



YEARLY STATUS REPORT - 2023-2024

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	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)	0217651705				
• 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/2024/11/AQAR_2022-23.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://kcebed.org/wp-content/uploads/2024/12/ACADEMIC_CALENDER_FINAL_23-24_compressed.pdf				
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
Cycle 3	B++	2.95	2023	15/12/2023	14/12/2028
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/PMMMNTT 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	20000
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Organization of campus interview for B.Ed. and M.Ed. students through placement cell. The campus interviews 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.				
Motivated faculty members to organize field visits for students for enrichment of academic experiences & accordingly field visits were arranged.				

Motivated faculty to submit proposal to organize conference, seminar and workshop in institution & accordingly National Level conference was arranged.

Organization of CTET / TET orientation workshop for B.Ed.and M.Ed. students of the college.

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 arrange Placement cell activity for students and alumni's	The institution has arranged Placement cell activity. As a result, 17 students were selected.
SET/NET/CTET/TET Guidance centre	No. of SET qualified students = 07 No. of NET qualified students = 02 No. of CTET qualified students = 06
To encourage the faculty members to participate in local, state, national and international webinars/ Seminars / Conferences	Number of Faculty members participated during the year at local, state, national and international webinars/ Seminars / Conferences = 08
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 encourage the faculty members to work as resource persons at local, state, national and international forums.	Number of Faculty members worked as resource persons during the year at local, state, national and international forums = 04
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 and encourage students to participate in co-	Students participated in following number of activities:

curricular and extracurricular programmes	1. Special days 2. Guest lecturers 3. Rally's 4. Social activities 5. Street Play 6. Cultural Programme
Organization of National Conference related to research methodology	Institution organized one National level conference on research methodology on 26th February 2024.
To encourage faculty members to write reference books	One faculty member has written one reference book for M. A. Education courses.

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

Name of the statutory body	Date of meeting(s)
COLLEGE DEVELOPMENT COMMITTEE	26/07/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	13/02/2024

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 the 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. Thus the institute has already kept the vision of multidisciplinary approach. The other college in the same campus run by our trust has already initiated to start B.Com. B.Ed. course along with other commerce programmes. 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 in teacher education and our parent institution runs an engineering college, Science college this gives scope to our students to integrate the teacher

education with STEM. The institution offers the curriculum of PAHSUS where in choice based credit system followed in all courses. 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 CheckupCamp, 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 years duration and at present multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st year of undergraduate education is not being offered by the university, but if the university plans for reconstruction of the curriculum in this regard, the institute will definitely offer the same. The institution is an authorized research centre of the University. Researches in the area of Sociological, Philosophical, and Psychological approaches, teaching methodologies in education are being conducted in the centre. 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. students carry out action researches so the institution is already engaged in multidisciplinary research endeavors which help to find solutions to the society's most pressing issues and challenges. 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 the Choice Based Credit System in the year 2018. At present almost all programmes and courses offered in the institution follow Choice-Based Credit System. The institutional registration process of ABC is completed for the 2021-22, 2022-23 & 2023-24 batch students. The institutions name is 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 for ABC registration of institution. The institution has encouraged to all first- and second-year students of B.Ed. & M.Ed. programmes to get 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 portal and get registered with ABC.

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 years duration and in these programmes different skill-oriented courses of 4 credits are introduced for semester three. The institution offers four skill oriented courses viz. Stress Management, the Art of Public Speaking, Psychological Testing and Assessment, Technology Embedded Teaching for the B. Ed. Programme. The institution offers four skill-oriented courses viz. Ethics and behavior of Innovative teacher, Entrepreneurship and Education, School Counseling and Treatment, Statistical Analysis in Social Sciences for the M. Ed. Programme. Apart from this the institute has also initiated and conducted Communication Skills, Art and Drama, Clay work, Warli Painting and other Soft Skill Development Courses. 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 which is called as Paripath 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 finally it concludes with Shantimantra. This helps and promotes the 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. Thus different values are inculcated among the students 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. programmes. The institute arranges regularly the Guest lectures of teachers and experts from different schools and they demonstrate and perform hands on activities in Art and Craft, Music, Dance, Drawing etc. and these activities help the students to imbibe the vocational skills among them.

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

Our institution is a Marathi medium institute 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 institute 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 rallies, days of national and international importance, elocution competitions, cultural programmes, field visits such as visit to 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 choice in the respective languages. 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 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. Our city has a multilingual and cultural background so students from various linguistic back ground take admission to our institute. The teachers working in the institution are also from various linguistic backgrounds so they perform the Guidance and Counseling, Mentoring work in Marathi, Hindi, English, Urdu, Kannada and Telagu languages. 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 comprehensive evaluation process for assessment of the performance of the students. This helps the faculty members to identify the strengths and weaknesses of the students 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 feedbacks help the institution to review the work and make necessary improvements for the implementation of the same activity in the future course. At the commencement of the academic year 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 tutorial, unit tests, and semester end examinations are prepared for the evaluation of the students. The institution arranges orientation programmes for all 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 which helps in enhancing the teaching learning process. The CCE procedures which are adopted by the institution have major focus on monitoring the learning outcomes at different stages i.e. after completion of each activity or practical. After considering the student's performance immediate counseling is done to the students for improvement. This focuses on the OBE practice of the institution.

20.Distance education/online education:

M.Ed. and other vocational courses in distance mode of Shivaji University, Kolhapur were being offered by the institute during the years in 1994 to 2004. The institute is offering various courses of YCMOU Nasik from last 20 years which are purely in distance mode. The vocational courses offered in the institute through 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 also encouraged to take and complete MOOC, SWAYAM and other courses offered in on-line mode. The other Institutes in the same campus run by our trust have a center of IGNOU which offers various courses in distance mode. Our faculty and students also get benefited by the Counseling of these courses offered by IGNOU. The teachers are always encouraged for development of ICT based tools like Multimedia packages, PPTs', 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.

Extended Profile

1.Student

2.1

131

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	65
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	64
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	66
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2.83

4.2	42
Total number of computers on campus for academic purposes	

3. Teacher

5.1	8
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	8
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

1. Curriculum review meeting: The principal takes faculty meeting to finalise all academic activities at the beginning of the academic year. Departments are distributed to each faculty members and their responsibility is finalised.
 - In the faculty meet the teachers discuss about the new trends and policies and finalize the changes or revisions expected so as to convey it to the university.
 - The principal monitors the functioning of each and every departmental activity.
1. Conducting regular need assessment: Institution regularly assesses the needs of the local community and adapts the curriculum accordingly. This involves gathering data from various sources, such as community members, alumni, other stake holders and employers.
2. Professional (Curriculum) development opportunities: Institution provides ongoing professional development opportunities to faculty.

- Our four faculty members are working as the chairman and members of Board of Studies of the University.
- The college has arranged University level Curriculum planning and re-construction workshops for discussion on the possible revisions in the syllabus.
- In the year 2022-23 university decided to prepare the curriculum as per NEP 2020. Our 05 faculty members have taken active part and developed curriculum for B. Ed, M. Ed, B.A. B. Ed., B. Sc. B.Ed.

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	No File Uploaded
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	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	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**

30

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

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

04

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

04

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

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

04

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

04

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

- 1. Content:** The curriculum content is structured to cover various learning areas and is designed to provide students with a broad and balanced education.
- 2. Assessment:** The assessment methods are varied and include both formative and summative assessments to provide students with the opportunities to demonstrate their knowledge, skills, values, and attitudes.
- 3. Skills Development:** The curriculum has opportunities for students to develop essential skills, such as critical thinking, communication, problem-solving, and collaboration. The skill oriented courses are offered in the curriculum.

Cultural activities: Cultural Programmes, competitions, demonstrations etc. are arranged regularly.

Practical work: Enriching teaching skills, Communication skills workshops, EPC, action research, practice teaching, seminars etc.

Sessional work: Interview of experienced teacher, Field visits, Case study, project work etc.

- 1. Values and attitudes:** The curriculum has opportunities for students to develop positive values and attitudes, such as respect, empathy, responsibility, and perseverance.

1. **Experiential learning:** The curriculum incorporates experiential learning opportunities that provide students with hands-on experiences in various learning areas. This includes internships, practical, community service projects, and field trips.
2. **Diversity and inclusion:** The curriculum is designed to promote diversity and inclusion, and provide opportunities for students to learn about different cultures, perspectives, and experiences.

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

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

1. **Curriculum content:** The curriculum includes topics that expose the students to the diversities in the school system in India and around the world. This included learning about the different educational systems, policies, and practices in different countries and regions. The curriculum also incorporates topics related to diversity, equity, and inclusion.
2. **Exchange Programs:** Institution organizes exchange programs with schools and educational institutions to expose students to different educational systems and cultures.
3. **Guest Lectures:** By inviting guest speakers who are experts in the field of education and have experience in different educational systems provides the students with valuable insights into the diversities in the school system.
4. **Educational Tours:** These tours include visits to schools, universities, and educational institutions to observe teaching methods and learn about different educational systems. The institute arranges school visits/ internships to different

type of schools which adopt CBSE, ICSE board patterns.

5. **Comparative Analysis:** Institution encourages the students to conduct research and comparative analysis of different educational systems to understand the similarities and differences. The institution arranges the visits to innovative schools in Solapur city like Orphanage school, Failed students school, Constructivist school, Minority school etc.

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

1. **Integration of theory and practice:** Teacher Education Programmes provide the students with the opportunities to integrate theory and practice through various pedagogical approaches such as observation, reflection, and practice teaching.

Curricular Experiences:

- Workshops:** In B.Ed. program the students get experience through various workshops viz. ETS, ICT, CCM, Evaluation, Models of Teaching, Constructivism
- 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.
- Field experiences:** Institution provides the students with field experiences in various educational settings such as schools, community centers, and non-profit organizations.
- Specialization:** Teacher Education Programme provides the students with opportunities to specialize in specific areas such as language instruction, special education, or technology integration.

5. **Professional development:** Institution provides the students with opportunities for professional development through workshops, seminars, and conferences.
6. **Internship:** There are four internships for B. Ed. programme. Total period of the school internship is 11 week.
7. **Mentoring:** Institution has assigned students with mentors who are experienced teachers or education professionals.
8. **Curricular and Co-curricular activities:** Guest lectures, Academic Competitions, Orientation programmes, Field visits, Case study, CPD, Elocution competition etc. are arranged.

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	
132	
2.1.1.1 - Number of students enrolled during the year	
132	
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	
56	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
56	
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	View File

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

02

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

02

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.

- 1. Entrance examination:** State Government conducts entrance examinations (CET) to assess the academic proficiency of students in different subject areas.
- 2. Personal interviews:** Institution conducts informal interview / discussions with the students to assess their interests, aspirations, and motivation to pursue the professional education programme.
- 3. Pre-assessment / Entry level tests:** Institution conducts entry level assessment test to assess students' prior knowledge and skills in the subject area. Entry level tests help to identify the students' baseline knowledge and skills.
- 4. Diagnostic assessment through observation:** The Institution conducts diagnostic assessments through observation to identify students' specific learning needs, including learning difficulties.
- 5. Self-introduction programme:** After admission, in the self-introduction programme the students are asked to introduce themselves and talk 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.

6. **Principal Address:** At time of the commencement of the year Principal's address is arranged. The students are told about entire programme in brief and expectations of the college from them. Thus, the institute ensures about students' overall preparedness for completing the Programme.

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

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

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

All of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:01

2.2.4.1 - Number of mentors in the Institution

10

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.

- 1. Experiential learning: Teachers use techniques such as field trips, simulations, and role-playing activities to engage students in experiential learning. During the school internship students get acquainted with the actual field experience in schools natural settings. Students are taken for study tours/field visits.**

2. **Participative learning:** Teachers use techniques such as group projects, class discussions, and peer learning to engage students in participative learning. Various activities arranged such as seminar, CPD, ETS, CCM workshop, Constructivism workshop, action research, case study, psychological testing, research dissertations, EPC.
3. **Problem-solving methodologies:** Teachers use techniques such as asking the students to conduct case studies, action research project-based learning and problem-based learning so as to engage students in problem-solving methodologies.
4. **Brainstorming:** Teachers use techniques such as brainstorming sessions and mind mapping activities to engage the students in brainstorming. Students are also given assignments for self study. Various extra-curricular, co-curricular and field based activities are arranged.
5. **Focused group discussion:** Teachers use techniques such as debate sessions, panel discussions, and mock trials to engage students in focused group discussions.
6. **Online modes:** Teachers use techniques such as online lectures, online discussion forums, and online assessments to engage students in online modes of learning.

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://kcebed.org/wp-content/uploads/2022/04/img070.pdf
Any other relevant information	View File

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

132

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

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

1. The Institution takes weekly Reviews of the mentoring activity: The Mentors take the review of overall development and progress of the students at the end of every week on Saturday during theory

courses. After completing the internship programmes the mentors take review of progress of students with special reference to internship activities.

2. Encourage self-reflection: Teachers encourage the students to reflect on their own experiences and identify areas for improvement. This is done by discussing experiences in the class.

3. Provide feedback: Teachers provide constructive feedback to the students on their work, both in terms of content and professional attributes. This helps the students to identify the areas where they need to improve and develop strategies for improvement.

4. Model professional attributes: In the institution the Demonstration of Teaching skills lessons, general Practice lessons, Models of teaching lessons, Block teaching lessons, content cum methodology lessons, ICT lessons and Constructivist lessons are given by the teacher educators.

5. Provide opportunities for practice: The institution arranges the activities like Enhancing Teaching Skills, Enhancing Professional Capacities, Internships, Curricular and co-curricular activities.

7. Celebrate successes: Teachers celebrate and acknowledge the success of the students when students demonstrate professional attributes.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

- 1. Encouraging creativity and innovativeness:** This involves the activities such as brainstorming, concept mapping, group tasks and project-based learning. During the internship different activities such as quiz competitions, elocution competitions, hand writing competitions, sports competitions.
- 2. Developing intellectual and thinking skills:** This includes the activities such as Critical understanding of ICT, Understanding self, Art and Drama, Expository writing, action research, seminars, research dissertations, statistical analysis, case studies, and research projects. The compulsory and pedagogy courses have various sessional works which give lot of scope for developing intellectual and thinking skills in the students.
- 3. Fostering empathy:** This involves the activities such as role-playing, discussions. The institution arranges visits to special schools like blind, Deaf and dumb schools which makes the students aware about the functioning of special schools. The institution arranges orientation programmes and guest lectures on various topics related to awareness.
- 4. Developing life skills:** Teachers provide the opportunities for students to practice these skills through group projects, presentations, and other collaborative activities. The institution arranges workshop on personality and leadership development. The institution also arranges communication skill development programme.
- 5. Encouraging critical thinking:** Teachers encourage critical thinking by asking open-ended questions, challenging assumptions, and promoting a questioning mindset.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity 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	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

All of the above

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

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

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

- 1. Defining the goals and objectives of the internship program: The institution clearly defines the goals and objectives of the internship program.**
- 2. Identifying suitable internship opportunities: The preparation of schedule of the 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.**
- 3. Preparing students for the internship: This includes the workshops on professional skills, career counseling, and guidance. The orientation workshop on school internship is conducted. The time**

table and distribution of students are conveyed to the students.

4. Developing a structured internship program: This involves the defining the scope of work, setting goals and milestones, and providing ongoing support and supervision. Institution defines school names, in-charge professor and group of student-teachers.

5. Ensuring safety and compliance: The institution ensures that the internship program meets the safety and compliance requirements, such as providing appropriate, safe and healthy work environment.

6. Providing ongoing evaluation and feedback: The Group leader completes the internship as per schedule and reports the same to the concern department. The principal also gives surprise visits to the schools.

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

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

2.4.9.1 - Number of final year students during the academic year

65

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

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

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	View File
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.

1. Regular check-ins with students: This involves in-person with the students to discuss their experiences and to address any concerns. The teacher educators do the orientation of the students about their role before the school internship and also convey them about their responsibilities during the internship

2. Regular communication with Schools: The principal appoints one faculty member as a convener of school internship department. The convener conveys the internship programme details to the school head masters.

3. Performance evaluations: This involves setting clear performance criteria and providing feedback to the students. The teacher educator daily organizes two informal meetings with student-teachers. On the last day of the internship the teacher educator discusses with the school students, teachers and administrators. The principal of the college gives surprise visits to the practice teaching schools.

4. Student peer discussion: This involves asking students about the skills and knowledge they have acquired, their level of satisfaction with the internship, and any suggestions they may have for further improvement.

5. Heads of Schools surveys: This involves asking the school heads about the students' work quality, their level of professionalism, and any suggestions they may have for improvement.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	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	View File
2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

09

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	View File

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

08

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	View File

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

23

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

23

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

1. Continuing Education: Our teachers are always encouraged to

participate in various FDP courses. Our entire faculty members have completed 15 refresher courses, 07 orientation programmes 09 short term courses and 12 other FDPs'.

2. **Professional Development:** Our teachers are always encouraged to participate in international, National and State level conferences, seminars and workshops.
3. **Research and Publications:** Our faculty members have guided 52 M. Phil and 49 Ph. D. students for completion of their research work till date. Our faculty members have written 24 books as co-author. In our faculty members have published 72 research papers, articles in various reputed journals.
4. **Collaborative Learning:** Teachers engage themselves in collaborative learning by working with other teachers, Education experts, or researchers. Also our teachers discuss about the new methodologies or trends with the teachers from academic colleges run by the trust.
5. **Networking:** Teachers network with other professionals is active through meeting in conferences, workshops, and online communication. Our faculty members work as resource persons in various academic activities at national, state and local level.

Self-reflection and Evaluation: Teachers engage themselves in self-reflection and evaluation of their own teaching practices. They seek feedback from their students, colleagues, and supervisors.

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

2.6 - Evaluation Process

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

1. Assessment Tools: The institution uses various range of assessment tools like assignments, projects, tutorials, sessional work, and tests. The college conducts unit tests and tutorial.

2. Evaluation Criteria: The institution makes the students aware about evaluation criteria for each assessment tool to ensure consistency and fairness in the evaluation process. Institution arranges orientation lectures before commencement of every workshop or activity and clears the evaluation system of the workshop.

3. **Timely Feedback:** The institution provides timely feedback to the students about their performance in the assessments. After every activity teacher educators give feedback to the students about their progress.

4. **Remedial Action:** The performance of students in CIE is reported by the coordinator of the Internal Marks to the Principal. The Principal informs to the concerned faculty members for remedial classes if required and the students are also informed.

5. **Performance Analysis:** The institution analyses the performance from CIE to identify the trends in students learning. After every evaluation the faculty members discuss about progress of students with the principal in the faculty meeting.

6. **Curriculum Transaction Revision:** The institution uses CIE data to revise the curriculum transactions and teaching methods to better meet the needs of the students.

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

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

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

1. **Transparent Policy:** This policy is clearly communicated to the students through notice in which the steps involved in filing a grievance and the timeline for resolution is conveyed.

2. **Grievance Committee:** The result of the internal unit test, tutorial and college assessment work (CA) etc. after assessment is given to the students for self-assessment, in case any grievances are raised by them, the students can approach the principal and teacher to redress their examination and CA related grievances. The students are free to interact with the principal & teacher and get it resolved.

3. **Timely Resolution:** The institution ensures that grievances related to examination and CA is resolved in a timely manner. This involves setting strict timelines for each step of the grievance resolution process and providing regular updates to the students on the status of their grievances.

4. **Confidentiality:** This involves limiting the number of people who have access to information related to the grievance and ensuring that all information is kept secure.

5. **Follow-up Action:** This involves making changes to the internal examination procedure, providing guidance to the faculty and staff, or taking disciplinary action if necessary.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

1. **Preparing a Timetable:** The institution prepares a timetable that outlines the dates for conducting internal evaluations, submission of assignments, and other related activities. The timetable is communicated to the students and faculty members well in advance to avoid any confusion. The academic calendar is prepared by the college according to the guidelines.

2. **Conducting Meeting:** The institution conducts the meetings of the faculty members to ensure that they are familiar with the academic calendar and understand their responsibilities in adhering to it.

3. **Monitoring Progress:** This involves conducting regular checks to ensure that assessments are being conducted in time, assignments are being submitted according to the schedule, and grades are being submitted on time. The Principal and the Mentors monitor the progress of the students in their groups and necessary counseling is provided.

4. **Addressing Delays:** In case of any delays in the conduct of internal evaluations, the institution takes immediate corrective action to ensure that the academic calendar is not disrupted.

Regular Reviews: The institution conducts regular reviews of internal evaluation activities. The Internal Evaluation co-ordinator keeps track of the assessment records and marks obtained by the students after completion of various activities immediately.

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

2.7 - Student Performance and Learning Outcomes

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

1. **Developing Course Curriculum:** The faculty members take part in development of course curriculum for PAH Solapur University, Solapur that clearly states the PLOs and CLOs.
2. **Developing Teaching Methodologies:** This was involved selecting appropriate teaching strategies that help the students in achieving the intended learning objectives. For example, using case studies, project-based learning, or discussions help the students to develop critical thinking skills.

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

The project based learning enables interaction with real-world experiences and enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components. B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context.

1. **Feedback Mechanisms:** The institution has established a feedback mechanism that help the faculty members to assess whether the teaching learning process is aligned with the stated PLOs and CLOs.
2. **Continuous Improvement:** The institution has established a continuous improvement process that involves reviewing and updating the course curriculum, teaching methodologies, and assessment tools.

National, State level seminars, workshops, webinars are organized/ attended by the faculty members and the students.

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	View File

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

1. Continuous Assessment: This involves conducting assignments, tests, quizzes, and exams to evaluate the students' knowledge and skills. The level of attainment of different courses is assessed by conducting theory internal examinations, unit tests and assignments.

2. Performance Tracking: This involves tracking their grades, attendance, and participation in class. The institution has established discipline committee to monitor the behavior of the students. The institution appoints the class teacher for checking the participation of students in the class room sessions.

3. Feedback Mechanisms: This involves providing regular feedback on their assignments, tests, and exams, as well as feedback on their participation in class room activities.

4. Analysis of Performance: The institution analyzes the performance to identify trends in the students' performance. Institution appoints the co-ordinator of CPD, who looks the performance of the students in various activities. The progress of the students in both cognitive and professional aspects is continuously monitored and necessary support is provided for betterment.

Improvement Strategies: The institution has developed improvement strategies to help students to achieve the intended learning outcomes. This involves suggestions for revising the course curriculum, adjusting teaching methodologies, or providing additional support to the students who are struggling.

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	View File

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

65

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	View File

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.

- 1. Alignment with Learning Objectives:** By assessing the students' performance on these tasks, faculty members determine whether the students' learning needs are being catered effectively. The students are admitted 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 etc. and their learning needs are identified.
- 2. Differentiated Instruction:** By providing feedback on their performance, faculty members identify the areas where the students need additional support and provide differentiated instruction to help them to succeed.
- 3. Revision of Teaching-Learning Process:** By analyzing the performance, faculty members identify the areas where the teaching-learning process may not be effective and make

necessary adjustments to cater to the students' learning needs in better way.

Assessment of Progress: By assessing the students' performance on various tasks, faculty members determine whether their learning needs are being catered effectively and whether they are making progress towards achieving the intended learning outcomes. The learning needs of the diverse students are also given proper importance and accordingly the counselling is done by the mentors and respective faculty members.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://kcebed.org/wp-content/uploads/2024/12/2.8_SSS_report-2023-24.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

03

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

03

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
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	All 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	View File
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	View File
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

0

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

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

01

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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

16

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

132

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

132

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

132

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.

1. Volunteer work: Our students work there as volunteers in accomplishing the task given to them by the school. Our students also work as volunteers in various rallies arranged by NGO's like FPAI, Ashiwini Hospital etc.

2. Community service projects: Institution Organizes community service projects, such as cleaning local parks, tree plantations, or helping to renovate community centers. The institution has arranged guest lectures on Indian Constitution, Fundamental Rights and Dr. Babasaheb Ambedkar on the occasion of National Constitution Day. Reading of preamble is also done by all Students and the faculty

members daily in Paripath.

3. Awareness campaigns: Institution has organized awareness campaigns on social issues, such as poverty, homelessness, climate change, gender equality etc. The institution has arranged various programs such as National Constitution Day, Yoga Training Programme, Organ Donation Rally, Chuppi Todo Rally, Aids Day Rally, Population Day Rally, Environment Day Rally etc.

4. Cultural exposure programs: The institution organizes cultural exposure programs under CPD in which our students from different demographic and cultural backgrounds, participate actively and explore their traditions, cultures.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

07

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

3.4 - Collaboration and Linkages

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

21

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

21

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

21

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
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

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

Multipurpose/ Seminar Hall: There is one seminar hall with seating capacity of 150. College has one multipurpose hall namely Walchand Sabhagruha which is in sharing.

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

Faculty Cubicles: Cubicles with computers, scanner, printer and internet facility are made available to the faculty members.

Library: The library's seating capacity is about 60 students with a separate library cum reading room for the students with 03computes, scanner and laser printer.

Sports Field: In the front side of the institution building, there is a ground for basketball, throw ball etc. and a playground for other sports activities.

Central Sports Facility (Gymnasium): The institution has a fitness centre which is kept open both in the morning and after college hours for staff and students.

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

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/2022/04/img070.pdf
Any other relevant information	View File

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

10.15

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.

Library Automation: Our institution is partially automated and have

an Integrated Library Management System, ILMS: 'Lib Man' (Library Management System) since 2010 from Master's Software, Nagpur. ILMS Software 'Lib Man' provides a very user-friendly interface for searching documents in the library and various operations related to the library management. This Software is time-saving and assists in smooth functioning of the library.

Features of Lib Man:

It is very user-friendly library automation Software.

1. All housekeeping facilities:

Acquisition and Cataloguing

A. Requisition of Books:

B. Withdrawal / Write off books:

C. Stock Verification:

D. Barcode Labels and Spine Label Printing:

E. Reports:

2. Circulation Reports:

3. OPAC: Online Public Access Catalogue

Catalogue:

Searches:

Serial OPAC:

4. M.I.S. Reports: This involves Title Wise Quantity, Title & Author Wise Quantity Title & Subject Wise Quantity and all Quantity Reports, Yearly Statistical Reports, Yearly Investment, Withdrawal.

5. Serial Controls: This facility involves Masters entry in which Journal Category Entry, Time & Periodicity of Journal, Currency Rate, Holidays, Institute & Department., Subjects, Publisher Details Entry, Vendor Details Entry, Journal Details Entry, Daily Newspaper Entry can be done.

6. Utility: This facility involves backup recovery, merging of data,

calculator, keyboard setup, and quit from the software.

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	View File

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

1. **INFLIBNET and N-LIST:** INFLIBNET and N-LIST e-Resources are the portals that predominantly facilitates access to the library remotely. Every student and staff member is given individual password through NLIST and they can use remotely e resources from anywhere by logging in to N-LIST by using their own username.
2. **Google Site:** In the Google site, important information is given about library, ICT in library, library committee, library facilities and services, B.Ed. Syllabus, B.Ed. Question Papers of the P. A. H. Solapur University, Solapur,
3. **Free Open Access Databases:** Open access to different databases is made remotely available through links provided in the institutional website.

Names of some of the important free databases:

- Science Direct
 - Project Gutenberg
 - Directory of Open Access Journal
 - The Complete Works of William Shakespeare
 - Math World
 - Friends Science Publishers
 - Indian Academy Of Science (ISA)
 - In-Tech Open Access
 - Scientific Research Publications
 - e-Pathshala
1. **QR Code:** The library of the Kasturbai College of Education have prepared such QR Codes for accessing Syllabus, Old Question Papers of the P.A.H. Solapur University, Solapur Question Bank and List of titles of Ph.D. and M. Phil Thesis.

The users and stakeholders can access the information remotely by scanning the QR codes.

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

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

All of the above

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

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

1.15

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	View File

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/2023/08/4.2.5_LINK_compressed_compressed-1-32_compressed-1-24.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

ICT facilities:

The institution is equipped with high speed 220MBPS internet enabled campus. There are seven LCD projectors, six laptops & a digital

camera. The office is furnished with high configured systems, connected with internet and has face recognition Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college. There are 49 computers, 09 printers and 02 scanners, 02 allin one equipments (scanner, Xerox and printer).

Library: There are computers available for the student-teachers to access to e- resources with internet connection. The library is automated with LIBMAN software and has 4 separate computers for users and staff with internet facility.

Educational Technology (ET) Lab: It is equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop, and other audio-visual equipments. Classrooms have computers with LCD projector with screen and audio system for teaching- learning purpose.

Software: The institution uses predominantly Windows 7 and 10, MS office, SPSS, Adobe reader and LIBMEN.

IT Service Management: Maintaining computer hardware and troubleshooting software's service management and delivery is carried out by the IT Administrator provided by the management.

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

4:1

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	View File

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

D. 50 MBPS - 250MBPS

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

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

Five or more of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

10.15

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	View File

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

Systems and procedures for maintaining and utilizing physical facilities:

Classrooms and Building maintenance: Regular cleaning is done every day and Saturday's are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenters are provided by the management periodically for building maintenance and internal roads. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done.

The Institution has signed annual maintenance contract:

1. Duties allotted to the menial staff for maintaining the physical infrastructure
2. Annual Maintenance Contract with the Generator vendor & A.C. vendor
3. The RO water system is maintained regularly.
4. The institution also does the fire audit and building safety audit regularly.

Systems and procedures for maintaining and utilizing academic facilities:

1. Appointment of Hardware Engineer by the management for maintenance of ICT resources.
2. The institution has face recognition bio metric attendance system for both faculty and students.
3. For long term safeguarding of books pest control of books in the library is done on periodical basis.

Systems and procedures for maintaining and utilizing support

facilities:

Garden & Plant Maintenance: Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty.

File Description	Documents
Appropriate link(s) on the institutional website	http://kcebed.org/wp-content/uploads/2022/04/img070.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
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

Nine or more of the above

Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
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	No File Uploaded
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
40	67

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

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

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

17

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)

25

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

- 1. Advocacy:** The student council works as an advocate for communicating student interests and convey the same to the administration. This involves lobbying for changes in school selection policies or facilities, as well as promoting students input in decision-making processes. The members of the student council have active representations in various College committees.
- 2. Community Building:** A student council has organized various events and activities. This includes social events, cultural celebrations, and volunteer opportunities. The students also have active representation as volunteers in different activities such as elocution competitions, subject clubs activities, academic competitions.
- 3. Leadership Development:** The designations of the members of student council such as cultural department head, sport

department head, magazine student Editor, Excursion department head.

4. **Outreach:** The student council reached out to the broader community, including local businesses, and NGO's by participating in activities. Under the leadership of student council the institution has arranged Voter Registration and Awareness programmes, Adhar card linking programme, Voter awareness programmes, Organ Donation Awareness programmes etc.
5. **Wellness Initiatives:** A student council has promoted wellness initiatives such as mental health support, physical fitness, and healthy diet. The student council arranges various orientation programs and guest lectures.

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

1. **Fundraising:** Some of the Alumni help the college by donating Books, CD's and other resources.
2. **Mentoring and career support:** Alumni association has provided mentoring and career support to the students. Job fairs, career counselling, and alumni mentorship programs are some of the activities.
3. **Volunteerism:** Alumni association has provided volunteer support to the institution through student mentoring, and other initiatives that benefit the campus and local community.
4. **Advocacy:** Alumni association serve as advocate for the institution, promoting its reputation and advancing its interests in the local and national community. This includes engaging with local media, government officials, and supporting legislative initiatives that benefit the institution and its students.
5. **Social engagement:** Alumni association has provided opportunities for the alumni to stay connected with each other and with the institution through social events, reunions, and online communication.
6. **Placement:** The institution is always in touch with these renowned alumni who provide tremendous opportunities to our students to get engaged in teaching profession.
7. **Academic and Administrative Assistance:** Our alumni are working as Education Officers, MSCERT officers, Deputy Director of Education, DIET officers, etc. These alumni help the institution in various academic and administrative endeavours.

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 mentoring Financial contribution Placement advice and support

All of the above

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

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

2

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

- Mentoring and Coaching:** Alumni association has provided mentoring and coaching to the students who seem to be promising in a particular field. This involved connecting the students with alumni who have experience in the field, providing advice and guidance, and helping them to develop their skills and knowledge.
- Networking Opportunities:** Our alumni who have qualified in TET/CTET examination work as resource person in TET/CTET guided workshop arranged in the institution. Some of our alumni have cleared MPSC examinations and are working as education officers in Maharashtra government education department. These alumni give full support to our graduates and post graduates in preparing for MPSC examination.
- Professional Development:** Alumni association has provided

professional development opportunities for the students, such as workshops, seminars, and conferences. Most of our alumni are working in reputed schools and colleges in the city. These alumni share their professional experience and expertise with our present students.

4. **Advocacy and Support:** 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 university 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.

The teachers, students, non-teaching staff and members of managing trust are involved in various decision-making bodies. The representations of these stakeholders are as mentioned below:

- **Management representation:** Governing body, College development committee, Purchase committee, IQAC committee and selection committee etc.
- **Teachers representation:** Admission committee, Grievance redressal committee, Internal Complaint committee, library committee, Placement cell Committee, Hostel Committee, CAS evaluation committee.
- **Non- Teaching representation:** IQAC, College development committee, Purchase committee etc.

Vision Statement: Imparting quality education in Teacher Education.

Mission Statement: To Mould Pupil teachers into rational thinkers, competent teachers and socially aware citizens.

This is achieved by implementing various curricular, co-curricular and extra-curricular 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 faculty in charge of each department has to submit to the principal a report of the academic and non-academic activities conducted. The reports are used to review and reflect on whether the progress and quality of the various institutional activities is in alignment with the Vision and 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	View File

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

- 1. Empowerment:** Institution empowers the employees by providing them with the necessary resources, tools, and authority to make decisions that affect their work. This includes providing training and development opportunities to help employees to improve their skills and knowledge. The honourable secretary of the trust is involved in some crucial decision making about some important issues and all other decisions are taken by the Principal.
- 2. Collaborative decision-making:** Institution gets involved the employees in decision-making processes by seeking their inputs and feedback. This is done through meetings, discussion sessions and employee feedback.
- 3. Information sharing:** Institution encourages information sharing by providing the employees with the access to information about the organization's goals, objectives, and strategies.
- 4. Leadership support:** This includes the training programs, coaching and mentoring programs and recognition and rewards

for the teaching and non-teaching employees who demonstrate effective skills.

5. Decentralization of leadership: Although the principal is supposed to look after various activities and affairs in the institution the principal has decentralized his office by designating some powers to the faculty members and OS to take decisions of their trust which are in favor of the institution without any interference of the principal.

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.

1. Financial Transparency:

a) Publish Annual Reports and Audited Financial Statements: The institution publishes its annual financial reports and audited financial statements on its website or other publicly accessible platforms. This gives the stakeholders an overview of the institution's financial position.

b) Regular Financial Updates: The institution provides regular updates on its financial performances and any significant financial transactions or changes. This includes newsletters, emails, or other forms of communication. The Financial transactions are made online by RTGS/NEFT. For any type of 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.

c) Clear Budget Planning and Execution: The institute prepares budgets before commencement of the financial year. The institution office is automated. The ledger posting and other activities are done on day-to-day basis.

1. Academic Transparency:

a) Publish Academic Policies and Procedures

b) Regular Reporting on Academic Performance**c) Clear Course Descriptions and Syllabi****1. Administrative Transparency:****a) Administrative Policies and Procedures****b) Clear Communication Channels****c) Transparent Decision-Making****1. Other Functions:****1. Information on Research and Development****Awards & rewards to the students**

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

One activity successfully implemented based on the strategic plan in the institution:

- **Name of the activity:** Internship programme in divert schools
- **Background:** The institute has developed a strategy for the internship and other school related work and it was planned accordingly. In the first phase the students were made aware about the diversities of the schools.
- **Deployment of Strategic plan is as appended below:**

1. Arranging awareness programme about diversities of schools.

2. Arranging the discussion session with the divert school head masters.

3. Motivate student teachers to do work in the divert schools.

4. Motivate students to do case study about divert school students.
5. An interview of school teacher was taken.
6. Data collection for the research dissertations was collected from the various schools.
7. Most of the practice lessons were completed in Peer groups.
8. The deployment and success of the strategic plan was monitored of frequently.

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_organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

1. **Policies:** The policies are regularly reviewed and updated to reflect changes in the environment in which the institution operates. Our institution is governed by S.A.P.D.J. Pathashala, Solapur. The Secretary and the trustees of the S.A.P.D.J. Pathashala, Solapur are involved in taking formative decisions of the institution. The managing trust consults with the Principal and the faculty members before taking decisions on important policy matter.
2. **Administrative Setup:** The administrative setup is designed to ensure that the resources are used effectively and that there is no duplication of effort. The principal is involved in the implementation of plans of the institution. 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.
3. **Appointment and Service Rules:** The appointment and service rules stated by the state government are followed strictly. The institution has designed a separate transparent policy to ensure that the right people are appointed to the right positions.
4. **Procedures:** Institution has clear procedure in place for

carrying out their functions e.g. admissions, appointment, administration, evaluation etc.

File Description	Documents
Link to organogram on the institutional website	http://kcebed.org/wp-content/uploads/2022/04/6.2.2_organogram.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	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

- 1. Policies:** Institutional bodies/ cell/ committees have clear and comprehensive policies that guide their operations. These policies are designed to ensure that the goals of the institution are achieved in an effective and efficient manner.
- 2. Administrative Setup:** The administrative setup of different bodies/ cell/ committees is designed to ensure that resources are used effectively and that there is no duplication of effort. One of the faculty members work as a convener for every committee and cells.
- 3. Procedures:** Institutional bodies/ cell/ committees have clear

procedures in place for carrying out their functions. These procedures are designed to ensure that tasks are carried out efficiently and effectively.

4. Example decision:

- In the IQAC meeting minutes various issues are considered in the agenda and discussed for resolution.
- The decisions in IQAC meetings help the institution in enhancing quality and functionality of the institution.
- One of the decisions taken in the IQAC meeting and initiated in the year 2023-24 was about arranging National conference on research methodology.
- Accordingly, steps were taken to arrange such type of conference of 01-day duration.

As a result, 133 research scholars and professors get benefited to succeed and development.

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

6.3 - Faculty Empowerment Strategies

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

1. **Health Care Facilities:** Providing health care facilities is one of the most critical welfare measures for the staff. These facilities include regular health checkups, medical insurance, and providing necessary vaccinations.
2. **Loan Facility:** The institution has Sevakanchi Sahakari Pathsanstha Maryadit. It is a Cooperative credit society to provide financial assistance to the staff in case of their financial needs by way of giving them various types of loans. There are various types of schemes and investment viz. educational loan, Medium duration loan, Individual loan, Emergency loan, Attractive fixed deposit Scheme.
3. **Pension and Retirement Benefits:** In our institution retirement benefits are provided to employees, such as PF, pensions, gratuity as per Maharashtra Government Rules.

4. **Education and Training:** The institute offers education and training opportunities for the staff members to enhance their professional development. This includes participation in FDP, STC, Orientation programme, Refresher programme, conferences etc.
5. **Employee Assistance Programs:** Employee assistance programs (EAPs) are designed to provide support and assistance to employees facing personal or work-related issues. These programs include counseling services, financial advices, or legal assistance.
6. **Gymnasium:** The institution has a Gymnasium with all the apparatus to take care of the health of the staff members, faculty members and students.

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

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

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File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	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	View File
Any other relevant information	No File Uploaded

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

08

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	No File Uploaded
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

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File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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.

1. Set Goals and Expectations: The first step in the performance appraisal process is that the institution must set goals and expectations for each employee. These goals and expectations are aligned with the institution's mission and objectives.

2. Monitor Performance: The next step is to monitor the employee's performance throughout the year. This is done through regular feedback sessions with observations, or self-assessment. The Institute has Performance Appraisal System for teaching staff as per the UGC and State Govt. guidelines. The claim of API score and enclosed evidences by the faculty members are verified by the evaluation committee.

3. Conduct Performance Review: Once the performance data has been collected, a formal performance review is conducted. The review typically includes a CAS evaluation committee meeting between the employee, members of committee and the principal.

4. Provide Feedback and Identify Areas for Improvement: During the performance review, the employee is provided with feedback on their performance. Areas of strength are identified and areas for improvement are highlighted.

5. Follow-up: The principal schedules regular follow-up meetings with the faculty to track the progress and provide ongoing support and feedback.

Rewards and Recognition: High performing employees are rewarded through a Sevabhavi Award by the management.

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

1. **Internal Financial Audit:** Internal financial audits are typically conducted by the independent auditor hired by the management. The internal audit process typically includes the following steps:
 - **Planning:** The internal audit team identifies the scope of the audit and prepares a plan outlining the audit objectives, methodology and timeline.
 - **Fieldwork:** The internal audit team conducts fieldwork, including talks with key personnel, reviewing documents and financial records and testing internal controls.
 - **Reporting:** After completing the fieldwork, the internal audit team prepares a report summarizing their findings and recommendations for improvements.
 - **Follow-up:** The internal audit team takes follow up of the implementation and progress of the institution according to their recommendations.
1. **External Financial Audit:** An external financial audit is typically conducted by independent auditing firms or certified chartered accountants (CA). The purpose of an external audit is to provide an independent assessment of the institution's financial statements and compliance with relevant laws and regulations.
1. **Mechanism for Settling Audit Objections:** If an internal or external auditor identifies any discrepancies or irregularities, the institution takes corrective action to

address them.

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

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

0.2

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

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.

1. Mobilization of Funds: Mobilization and raising funds from various sources to finance the institution's is important for operations and growth of the institution.

The sources of funding include:

- **Government Grants:** The institution receives funding from government agencies for specific projects or operations.
- **Tuition and other Fees:** The institution charges the tuition fee and other fees as per Govt. norms from the students to generate revenue.

1. Optimal Utilization of Resources: Once funds have been

mobilized, it is ensured that they are optimally utilized.

Optimal utilization of resources involves:

- **Budgeting:** Developing a budget that outlines the institution's planned expenditures and revenue projections.
- **Financial Management:** Implementing effective financial management practices, including tracking revenue and expenses, monitoring cash flow and conducting regular financial analysis.
- **Resource Allocation:** Allocating the resources in a way that aligns with the institution's priorities.
- **Cost Management:** Implementing cost management strategies to reduce expenses without compromising the overall quality or services provided.
- For allocating the funds for the institution an annual budget is prepared as per requirements.
- College development and purchase committees are formed to make the best possible use of these funds in consultation with Central store.

The payment for all the purchases is made by NEFT/RTGS.

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

6.5 - Internal Quality Assurance System

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

1. Establishment of IQAC and Various Committees & Cells for Quality Assurance Mechanism: The institution has established an IQAC, Various Committees & Cells as per the rules. The IQAC, Various Committees & Cells are quality assurance mechanism comprises a team of experts, faculty, and administrative staff who are responsible for performing quality assurance activities.

2. Formulation of Quality Policies and Objectives: In the institution the faculty and staff meetings are held regularly and in these meetings all quality policies and objectives are finalized for

quality assurance.

3. **Development of Quality Assurance Processes and Tools:** The IQAC, Various Committees has developed processes and tools for quality assurance, such as self-assessment, benchmarking, feedback mechanisms, and data analysis.

4. **Implementation of Quality Assurance Activities:** The IQAC, Various Committees implements various quality assurance activities, such as self-assessment exercises, internal audits, feedback collection from stakeholders.

5. **Documentation and Analysis of Quality Assurance Results:** The IQAC, Various Committees do the documentation the results of quality assurance activities and analyzes them to identify strengths, weaknesses, opportunities, and challenges.

6. **Formulation and Implementation of Improvement Plans:** Based on the analysis of quality assurance results, the IQAC and Various Committees formulate improvement plans.

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

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

IQAC or any other mechanism:

1. **Setting up an IQAC:** The institution has set up an IQAC that is responsible for monitoring and evaluating the quality of education and teaching-learning processes.
2. **Developing Evaluation Criteria:** The institution has developed a set of evaluation criteria that are used to assess the quality of education and teaching-learning processes. **Academic monitoring:** The principal of the institution appoints class teacher for first and second year of the B.Ed. & M.Ed. programme.

Syllabus Monitoring: The principal keeps a close eye on the timely

completion of the syllabus and practicum work.

Identifying Areas for Improvement: Based on the analysis, the IQAC identifies the areas for improvement in the teaching-learning process.

Developing an Action Plan: The IQAC has developed an action plan to address the areas for improvement which are identified.

Implementation of the Action Plan: The IQAC has developed proper mechanism for reviewing teaching learning process in the institution.

1. Preparation and execution of Academic calendar.
2. Appointment of convener for each practical.
3. Preparation of the work distribution chart.
4. Preparation of separate time table for every academic activity.
5. Convey syllabus completion reports after review with convener.
6. Discussions with Conveners of various departments.

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

11

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

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://kcebed.org/wp-content/uploads/2024/11/IOAC MEET 23-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://kcebed.org/wp-content/uploads/2024/11/AQAR_2022-23.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, all faculty members and the librarian sent proposals to UGC for getting funding to take Minor Research Project.
- Our six faculty members and librarian 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 up MRP.

1. 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.
- The institution has 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/-.
- The institution has purchased psychological tests of Rs. 235631/- for the psychology laboratory.
- The institution has also purchased the various Teaching aids of Rs. 239613/-for curriculum laboratories like Science / Mathematics, of Rs 126532/- for Social Science and of Rs. 56297/- for Language laboratory.
- 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.

1. The institution has to go for solar energy as this is a green energy.
2. The Managing trust S.A.P.D.J. Pathashala has provided the institution the Solar Energy equipment's.
3. The managing trust has installed solar panels with capacity of 40 KW in the institute.
4. This solar energy project has helped to reduce the need of electricity from MAHADISCOM power grid.
5. Institution has solar water heater plant. The solar water heater plant is operational in boys, girls hostel and guest house.
6. Solar tube lights and solar street lamps are also available in the institution campus.
7. The institute conducts an energy audit to identify the areas where energy is being wasted and opportunities for improvement.
8. The institute has installed energy-efficient lighting, such as LED bulbs, and using occupancy sensors to ensure lights are only on when necessary.
9. The institute always encourage the use of natural light and ventilation whenever possible to reduce reliance on artificial lighting and air conditioning.
10. The maintenance and repairs of these solar equipment's is managed by governing trust.

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.

Policy for Waste Management:

- The institution is committed to reducing waste and promoting environmental sustainability through responsible waste management practices.

- The institution has to prioritize waste reduction, reuse, and recycling in order to minimize the amount of waste sent to landfills.

All these policies 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 measures.

1. **Waste Reduction:** The institution has prioritized waste reduction by promoting practices such as paperless offices, reusable dishware and utensils, and reducing single-use plastics.
2. **Recycling:** The institution has provided recycling bins throughout campus and notified the employees and students on what materials can and cannot be recycled.
3. **Composting:** The institution has established a composting unit for food and yard waste, and notified employees and students on how to participate.
4. **Hazardous Waste Management:** The institution properly manages hazardous waste through a designated hazardous waste storage area and ensures that all employees who handle hazardous waste are properly trained and equipped.
5. **Monitoring and Evaluation:** The institution monitors waste diversion frequency and regularly evaluates its waste management practices to identify areas for improvement.

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	All of the above
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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	View File

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

- 1. Establishing policies:** The institution has established policies that prioritize cleanliness, sanitation, and environmental sustainability. These policies include guidelines for waste management, water conservation, and green energy & other things.
- 2. Providing awareness programme:** The institution provides awareness to its employees, students, and other stakeholders on best practices for maintaining cleanliness, sanitation, and environmental sustainability.
- 3. Investing in infrastructure:** The institution has investment in infrastructure that supports environmental sustainability. This included installing renewable energy systems, improving water management systems, or building green spaces on campus.

The Institution has planted more than 100 trees in the campus.

4. **Collaborating with local organizations:** The institution has collaboration with local organizations, such as community groups or government agencies, to address environmental challenges in the community. This has involved participating in local clean-up events, supporting community gardening initiatives, or advocating for environmental policies at the local or regional level. The institution participates in different rallies arranged by various NGO's.
5. **Monitoring and evaluating progress:** The institution regularly monitors and evaluates its progress towards its environmental sustainability goals. This might involve tracking metrics such as waste diversion rates, energy usage, and greenhouse gas emissions, and using this data to identify areas for improvement.

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

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

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)

2.4

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

1. **Conducting surveys:** The institution conducts extensive surveys so as to understand the challenges and opportunities within the community. This involves gathering data on demographics, economical conditions, environmental factors, and other relevant information by research scholars for completing their research work and action researches.

2. **Engaging with the community:** This involved holding public meetings, conducting surveys, or working with community-based organizations. Students are required to complete the projects. The Institute also takes efforts for leveraging community practices by arranging activities such as guidance to children from Bidi workers' family, Street plays for social awareness, visit to Orphanage Center like Pakhar Sankul, Visit to Vrudhhashrum etc.

3. **Developing a plan:** The institute promotes local knowledge and resources by conducting visits to different places and arranging guest lectures on heritage places by the experts.

4. **Building partnerships:** The local knowledge is disseminated to the students by the faculty members and accordingly 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, etc. in the city.

Implementing and evaluating the plan: Once the plan is developed, the institution implements the plan and regularly evaluates its progress.

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

<p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p>	<p>A. All of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

<p>7.2 - Best Practices</p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p>Title of the practice: Dynamic Placement Cell</p>
<p>1. The context that required initiation of the practice:</p> <p>Various educational institutions were in search of quality teachers</p>

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 17 students were placed.

6. Resources required: Internet connectivity, laptop.

7. Contact person:

Gosavi

Title of the Practice: Extensive Promotion of Youth Festival:

1. The context that required initiation of the practice:

Youth Festival is a inter college Cultural competition conducted by University.

2. Objectives of the practice:

- To give students an opportunity to participate in cultural competitions.

3. The Practice:

Students participate in different competitions like Dance, Skit, One Act Play, Elocution, Poster Making, Painting, Quiz and Singing.

4. Obstacles faced if any and strategies adopted to overcome them:
NO

5. Impact of the practice:

Our institute has won 03 prizes in Youth Festival 2023-24.

6. Resources required: Music Systems**7. Contact person for further details:**

Prof. (Dr.) D. S. Waghmare

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

7.3 - Institutional Distinctiveness

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

Exhortative Research Culture:

Our institute has a strong history of research in Education. It has developed a strong research culture through different endeavors. The institution has got research recognition by Shivaji university in the year 1993 for M.Phil. and in 1996 for the Ph.D. course. The institution has Solapur University, Solapur approved Research centre from 2012. All the faculty in our institution possess Ph.D. degree in Education. Under the guidance of our faculty members 55 students have been awarded Ph.D. degree in Education. Under the guidance of our faculty members 44 students have been awarded M. Phil. degree in Education and more than 350 PG (Education) research dissertations. At present 51 research scholars are pursuing Ph.D. degree in Education through our research centre. The faculty members have completed 09 minor research projects.

The major thrust areas in research:

- ICT in education
- Societal educational issues
- Pedagogies studies
- New Govt. Educational policies
- Inclusive education
- Innovative teaching strategies

The institution has organizes national conferences, awareness training programmes. The institution faculty members have published more than 200 number of research papers, articles in UGC Care listed journals. All faculty members have presented more than 100 papers. Thus our institution has fostered it's research culture.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File