction.

The objective is to ensure that the views of each grievance and respondent are respected and that any student having a grievance is never neglected.

Written grievances received are discussed in the faculty meeting and resolved on a case-by-case basis.

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.

The academic calendar is prepared by the college according to the guidelines of the P.A.H. Solapur University, Solapur and according to the semester wise Syllabus of B.Ed. and M.Ed. courses. At the commencement of the year the departments and committees are formed and the work distribution, unit distribution is done. There are various practical, sessional work, workshops, EPC, practice teaching and Internship, research dissertation, action research etc. The activities are planned in the academic calendar as per

the inter connectedness. The theory periods time table and unit test, tutorial are is also planned accordingly. Assignment and other work is assessed and the students are given guidelines for improvement.

The practice teaching and Internship are planned according to the tentative dates made available by the schools. Co-curricular activities, various days celebrations, field visits, cultural programs and participation in rally's etc. are planned in the academic calendar and the things are executed accordingly. The Principal and the Mentors monitor the progress of the students in their groups and necessary counselling is provided. The Internal Evaluation co-ordinator keeps track of the assessment records and marks obtained by the students after completion of various activities immediately.

2.7 - Student Performance and Learning Outcomes

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

The CLO's of B.Ed. and M.Ed. programmes & the courses there in.

The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches.

The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.

Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, lesson research etc. which facilitates critical, reflective thinking and communication.

The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness.

Internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and

presenting at primary and secondary level of teaching.

Guest lecturers expand the scope of disciplinary knowledge and understand their applications.

National, State, In-house seminars, workshops, webinars are organized/ attended by faculty and students.

Focuses on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design such as flipped learning, designing online courses and developing portfolio.

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

The program offered by institution is aimed to make a skilled and efficient teachers to serve the society and to build the nation. The level of attainment of different courses is assessed by conducting theory internal examinations, unit tests and assignments. Internal assessment work is done timely and the students are made aware of their mistakes or about the expectations from them. They are given due guidance and remedial teaching as per the requirement.

The students with higher attainments are encouraged and motivated

for higher merit standings. The school internship programme and the activities involved in it apart from Practice teaching such as case study, study of CCE, Psychological testing, Portfolio and many more are monitored and the students are given suggestions for improvement immediately.

The programmes like CPD, various days celebration, elocution and other competitions help the students for development of their overall attitudes and their professional growth. The progress of the students in both cognitive and professional aspects is continuously monitored and necessary support is provided for betterment.

Thus the prograsive performance of students is in line with the PLO & CLO.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
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

136

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 students are admitted to B.Ed. & M.Ed. programmes as per the Govt. Norms and the merit. After the admission to the college at the self introduction programme the students are assessed about their likings and the work areas, competencies & expectations.

Accordingly in the entire programme the students identified for specific purposes are given the opportunities to excel and improve in the respective field. Maximum exposure is given & the responsibilities are given to the students and are accomplished up to mark and thus capabilities of the students which were identified at the time of the admission and introduction programme are given proper scope & stand.

The learning needs of diverse students are also given proper importance and accordingly the counselling is done by the mentors and respective faculty members. The participation of the students in different workshops, practical work, tutorials, internship programmes & practice teaching as well as the theory periods is noticed. The performance of the students is observed and analyzed in light of the programme learning outcomes, which were set at the time of admission. If any discrepancies are observed in any act of the students then the faculty members guide them accordingly for improvement.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://kcebed.org/wp-content/uploads/2023/03/2.8.1.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Three of the above**

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

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	**All of the above**

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

3.2 - Research Publications

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

06

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

4

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

3.3 - Outreach Activities

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

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

13

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

879

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	View File

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

11

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

11

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	View File

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.

Sensitizing students to Social Issues: The institution has arranged various programs such as Rashtriya Ekta Divas, National Constitution Day, Vote awareness, Social Work Orientation, Yoga Training Programme, National Science Day, International Women's Day programme etc. On the occasion of Rashtriya Ekta Divas, to inculcate unity and integrity among students the institution has celebrated oath-taking ceremony. The institution has arranged guest lecture on Indian Constitution, Fundamental rights and Dr. Babasaheb Ambedkar on the occasion of National constitution Day. Reading of preamble was also done by all Students and the faculty members. These programmes aware the students about their roles in social issues.

Contribute to community development: Our institution has arranged the mask making training program and also distributed masks to generate awareness about health and hygiene in the pandemic. Institution has arranged Yoga Training Program, as an incorporation of meditation and breathing which can help to improve a person's mental wellbeing. On the occasion of National Science day the institution has arranged an orientation program on 'Awareness and precautionary measures during second wave of pandemic' for all Students. On occasion of International Women's day, the institution has arranged guest lecture on 'Gender Equality'.

File Description	Documents
Relevant documentary evidence for the claim	<u>View File</u>
Report of each outreach activity signed by the Principal	<u>View File</u>
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

7

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

10

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

10

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

16

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	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	**All of the above**

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Kasturbai College of Education is one of the pioneer teacher education college in Solapur. ASHWIN BONDARDE KCE

Classrooms: The institute has 06 class rooms with ICT facilities and 12 classrooms for teaching learning activities. The Institute has one smart room equipped with ICT facilities.

Laboratories: The institute has ICT laboratory, Educational Psychology Laboratory, Curriculum laboratories for Science, Mathematics, Social Sciences with all the necessary infrastructure and teaching learning aids. The institute has Language laboratory.

Seminar / Multipurpose Hall: There is one seminar hall with seating capacity 100. College has one multipurpose hall namely Walchand Sabhagruha.

Library: The institute has a well-established library with library software LIBMAN and all ICT facilities along with Nlist. The reading room has the capacity of 60 students.

Faculty Cubicles: Cubicles with computer and internet facility is made available to the faculty.

Sports facilities: College has large play ground and Gymnasium & indoor game facility for the students and staff. The health center is established for taking care of students' health in emergency.

Other facilities: There is RO Plant for safe and clean drinking water in the campus. The institute has Separate washrooms for boys, girls and staff. Separate parking facility for two and four wheeler vehicles.

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://kcebed.org/wp-content/uploads/2022/01/FACILITIES_INSTITUTION_21.pdf
Any other relevant information	No File Uploaded

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

206732

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.

The college library is equipped with variety of learning resources. The Library is partially computerized with Library Management System software (LIBMAN). LIBMAN is an integrated commercial library software made by Masters Software, Nagpur. It has good features of all housekeeping library operations like invoice and accessioning, circulation, OPAC (Online Public Access Catalogue), MIS reports, Serial control etc. and is more user friendly software. Both manual and online troubleshooting is made available by the company. Acquisition and OPAC facilities are made more easy. The Bar Code Generation and Stock taking is also done with the help of this software.

The basic facilities like acquisition and accessioning and circulation is made by with help of this software. It has also a facility for the issues related to books, return and book bank. In OPAC facility, users can find the required book by author, title, publisher, year, subject, ISBN no. etc. Back up facility is also available and is in operation. It is one of the best commercial and user friendly library software which is available in the college. The college facilitates the students with access of information with the help of Google site, Inflibnet and N-list.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://kcebed.org/?page_id=58
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

College has remote access to library resources for students and staff by means of N-LIST (National Library and Information Services Infrastructure for Scholarly Content) facility from INFLIBNET. The students and the faculty members can have access to the required information at any time and at any where since from 2010-11, college is an active member of INFLIBNET.

One can use N-LIST for e-books and e-journals. N-LIST provides state-of-art, e-books and ejournals for their users. From 2014, N-LIST programme is subsumed under e-Shodhsindhu Consortium as a college component.

The students and the faculty members from colleges can access E-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

Each student and faculty is given access to N-LIST to access E-resources by assigning a separate password.

The college Library is also linked with other colleges of the trust by Google Site. Our college being an Aided college and under 2(f) and 12(b) is eligible to get minimum subscription as prescribed by N-LIST.

Students and faculty members can get any book of their choice directly from the cupboards & then they make entry of same.

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	Four of the above

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

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

87667

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

550

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	http://kcebed.org/wp-content/uploads/2023/03/4.2.5-link-docu-21-22_compressed-5-30_compressed.pdf
Any other relevant information	View File

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	All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

The college has Internet Broadband facility with 100 MBPS bandwidth. The internet connectivity is provided to staff and students through their individual log-in. This is because to avoid the possible. The Dell Sonic wall [Fire wall] is the gate way of the internet facility which allows only access to the sites of educational importance & educational researches.

There are five L.C.D projectors and 46 computers, 5 laptops for the use of students and staff with Internet facility.

One smart room with audio visual aids and internet facility is available. Campus is networked with structured cabling at fixed locations and various places including hostels.

There is a separate ICT Lab for the students with adequate number of computers and internet facility. The college office is computerized and has 6 computers with internet facility & office management software. The use of e-governance is made for correspondence with JD office, University, ARA and State Govt.

The library is automated with LIBMAN software and has 4 separate computers with internet facility for users and staff. LAN facility is available in the college and all computers are connected with LAN. The research scholars can also access the information via internet.

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

6.24

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are	Five or more of the above

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	http://kcebed.org/?page_id=58
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://docs.google.com/forms/d/1RJxGx0q3r nFO3eIb7dw5Ljz2i4tfF-5Qi86KNCKKUR8/edit
Any other relevant information	View File

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)

855606

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 managing trust & Institution has signed annual maintenance contract with the following parties in order to utilize and maintain the physical infrastructure:

1. Annual Maintenance Contract with the Generator vendor

2. Annual Maintenance Contract with the A.C. vendor

3. Appointment of menial staff for maintaining physical infrastructure

4. Appointment of Hardware Engineer for maintenance of IT resources

Requirement related to books, journals and library material is taken from all the heads of the department and faculty members of the college in the beginning of academic year.

Finalized requirements are sent to the central store for further process of calling of quotations, comparative statements etc. Once the discount and rates are finalized, orders are placed to the respective vendor by the central store.

For long term safeguarding of books pest control of books and material in the library is done on periodical basis. Allocation of duties related to maintenance and cleanliness of classrooms, Parking, grounds and all other places in the campus is made by allotted non teaching employee.

The RO water facility is provided for the students and staff. The Water supply tanks are cleaned regularly. The institution also does the fire audit and building safety audit regularly.

File Description	Documents
Appropriate link(s) on the institutional website	http://kcebed.org/?page_id=58
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

the two E-content development Online assessment of learning	

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	View File

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	**Nine or more 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	**A. All 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	View File
Any other relevant information	View File

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)	**Five or more 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	View File

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
Nil	**Nil**

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	View File

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).

18

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

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

19

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

Our college has formed a student council using the earlier provisions and representations for the purpose of smooth functioning of the various activities of the college. The student council is officially chaired by the Principal of the college and members of committee are as per representations.

1. The members of the student council has representations in various College committees viz. Library Committee, Cultural Committee, Sports Committee, Grievance Redressal Committee, Discipline Committee, student welfare committee, Hostel committee, Special cell and Anti Ragging Committee etc. In the meetings of these committees the student members put-forth their expectations, requirements, problems and same are resolved accordingly.

2. Students are involved as stakeholders in decision making of various academic and administrative works of the college and the affiliated university.

3. The students have active representation in college magazine editorial board.

4. The students also have active representation as volunteers in different activities such as elocution competitions, subject clubs activities, competitions, publications, State and National level Seminars and workshops.

5. Thus the members and representatives of student council play a proactive role in planning & implementation of various activities in 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	View File

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

52

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	View File

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 institution has Alumni Association but it is not registered. It is functioning well under the guidance of the chairperson i.e. the Principal of the College. The office bearers of the alumni association of the college for the year 2021-22 with their respective designation are

1. Prin. Ashwin Bondarde, President,

2. Shri. Ganesh Mali, Vice President,

3. Shri. Datta Waghmare, Secretary,

4. Dr., Ayesha Rangrej, Joint Secretary,

5., Dr. Balkrishna Bhave, Treasurer,

6. Kum. Manjusha Jain, Member

7. Dr. Vijaykumar Jokare, Member,

8. Dr. Vidya Bhosale, Member,

9. Shri. Jivraj Babarav Kasture, Member,

10. Dr. Pushpanjali Ingale, Member,

11. Shri. Prashant Chabukswar, Member.

The College always seek support from the Alumni in motivating our students to excel in various areas. The College arranges lectures, demonstrations, counselling sessions, placement activities with the help of the Alumni. Some of the Alumni help the college by donating Books, CD's and other resources. All the Alumni are active and always help the institution in different ways. Our most of the alumni are working in Education field on top ranks such as Head Masters, Principal, and Education Officers.

The institution arranges various activities with these alumni in their collaboration.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
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	Five/Six of the above

mentoring Financial contribution Placement advice and support	

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni association meeting was held on 26/02/2022 and total two activities were organized by Alumni Association.

1. Lecture of Dr. J. B. Kasture on Poster Making Workshop on World AIDS Day

2. Shri Omkar Pethe delivered Expert lecturers in CTET workshops

3. Shri. Metkari Siddheshwar delivered Expert lecturers in EPC-2: Drama and Art in Education

4. Mrs. A.S. Mantati work as a External Examiner of Annual Lesson

Examination

The Alumni association of Kasturbai College of Education is nonregistered. All the members of the Association are actively engaged in promoting the cause of their alma mater with their value added suggestions and guidance for the smooth and efficient organization of activities which directly contribute for the academic excellence of the students and the college. The annual governing council meeting of the alumni association is held twice every year under the Chairmanship of Principal of the college. At present the alumni association of the college has 11 members in the Executive Committee.

The Alumni association organizes various co-curricular and extra-curricular activities such as guest lectures, competitions, cultural programmes etc. The alumni also work as examiners in different competitions and as External supervisors for university examinations, SET/NET examinations etc.

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

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.

Vision and Mission Statement: The Vision of Institution is imparting quality education in Teacher Education.

To complete the vision of the institution all stakeholders and the members of various committees, departments, participate in decision making process & every member like Principal, faculties , non-teaching staff, and student teachers are given complete freedom. Institution always promotes the faculty members to express their ideas, thoughts and attitudes for the attaining the vision.

Mission Statement: To Mould Pupil teachers into rational thinkers,

competent teachers and socially aware citizens.

This is achieved by implementing various curricular activities and extracurricular activities. The students are made aware of the requisite knowledge and skills through practical experiences, training, practice teaching and other endeavours during the programmes. The day to day functioning of the portfolio is handled by the faculty members. The faculty members consult the principal before the actual execution of the activities.

The faculty in charge of each department has to submit to the principal a term wise written report of the academic and non-academic activities conducted. The written reports are used to review and reflect on the progress and quality of the various institutional activities in alignment with Vision, Mission of 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	No File Uploaded

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

The institution trusts in decentralization of tasks and transparency. The administration of the college is decentralized. The following administrative structure is maintained in the college and the functioning is with freedom and autonomy. The managing trust of the college S.A.P.D.J. Pathashala is the Apex body. The honourable secretary of the trust is involved in some crucial decision making about some important issues.

The principal and the faculty members are given total freedom by the managing trust in planning and execution of various academic and other events. The Principal leads the institution towards its goals, by planning the activities of the institution, forming

committees, delegating powers to the In-charges and co-in-charges of the committees.

The faculty members and the committees take decisions on their own which are important at any course of time. The management and the principal motivate and encourage the committees to excel and proceed in their tasks confidently.

An academic calendar is prepared for execution of different activities. Monitoring of the progress and evaluating the success of all the tasks and projects is done by the principal and the management body members. The suggestions are given by the principal so as to make necessary improvements.

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.

Our B.Ed. progamme is Govt. Aided institution so all the books of accounts are maintained as per the Govt. norms. The fee structure and other financial aspects are as per Govt. and university norms for B.Ed. and as per Shikshan Shulka Committee for M.Ed. progamme.

As the Financial transactions are made online by RTGS/NEFT. For purchases the requisition is sent to the central store for call of quotations and the orders are placed accordingly after considering the quotations and quality. The payment is made through bank to various vendors for the purchases made. The institute prepares budgets before commencement of the financial year. The college office is automated. The ledger posting and other activities are done on day-to-day basis.

The university correspondence and other administrative and academic work is done by e-governance. The scholarships and other financial aids are deposited directly in the bank accounts of the students.

The Salary of the teaching and non-teaching staff is credited directly to the employees bank accounts. The annual financial

statements like receipt-payment, Income-expenditure, cash book, ledger are assessed by the Chartered accountants and by the Senior Auditors on regular basis.

Thus complete transparency is maintained in financial and administrative and academic 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

Due to the pandemic situation (second wave), it was challenging to the teacher education institutions to carry out the school internship and other practical in online mode. This resulted in defining a strategy to complete the School internship in online mode. The institute has developed a strategy for the internship and other school related work which was to conduct the same in Peer group. In the first phase the students were made aware about the Google tools, Forms, Docs, Drive, Classroom, Meet, Earth etc. The students were given online demonstration about the use of these resources.

Strategy Deployment are as appended below:

1. Arranging teaching learning process in online mode.

2. Use of resources available in nearby surrounding of students residences.

3. Use of Mobile applications for TLE.

4. Case study of any student residing in the same building/area.

5. Online lesson guidance with the help of Email, Video call and Whatsapp.

6. An interview of school teacher was taken in online mode

7. Data collection for the research dissertations was collected using Google forms.

8. Psychological tests were conducted on students residing in nearby houses.

9. Most of the practice lessons were completed in Peer groups in online mode.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://kcebed.org/wp-content/uploads/2022/04/6.2.2_orgonogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Our College is governed by SAPDJ Pathashala, Solapur. The Secretary and trustees of the SAPDJ Pathashala, Solapur are involved in taking formative decisions of the college. The managing trust consults with Principal and the faculty members before taking decisions on any policy matter.

The principal is involved in formulation & implementation of various plans in the College. The feedback is taken regularly and monitored. The Heads of various departments ensure that the plans communicated to them by the Principal are implemented systematically.

The committees for different activities are constituted at the start of the year and are allocated assignments based on institutional plans for curricular activities that are beneficial for students' overall development.

The different Committees are formed to work for the smooth conduct of all administrative activities according to requirements of academic bodies and government rules. The appointments of teaching and non-teaching staff are done as per Govt. rules and strictly on merit basis.

The service books of the staff are updated time to time. The

eligible faculty & staff members for promotion are given immediate permission to apply for promotion under CAS and follow the procedures. The college gives full support to every staff member for their betterment.

File Description	Documents
Link to organogram on the institutional website	http://kcebed.org/wp-content/uploads/2022/04/6.2.2_orgonogram.pdf
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	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

There are various bodies, cells & Committees constituted in our College. There is a College Development Committee which has representations of the members of managing trust.

There are various committees like IQAC, admission, evaluation, Alumni Association, Anti Ranging, Research, Consultancy, Curriculum Development, Grievance Redressal, PTA, Hostel ,Student welfare, Library , Purchase committee etc. There are different

cells functioning. Special cell, Guidance & Counseling cell, Placement cell, development fund utilization. One of the faculty members work as a convener for every committee and cells.

The principal is the president of every committee and cell. Before the meeting of the committees, a notice is given with the agenda to the members. The meetings are arranged regularly as per schedule. At the time of the meeting different issues are kept in front of the members for discussion and the resolutions are passed unanimously. The decisions are taken by the committees on priority basis. Say e.g. if the library requires new books it is decided in the meeting and resolution is passed to purchase the new books as per the budget and priority. Say e.g. in purchase committees decides about new purchases of hardware, software it is discussed thoroughly and accordingly decisions are taken.

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

6.3 - Faculty Empowerment Strategies

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

Various welfare measures are provided to faculty and staff in the college for their benefits. The institution has Shri A.P. D.J. Pathshala Sevakanchi Sahakari Pathsanstha Maryadit. It is a Cooperative credit society to provide financial assistance to the teaching & non-teaching staff in case of their financial needs by way of giving them various types of loans.

There are various types of schemes and investment options in the society viz. Educational loan, Medium (term) Duration loan, Individual loan, Emergency loan, loan against fixed deposit, attractive fixed deposit Scheme, Awards to meritorious students of teaching and non-teaching staff and insurance scheme for loan waiver in case of death.

The College also provides medical facilities for its staff in case

of emergency and for the same Doctor is appointed for OPD in the campus for some hours. Our institution has collaboration with FPAI. In co-operation with FPAI medical Health Check up of the faculty is done every year.

Also the faculty and staff get reimbursement of medical bills through the Govt. The College has Gymnasium with all the apparatus to take care of the health of the staff members. Our college also provides welfare schemes like DCPS, GLIC, NPS and Medi-claim.

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

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

0

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	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

8

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

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

1

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

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

The Institute has Performance Appraisal System for teaching staff as per the UGC and State Govt. guidelines. The faculty members yearly submit the PBAS pro-forma to the college. There is an internal evaluation committee to evaluate PBAS score of the faculty members. The recommendations are given by the committee with remarks for further development of the faculty. The claim and enclosed evidences by the faculty are verified by the evaluation committee.

The performance of the faculty members in Teaching, learning and evaluation related activities, Professional Development, Co-curricular & Extension Activities & Research Publication and Academic contribution are assessed and accordingly the suggestions are given for more improvements. The faculty eligible for the promotion under CAS are given opportunity to apply for the

promotion by due evaluation of API score along with the PBAS. Thus the performance of the faculty is reviewed all the time. The Non-teaching staff is given opportunity to apply for promotion according to their seniority and their overall performance.

The management takes decisions about promotion of any non-teaching staff after going through the confidential reports presented by the Principal. The Teaching and Non teaching staff are awarded in cash by the Managing trust for their outstanding performances.

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

Internal Financial Audit: An accountant and the head clerk an internal financial audit of the college on a regular basis. This helps in the planning of financial procedures at the college level. The purchases of all recurring and non-recurring items is checked in corresponding registers such as the purchase register, stock register, dead stock register during the internal audit. For the procurement of all consumable and non-consumable commodities, the college sends the requisitions to the central store. The institution keeps all the records relating to requirements, quotations, comparison of quotations, purchase orders, delivery challans, tax invoices etc. The payment is made through RTGS/NEFT or by Cheques to the vendors. External Financial Audit: The institute uses computerised accounting software for accounting. The finances and all internal and external financial statements are audited by Chartered Accountants on a yearly basis. Government grants are accounted on an accumulated basis and revenue grants appear in the income and expenditure account. Finally, the auditor's report is obtained after verifying the books, receipts, vouchers and other records maintained by the College. Receipts and

Payment accounts contains the correct summary of the amount received and expended by the college throughout the financial year.

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	**No File Uploaded**

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

15000

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	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Before the commencement of the financial year an annual budget is prepared as per requirements. The same is discussed with chief Accounts Officer / Financial Advisor for allotment of funds under different heads. Optimum use of the funds is made as per the Gov. rules and regulations with subject to audit by the auditor. Within the institution, the funds are mobilized out of a specific percentage of the fees collected from the students. These funds are used for the benefit of students and to cover other small college expenses.

College development and purchase committees are formed to make the best possible use of these funds in consultation with Central store of the institution. Department heads give list of their requirements to Central store in-charge with Principal's permission. Then central store asks for quotations from concerned firms/ venders and then purchase committee finalizes the order to the firm which offers minimum cost and best quality.

The payment is made by NEFT/RTGS. The records are maintained and the review is taken for optimum use of these resources. In case of any irregularities are observed the concerned persons are asked the explanation. The institutes takes due care for the maintenance of these resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IQAC are:

1. Promotion of Research

2. Streamlining of Administration

3. Sustaining quality in academics and administration

Regular IQAC meetings are held under the supervision of Principal and the agenda is kept in-front of the IQAC members and suggestions for curriculum transactions and better implementation are solicited from all IQAC members. For effective teaching learning processes, all teachers are encouraged to use ICT, audiovisual teaching aids, charts and models.

IQAC members, conveners and faculty members actively participate in IQAC discussions and give valuable inputs.

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

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

At regular intervals, the institution takes review of its teaching and learning process.

Academic monitoring: The principal of the institution appoints class teacher for first and second year of the B.Ed. & M.Ed. programme. The class teachers and principal discuss about academic activities of each class and do the planning. The class teachers prepare notices for every activity and convey to the students.

Syllabus Monitoring: The Principal (Chairman IQAC) keeps a close eye on the completion of the syllabus and practicum work. The principal of the institution calls faculty meeting for planning. The Principal discusses with the department conveners, students and make sure that the syllabus implementation process is going on smoothly. The IQAC has review of teaching learning process in the institution.

1. Preparation and execution of Academic calendar.

2. Appoint convener for each area or practical included in the curriculum.

3. Prepare the inclusive chart of the work distribution according

to curriculum.

4. Preparation of separate time table for every academic activity as per need of the syllabus and maintaining quality of the activity.

5. Convey syllabus completion report after review with convener of respective Departments.

6. Discussions with Conveners of various departments during term end meetings.

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

10

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	View File

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	Four of the above

quality initiatives with other institution(s) Participation in NIRF	

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://kcebed.org/wp-content/uploads/2023/02/IQAC_MEET_21-22_FINAL.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://kcebed.org/wp-content/uploads/2022/12/KCE_AQAR_2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

1. **Faculty members are yet to get funds from UGC projects: After the second cycle in 2011, in all faculty members and the librarian sent proposals to UGC for getting funding to take MRP. All faculty members proposals were sanctioned by UGC. Our faculty members have completed and settled their minor research projects. The institution has received funding up to Rs. Five lack twenty-eight thousand from UGC for taking MRP. The laboratories should be separately developed as per the norms of NCTE: As per NCTE norms the institution has developed separate curriculum laboratories after the second cycle of NAAC.**
2. **The institution developed the Language, Science & Mathematics and Social Science curriculum laboratory as a pedagogy laboratory. The institution has also developed the**

ICT and Educational Psychology laboratory. After the second cycle of NAAC the institution has purchased Equipment's for ICT laboratory of Rs. 729838/- and purchased psychological tests of Rs. 235631/- for the psychology laboratory. The institution has also purchased the Teaching aids for curriculum laboratories like Science / Mathematics Rs. 239613/-, Social Science of Rs 126532/-, and Language laboratory of Rs. 56297/-, The institution has also developed the smart room having all necessary infrastructure worth Rs. 39600/-.

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.

The Institution adopts various energy conservation policies also focuses on clean and reliable energy in the campus. The Managing trust S.A.P.D.J. Pathashala has provided the institution the Solar Energy equipments. The energy policy of institution is to increase solar energy production and reduce electricity budget. Solar energy is the renewable source of energy. It can be generated throughout the year. The managing trust has installed solar panels with capacity of 40 KW in the institute. The generation is @ 200 units everyday and near about total 5000 units a month leading to optimum solar energy generation.

This solar energy project has helped to reduce the need of electricity from MAHADISCOM power grid. Institution has solar water heater plant, solar tube lights and solar street lamps. The solar water heater plant is operational in boys, girls hostel and guest house. Institution has to go for solar energy as this is a green energy. Climate of the Solapur is almost hot and dry. It is drought prone area. Bright sunlight is available throughout the year. This helps in maximum solar energy generation.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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 is the main component of sustainability promotion in the society through the policy of "reduce, reuse and recycle". The system of Waste Management has been adopted by the managing trust Shri Allak Pannnlal Digambar Jain Pathshala and works with its set up in a Central Store Waste Management. The Waste Management Store has laid down well-defined procedures to ensure the Waste Management strategy and they are implemented optimally.

The Central Store Waste Management has regular monitoring of the resources and the waste generation. The store also evaluates the disposal and collection system in the campus, regularly. Efforts are always taken to reduce e-waste with proper maintenance, before moving on to replace & recycle stage. The Central Store Waste Management system ensures effective disposal methods for laboratory and hazardous wastes generated in the campus.

The faculty, students and staff are given training about waste management. All these processes are carried out in a very transparent manner with coordination between the members of the organization, the principal and the concerned persons at the central store. The institution has adopted various policies and measures for Waste Management.

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	**Four 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	View File
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	**All of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The Managing trust S.A.P.D.J. Pathashala has provided all the necessary resources required by the Institution for cleanliness and maintenance of the buildings and all the amenities.

The Institute gives certain amount yearly to the managing trust under building usage and maintenance head. The services like house-keeping, Garden maintenance are out sourced. The cleaning of the surrounding and sweeping of the classrooms, Laboratories and other amenities is done by the menial staff according to the work distribution.

After cleaning of the surrounding the waste is dump in the

decomposing unit. Drinking water tanks, water storage tanks are cleaned on scheduled times.

Electronic equipments, furniture and fixtures and other infrastructure is always kept clean and functioning. The computers and other hardware, software is taken care by annual maintenance contracts.

The security guards check post is at the main gate and of the building entrance. They take care of the happenings in the campus.

All greenery is maintained by watering the plants daily. The Institution has planted more than 100 trees in the campus. All trees are native, sustainable to dry environment still having dense canopy. Dustbins are kept all over in the premises. Plastic free campus is strictly observed in the campus.

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	**All 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	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

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

Nil

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	View File

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

The Institute always takes efforts for leveraging local Environment through different tasks. Students are required to complete the projects related to the local environment such as study of local pollution problems, Study of local biodiversity, study about educational problems of multicultural and multilingual society, problems about local water distribution system, handloom industry, Local agriculture study.

The institute also promotes local knowledge and resources by conducting visits to different places and arranging guest lectures on heritage places by experts.

The students are given projects about collection of information of local heritage places like Dr. Dwarkanath Kotnis Smarak, Shri. Siddheshwar temple, Municipal Corporation Building, Bhuikot Fort, Rippen Hall, Mesanic hall etc. in the city and information about Maldhok bird sanctuary in the district. The institution also arranged visits to the heritage places in the Solapur city.

The Institute also takes efforts for leveraging community practices by arranging activities such as guidance to children from Bidi Kamgar family, Street plays for social awareness, orientation for awareness about COVID-19 during the pandemic period, visit to Orphanage Center like Pakhar Sankul, Visit to Vrudhhashrum etc.

Thus the institute always creates opportunities for the students to promote local environment, local knowledge and resources

through activities.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators 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	A. All of the above

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

7.2 - Best Practices

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

Title of the practice: Dynamic Placement Cell

1. The context that required initiation of the practice:

Various educational institutions were in search of quality teachers and were in touch with the Placement cell of our college.

2. Objectives of the practice:

- To enable the pupil teachers to get prepared for facing Interview and to arrange campus interviews.

3. The Practice:

- Arrangement of campus Interviews in the institution.

4. Obstacles faced: NIL

5. Impact of the practice:

Total 26 students were placed.

6. Resources required: Internet connectivity, laptop.

7. Contact person:

Gosavi

Title of the practice: Development of Psychology Laboratory

1. The context that required initiation of the practice:

The student teachers and researchers are required to make optimum use of the laboratory.

2. Objectives of the practice:

- To enable the student to become proficient in using Psychological tests.

3. The Practice:

Guidance is given to every student for using the Psychology laboratory resources for their practice lessons, and research.

4. Obstacles faced: NIL

5. Impact of the practice:

•Students and Research scholars started using various Psychology tests to greater extent during their course.

6. Resources required:

Various Psychological Tests, manuals, instruments.

7. Contact person:

Rangrej

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
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

The vision of Kasturbai College of education, Solapur is imparting quality education in teacher education for inculcating national values. The institute always arranges various workshops for empowerment of students. After the decision of the Govt. about TET the institute has initiated first the Workshop on Preparation for SET/NET examination for the PG students. The institution has arranged 02 days SET/NET workshops on 04/10/2021 TO 07/10/2021 during 2021-22 and in all 32 students participated in the workshop. As a result 01 student has cleared the NET and 05students have cleared SET examination.

After the decision of the Govt. about TET/CTET examination, the institute has immediately taken decision to arrange Workshop on Preparation for TET/CTET examination for the UG students. In these workshops our faculty members and the experts in the field guide the students. The past students (Alumni) are also informed about the same so that they can also get benefited. The institution has arranged 12 days TET/CTET workshops on 27/09/2021 to 07/10/2021 during 2021-22 and in all 184 students participated in the workshop. As a result 17 students have cleared the TET/CTET examinations. The faculty members also work collectively and extensively for completion of various tasks beneficial for the students.

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