YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	A.G.S. college of Education (B.Ed.)
• Name of the Head of the institution	DR. Manjusha Saijare
• Designation	IC-Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07066080002
• Mobile No:	9637196632
• Registered e-mail ID (Principal)	agscollege17@gmail.com
• Alternate Email ID	deepags2006@rediffmail.com
• Address	Deep Campus, Survey No. 151, Saravali, Boisar (West), Taluka : Palghar, District : Palghar, Pin - 401501
• City/Town	Palghar
• State/UT	Maharashtra
• Pin Code	401501
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Mrs. Shrutika Watkar**
• Phone No.	**09970816312**
• Alternate phone No.(IQAC)	**7066080002**
• Mobile (IQAC)	**9970816312**
• IQAC e-mail address	**watkarshrutika@gmail.com**
• Alternate e-mail address (IQAC)	**naacagscollege@gmail.com**
3.Website address	https://agsbedcollege.net/
• Web-link of the AQAR: (Previous Academic Year)	https://agsbedcollege.net/aqar
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://agsbedcollege.net/academic-calandar

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**2.52**	**2017**	**12/09/2017**	**11/09/2022**

6.Date of Establishment of IQAC	**18/07/2012**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	**NA**	**NA**	**12/09/2017**	**0**

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

NAAC guidelines		
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

Online classes for each semester were conducted. Post Covid Lock down, Classes of second year started on schedule. Online examination work was outsourced by employing the services of MKCL, Proctored Google Forms. The college management, the Principal and IQAC Co-ordinator decided through phone calls to use G Suite services for conducting online classes. Online training sessions were conducted for teachers by a group of teachers who were conversant with the technology. These teachers made small videos for the convenience of teachers who were using technology for the first time in teaching. Wi-Fi services of the college in laboratories, library were made available to teachers when they had to report for work in college as the unlock began. Class co-coordinators were appointed for each class to guide students to understand and follow the new system. The mentors were available 24 X 7 for students. Organization of Photography and Education Webinar and Webinar on Cyber Security. The A.G.S. College of Education in collaboration with Mahindra Pride Classroom and Naandi Foundation organised an online self study certification course for the Second year B.Ed. students.

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 attempt to make the entire premises of the college Wi-Fi enabled	Wi-Fi services of the college in laboratories, office and library were made available to teachers when they had to report for work in college as the unlock began
Research Initiatives	Faculty Participated in Refresher Courses, FDP and webinars. Faculty published research papers, books.
Community Outreach	Some of the outreach programmes organised through online mode include Creating 'Stay Home Stay Safe' content-Based Video, Google Quiz on Awareness about Covid-19, Make and circulate Info graphic containing information about COVID 19. Students at the A.G.S. College of Education (B.Ed.) have decided to educate at least one of these youngsters for at least one week in order to make up for the loss of education suffered by disadvantaged children during these epidemic days.
Use of Technology in the Examination	The college management, the Principal and IQAC Co-ordinator decided to use MKCL Platform for Examination as Instruction received from University of Mumbai. College also used Google Proctored Forms for Internal and External Theory Examination.
Organization of an online self study certification course	A.G.S. College of Education in collaboration with Mahindra Pride Classroom and Naandi Foundation organised an online self study certification course for the Second year B.Ed. students

Organization of Webinars	Organization of Photography and Education Webinar and Webinar on Cyber Security
Placement Guidance Sessions	Conducted Online campus pre-placement session for the graduating students of the batch 2019-2021

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development committee and IQAC	**16/11/2022**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	**24/01/2020**

15.Multidisciplinary / interdisciplinary

The B.Ed. in Education programme for teacher's degree is an interdisciplinary programme that is carried out in the same spirit. In addition, with the implementation of NEP, the current teacher education institutions must switch to a multidisciplinary model.

College already have degree courses of Bachelor of commerce and Bachelor of Science with specialisation in Hospitality. The College is currently in the process of launching Bachelor of Arts programmes specializing in English, History, Geography and Hindi. The start of the aforementioned courses will make it possible for the college to work in a multidisciplinary setting.

16.Academic bank of credits (ABC):

The Academic Bank of Credits is currently under the control of the Affiliating University, and a decision about its implementation at the college level is awaited.

17.Skill development:

The College has created and executed B.Ed. training programmes for its student teachers because it places a strong focus on the development of soft skills of students. The philosophy of college is based on three pillars of knowledge, skill and social commitment; hence the curriculum aims at fulfilling the objectives in this regard. Skill development programmes have been integral part of the B.Ed. programme and USB of the College.

Additionally, A.G.S. College of Education partners with Mahindra Pride classroom and Nandi Foundation for self study Courses to offer our students a platform for skill development.

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

The College also offers Marathi and Hindi medium to students who are keen in pursuing Teaching in Marathi or Hindi medium. When there is a COVID issue, along with B.Ed. College additionally several courses were delivered online. Online courses are offered by the college through Mahindra Pride classroom and Nandi Foundation for self study Courses to offer our students a platform for skill development.

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

The college is in the midst of updating the curriculum to use outcome-based education, and the first year B.Ed. Students from the 2021-2022 will follow the same.

20.Distance education/online education:

We are planning to start study centre of Yashvantrao Chavhan Maharashtra Open University (Ycmou) for M.A. Education, M.A. English, and Diploma in school Management (DSM) and also Graduation for Arts, Commerce, and Science stream.

Extended Profile

2.Student

2.1 Number of students on roll during the year	**197**

File Description	Documents
Data Template	[View File]

2.2	**100**

Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**28**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**96**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**96**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**907798.6**
4.2 Total number of computers on campus for academic purposes	**40**

5.Teacher

5.1 Number of full-time teachers during the year:	**12**

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

5.2 Number of sanctioned posts for the year:	**16**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The college is affiliated to the University of Mumbai and hence the B.Ed. the curriculum is framed by the University of Mumbai itself.The active role is played by the IQAC to ensure the quality of the course outcome. Activities such as teaching, learning process, internship, examinations (internal and external), community work, DLLE, field visit, etc are properly planned and implemented each year. The academic calendar, year plan, programme learning outcomes, course learning outcomes, activities, events etc are uploaded on the institution's website. B.Ed. course orientation is provided to each new batch at the beginning of the academic year. They are also given semester wise orientation at the start of each semester, so they are aware of the programme outcomes and the activities to be conducted during the semester. The philosophy of college is based on three pillars of knowledge, skill and social commitment, hence the curriculum aims at fulfilling the objectives in this regard.Though this year started amidst the COVID-19 pandemic.The college ensured to impart the quality curriculum transaction during the period of crisis.The online sessions, the online internship, other factors such as co curricular activities etc. were planned accordingly keeping in mind the present condition of the time.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://agsbedcollege.net/naac
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

3

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

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

0

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

0

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

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

0

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

0

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Two 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

97

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

97

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

1.3 - Curriculum Enrichment

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

A fundamental or coherent understanding of the field of teacher

education

The A.G.S. College of Education oriented students about the curriculum of the course by reflecting on each and every component so that they can be given the coherent idea of the teacher education.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialisation

The college gives guidance and training for the internship so that the students can be acquainted with the necessary skills and procedural knowledge. The activity of Micro teaching is also under taken, appropriate demos of lessons by the teachers.

Capability to extrapolate from what one has learnt and apply acquired competencies

There is an internship which is the integral part of B.Ed. Curriculum. The student teachers get a wide scope to apply the acquired skills and competences when they take lessons in the school. The students share their experiences in the internship and seek guidance from the teachers from time to time.

Skills/ Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

For this purpose many seminars, workshops, training sessions, orientation sessions, community work etc. is organised.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school

system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Development of school system

The B.Ed. The curriculum itself has many courses such as Knowledge and curriculum, Contemporary India and Education which consists of the topics which show the development of the school system in India. The teachers and educators in their respective lectures teach the students about the same and also they are made to reflect on the same. The students get to know about the development of the school system through this.

Functioning of the various boards of school education.

The interdisciplinary course 2 Educational Management, in this course the educational administration and the different boards are there. The subject teacher makes the student teachers appropriate guidance on the different school working systems, different boards, different curricular, co-curricular and extracurricular aspects in these boards, comparison between them.

Functional Differences among them and assessment systems and norms and standards state wise differences , international and comparative differences etc. are studied by the students by comparing the different curricular, co-curricular and extracurricular aspects so that they can get thorough knowledge about it.

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

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

The B.Ed. College is based on the three pillars of Knowledge, skill and social commitment. Hence the transaction of the B.Ed. Curriculum is done in such a way so that the students can be provided the training keeping in mind these three aspects.The knowledge element focuses on imparting the knowledge of all the relevant courses and topics which are required to a social engineer. The skill element focuses on importing the necessary training to become the teacher, the student teachers are exposed to variety of curricular, co curricular and extra curricular activities in order to make them efficient teachers .The social commitment aims at inculcating the values of compassion among the student teachers who will be responsible for shaping the generation of tomorrow.

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

1.4 - Feedback System

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

100

2.1.1.1 - Number of students enrolled during the year

100

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

28

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

28

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

1

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

1

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

2.2 - Honoring Student Diversity

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

A Common Entrance Test is used to admit students to the B.Ed. programme. The students' graduation exam performance provides information about their content competency. No formal interview is required for admission. However, students engage with faculty when they visit to complete admissions-related formalities. These casual

conversations with pupils can provide information about their learning requirements. Discussions with alumni and experience with previous batches shed light on the likely areas where academic help is most crucial. Based on all of these factors, academic support is given in the form of topic enrichment programmes, technology training, academic counselling for elective course selection, and mentorship for critical classroom competencies including communication. The students provide micro lessons in their pedagogy subject prior to the internship programme.

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

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

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

2.2.3 - There are institutional provisions for	Three of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:13

2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Participative learning

Institution practiced the student centered teaching methods

efficiently which gave a golden opportunity for the participative learning. B.Ed. Students were insisted to give demonstration and observe Yoga classes of the school students during their teaching practice.

Experiential learning

Micro teaching sessions were arranged for B.Ed. in which numerous teaching skills were taught and practiced. This enhances their experiential learning as part of their training to become teachers. Internship training was arranged forB.Ed. student teachers in schools.

Problem solving methodologies

To promote the ability of problem solving techniques, the students were insisted to complete the CCE record during their teaching practice.

Focused Group Discussion

A Research Colloquium was organized to clarify the concept of Action research as Focused Group discussion. Workshops are held for Action Research, Unit test preparation, Lesson Planning, Writing Learning Outcomes and preparing learning resources.

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

12

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

196

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	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	**Nil**
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

Mentoring is an important component developed among teacher educators of the institution in assisting student teachers in the initial stages of their teaching career.

• Working in teams: Teachers are using a mentoring system to encourage students to share their strengths and weaknesses and seek the personal guidance of the teacher who becomes their mentor. Students are encouraged to work in teams in micro teaching lessons and peer observation in the presence of teacher in- charge.

• Dealing with student diversity: Students from different regions, speaking different languages with different socio-economic levels, different educational backgrounds and medium of instruction are mentored by faculty. The learning needs of the students are addressed and mentoring is done to ensure that they meet the needs of a diverse student body..

• Conduct of self with colleagues and authorities: Seminars, workshops, training/orientation programmes, guest lectures, etc. are all organised to create an environment conducive to better learning and development of self.

• Balancing home and work stress: Many Activities and programmes in the college were full of personal and professional stress for the college faculty, staff, students, parents. Stress management programme was organised for the students

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations | Three of the above

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	

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Creativity, Innovativeness and Intellectual Skills Institution conducted numerous competitions such as Singing, Best from Waste, Poetry Recitation, Essay writing and Elocution competitions and also motivated the students to participate in Self Study Courses such as Logical reasoning, Cognitive Psychology, Basics in Statistical Package for Social Science to enhance their thinking skills and life skills.

Life skills

Institution conducted numerous competitions such as Singing, Best from Waste, Poetry Recitation, Essay writing and Elocution competitions and also motivated the students to participate in Self Study Courses such as Logical reasoning, Cognitive Psychology, Basics in Statistical Package for Social Science to enhance their thinking skills and life skills.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for	**Seven/Eight of the above**

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)

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	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

Three 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	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive 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	**No File Uploaded**

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

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

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

1. The schools for internship are identified. A request letter for internship is sent to the School Principal and one faculty member personally coordinates with the Principal.

2. The School Principal is oriented by the faculty regarding the nature of internship and the activities to be done.

3. Students going for internship are oriented by the Internship in-charge faculty and by the mentor teacher regarding the decorum they need to follow and also regarding the activities to be completed. Each internship group has a leader appointed and this leadership is assigned in rotation. The leader's role is also clearly

communicated. Each student teacher is allotted some mentor teachers from the school who will allot units for teaching.

4. The mentor school teacher gives feedback for lessons. Students coordinate with school teacher to get the unit and also discuss the plan of the flow of the lesson.

5. Students performance is assessed on basis of lessons given during internship, leadership displayed; participation is school activities and regularity, punctuality and team contribution.

6. Students are exposed to SSC Board and CBSE Schools. Due to the pandemic for 2020-21 only selected SSC Board schools were included to match with the school schedule.

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

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

2.4.9.1 - Number of final year students during the academic year

96

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	Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Monitoring mechanisms for successful internship experience are devised with the roles of various persons well defined. Teacher Educators discuss internship plans with the School Principal and ensure that there is smooth coordination between the college and the internship school. They mentor the internees and help to prepare the timetable for lessons and activities. Student teachers are coached for the lessons. In 2020-21 since the internship was in online mode, the teacher educators helped to choose/devise relevant e- resources. The School Principal or Coordinator generally interacts with the internees and guides wherever required. Due to the online nature of the internship, in 2020-21 the Principal/ coordinator did not directly interact with the internees. This was done by collaborating with the college faculty. The school teachers allotted units and conveyed their expectations to students. They also perused through the video lessons submitted before disbursing the same to the students. The school teachers gave feedback regarding the lessons to the internees. Peer support was very vital to organise the timetables, conduct activities, and coordinate with teachers. Since it was the first experience of online internship, peers supported one another to prepare high quality tech based lessons.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

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

2

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

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

12

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

12

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

Teachers keep their professional knowledge current by participating in workshops, seminars, and courses. Household conversations are performed taking into account recent developments. Attending

discussions on the National Policy of Education 2020 were all academic members. Through seminars, faculty members became familiar with the modifications to the Revised NAAC framework. In class meetings, discussions on relevant subjects are held. All faculty members attended workshops to receive training in the use of technology in 2020-2021 because teaching and assessment will be done online. It is effective to disseminate and share information about new directions in teacher education .

Policy and regulation interaction with other institutions: The faculty coordinates with other institutions to attend professional development events that they host, and this forum is helpful for discussing topics that have an impact on teacher education. Faculty members serve as resource people and during these programmes, they exchange opinions and engage in conversation about matters pertaining to education. This makes it easier to learn different viewpoints on important issues.

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

2.6 - Evaluation Process

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

The Continuous Internal Evaluation CIE is in accordance to norms prescribed by University of Mumbai. Each theory course has an internal assessment component of 40 marks (out of 100) comprising of essay (5 marks), two assignments of 10 marks each and one class test of 15 marks. Required orientation and guidance is given for the same. There are Project Based Courses in each semester. Semester One: Co-Curricular activities and 1 week of Community Work (50 marks) Semester Two: Three week Internship including 5 lessons, observation of lessons of school teachers and peers, school based activities (100 marks) Semester Three: 11 week Internship including 15 lessons, school based activities, maintaining reflective journal, administration of unit test (200 marks) Semester Four: 4 week internship including 10 lessons, maintaining reflective journal, creating a learning resource, action research, 1 week community work (150 marks) There are two Ability Based courses held one each in Semester One and Four and one Audit Course on Drama and Art in Education. These courses are assessed and evaluated by the college.

The CIE is well spread over the academic year. Regular inputs and feedback are given to 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	View File

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

Grievance is related to evaluation. Procedure to address the same (i) the student can directly approach the concerned faculty and resolve the doubt. (ii) In case there is a lapse on part of faculty due rectification is made and the changes are conveyed to the faculty in charge of examination and the office to update the mark sheet.

Pre examination grievances generally include grievances related to

examination schedule. Procedure for grievance redressal related to examinations is as follows: (i) the students may directly approach the Principal or Faculty in charge of examinations and put forth the grievance. (ii) The grievance is resolved after discussion with faculty and required changes are made in the examination schedule. (iii) Changes are communicated to students with due reasons.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

The academic calendar is prepared at the beginning of each term. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide adequate time to complete the activities after required exploration and reference work. Faculty issues timely reminders about the submission. Provision is made on Google classroom to upload the documents. In case of illness or any other unforeseen difficulties, late submission is permitted with the consent of the concerned faculty. By and large the schedule is followed. The Class tests and practice examinations are planned at the beginning of the term but these may be rescheduled as per the arrangement of the terms declared by the University and as per the dates of the final examination declared. Faculty decides the dates to complete the evaluation and offer feedback to students through mutual consultation.

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

2.7 - Student Performance and Learning Outcomes

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

The scheduled activities always take the Programme Learning Outcomes (PLO) for both the co-curricular and academic components into consideration. The Course Learning Outcomes (CLOs) are taken into consideration while choosing appropriate teaching, learning, and evaluation activities for each course. Changes occurring on the educational landscape require the programme to be constantly updated and accordingly interaction with experts are organised. The Programme Learning Outcomes (PLOs) are considered again in this case. Faculty members revisit the Course Learning Outcomes (CLOs) and check if the Course Learning Outcomes (CLOs) are being met through the course. Entire curriculum is mapped with the Programme Learning Outcomes (PLOs) and wherever possible cross disciplinary approach is adopted.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

All activities organized as part of the curriculum are synchronized to PLOs and CLOs. Detailed assessment is carried out with respect to the following activities which are designated as part of internal assessment:

Semester One: co curricular activities

Semester Two: Internship of 3 weeks

Semester Three: Internship of 11 weeks , preparation of Unit test

Semester Four: Internship of 4 weeks, action research

The Audit Course in Drama and Art in Education, Ability courses on ICT in Education and Reading and Reflecting on Texts are activity based courses which are also in tune with the PLOs and CLOs. The performance in these courses is also duly monitored. Each theory course includes two assignments which involve research, visits, activities and these help to develop professional attributes which are aligned to the PLOs and CLOs. All activities are monitored by the faculty and students get continual feedback thus ensuring that they can make incremental progress. Internship lessons are evaluated by faculty as well as by school mentor teachers. Self reflection and Peer review of work is encouraged giving multidimensional feedback to students.

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

2.7.4 - Performance of outgoing students in internal assessment

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

47

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

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

words.

The students initial learning needs can be classified as (i) Content needs (ii) pedagogic needs (iii) technological needs. During the B.Ed. programme, students receive many inputs and undergo many experiences aligned to their learning needs. Content mastery is developed through the content enrichment programme and assessed through a content test. Similarly content mastery is assessed during the lessons delivered by students. All students achieve reasonably high levels of content mastery by the end of the B.Ed. programme. Pedagogic needs include developing ability to deliver lessons in a class and incorporate strategies suited to the level of the class. Students need to be able to plan and transact effective lessons. The needs are duly catered to via workshops, internships, and sessions on class management. All students have depicted progress in achieving pedagogic skills displaying good performance in the delivery of lessons both in online and offline mode. The technological skill gap showed that students were aware of general applications of technology but they needed to use technology in pedagogic scenarios. This was achieved through workshops and certificate courses and all students have used technology seamlessly to have interactive lessons. Technology has been used in action research and for innovative techniques in the class

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://agsbedcollege.net/sss

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
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	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three 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	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

2

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

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

1

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

3.3 - Outreach Activities

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

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

5

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

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

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

196

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	**No File Uploaded**

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

0

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

0

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

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

A.G.S. College of Education, (B.Ed.) is highly committed towards its responsibilities to the society and contributing to the community and through various outreach activities. Some of the outreach programmes organised through online mode include Creating 'Stay Home Stay Safe' content-Based Video, Google Quiz on Awareness about Covid-19, Make and circulate Info graphic containing information about COVID 19.

We A.G.S college of Education, (B.Ed.) has organized a tree plantation campaign; Students of our college not only plant a tree in their home but also promised to preserve the same.

Each One Teach One: Covid-19 the epidemic has affected the lives of numerous people as well as the educational system, as a result of which many children are unable to attend school due to a lack of resources. The initiative Each One Teach One encourages educated individuals to recognise their moral and social obligation to mentor at least one illiterate student, which has a significant positive impact on society. Students at the A.G.S. College of Education (B.Ed.) have decided to educate at least one of these youngsters for at least one week in order to make up for the loss of education suffered by disadvantaged children during these epidemic days.

File Description	Documents
Relevant documentary evidence for the claim	<u>View File</u>
Report of each outreach activity signed by the Principal	<u>View File</u>
Any other relevant information	No File Uploaded

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

0

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

1

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

25

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	One/Two of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

A.G.S. College of Education is well equipped with the latest technologies and software for academic purposes. We have IT enabled classrooms and seminar halls. Projectors and WiFi is installed in the campus and it is used by the faculty as well as students during teaching learning process and extra-curricular activities. Our campus has a large playground, sports equipment, and amphitheater and musical instruments.

Our Air-conditioned seminar hall has seating capacity of 100+ students equipped with audio-visual systems.

The library is partially computerized, and contains resources like reference books, text books, journals, encyclopedias, dissertation, etc. are adequate and are added to the existing collection and has access to teachers and students.

The Science Laboratory is equipped with all the requisite materials like specimens, charts, models etc.

Mathematics Corner has the models, charts, pictures of mathematicians etc.

Psychology laboratory has requisite equipment for conducting psychological experiments.

Sports like Carrom, Basketball, Table Tennis, Chess etc. are conducted in the college. We have an Annual sports day celebration as per standard sports rules on our sports ground.

Institution has its own domain www.agsbedcollege.net and is updated on regular basis.

We own a google drive subscription of upto 100 GB.

The campus is equipped with CCTV

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://agsbedcollege.net/infrastructure
Any other relevant information	No File Uploaded

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

43000

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

4.2 - Library as a Learning Resource

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

The college library is well-lit and spacious, conducive to serious study and research. A well-qualified Librarian and a Library Attendant are always at the counter to assist the faculty and students with locating books and solving any other queries related to library. All documents and transactions are maintained systematically. The library is partially computerized. The attendance of students termed as library hours is maintained in the account book. All the students are provided with library card for taking books. The library has computers with internet access. The library resources i.e. reference books; textbooks, journals, encyclopedias, research bulletins, dissertation etc. are adequate and are added to the existing collection.

The Library Provides following Services /facilities

• Reading

• Circulation Service

• Reference & Referral

• User guidance

• Bibliographies/Indexes

• Internet Facility

• CD-ROMs

• Display of New Arrivals

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://agsbedcollege.net/library
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

A.G.S. College of Education has a Digital Library section on its website. The link to the same is https://agsbedcollege.net/library

This platform contains a direct link to

1. New Education Policy 2020 : It helps students to understand the basic features of NEP2020.

2. Shodhganga : It provides access to more than 4 lakh theses.

3. Shodhsindhu : It provides access to 6000+ Journals, 199500+ e books under N-List and 600000+ ebooks under NDL.

4. e-Pathshala : It provides access to 504 e-textbooks and 3886 e-resources.

5. National Digital Library : It provides a variety of Reference Materials for a subject spectrum of Science and Technology, the Arts and the Social Sciences, the Medical Sciences and Legal studies etc.

6. DOAB is a community-driven discovery service that indexes and provides access to scholarly, peer-reviewed open access books and helps users to find trusted open access book publishers.

All DOAB services are free of charge and all data is freely available.

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	No File Uploaded

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

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

0

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

1

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	Nil
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	One 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

A.G.S. College of Education is well equipped with the latest software and technologies for academic purposes. The Principal, teacher educators and non-teaching staffs are provided separate desktops and have access to Wi-Fi connectivity throughout the campus.

Instructional materials are available on the website for the benefit

of the students, which enables them to carry out academic tasks with great ease.

The college administration is fully as well as the library department is partially computerized.

All documents are maintained electronically and all transactions are documented systematically.

The attendance of students termed as library hours is maintained in the library account book.

Library has computers with internet access, using open source integrated library software.

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

4.3.2 - Student – Computer ratio during the academic year

6:1

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	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	[NA](#)
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	[NA](#)
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)

907798.6

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

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

Management takes keen interest in upgrading and maintaining assets by appointing various personnel for the campus. There are building maintenance managers, security in charge, Laboratory in-charge, Library in-charge, sports in-charge who ensure the safety and security of all estate and infrastructure etc. The campus is equipped with CCTV Cameras for added security. The classrooms/seminar halls are cleaned by supporting staff. Any furniture repairs needed are attended immediately by the carpenter available on campus. The proper and optimal use of electric lights/fans/projectors etc. is ensured. The routine activities of the library are managed by the Librarian with the help of library assistants. The IT staff is the in-charge of maintaining the IT facilities. The internet/intranet/LAN facilities are also fully functional and are properly maintained and monitored by the staff of the server room. The various facilities like sports, yoga, cultural activities, counseling are maintained by various committees formed.

File Description	Documents
Appropriate link(s) on the institutional website	https://agsbedcollege.net/infrastructure
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,	**Four of the above**

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

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

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

Seven/Eight of the above

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

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

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	**No File Uploaded**

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
70	96

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).

4

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)

4

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

Deep Education Society's A.G.S.College of Education (B.Ed.) every year a student council under the guidance of the Principal and the teacher educators. The student council is a part of imparting leadership training to the future teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principal. The student council functions as the liaison between the staff and students. They are instrumental in ensuring smooth implementation of co curricular activities by mobilising students to participate, plan and execute the various range of activities conducted by the college.

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

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

12

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

5.4 - Alumni Engagement

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

The alumni conduct workshops and sessions on areas of their expertise and thus motivate students to discover their talents and also to learn new skills. The alumni function assist in conducting co -curricular activities and offer their advice in the capacity of judges for the same. The mechanism for this procedure is that the college faculty identifies the special talents of students and keeps a data base of the same. After completion of the B.Ed. course, the college maintains contact with all alumni through the social networking groups which are formed batch wise. While planning the curriculum inputs from alumni are borne in mind. Alumni often give feedback to the college regarding their own efforts in Professional Development and offer to share their skills to students. Accordingly guest lectures are arranged and these serve as a platform to motivate and nurture special talent among students

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	Three/Four of the above

class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	

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

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

1

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

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

The alumni conduct workshops and sessions on areas of their expertise and thus motivate students to discover their talents and also to learn new skills. The alumni function assist in conducting co -curricular activities and offer their advice in the capacity of judges for the same. The mechanism for this procedure is that the college faculty identifies the special talents of students and keeps a data base of the same. After completion of the B.Ed. course, the college maintains contact with all alumni through the social networking groups which are formed batch wise. While planning the curriculum inputs from alumni are borne in mind. Alumni often give feedback to the college regarding their own efforts in Professional

Development and offer to share their skills to students. Accordingly guest lectures are arranged and these serve as a platform to motivate and nurture special talent among students

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Management, Principal, Teachers, and administrative staff work in tandem with full dedication to fulfil the vision and mission of institution which is to create a conducive environment to transform student teachers in to devoted teachers by facilitating knowledge, skill and social commitment for shaping the minds for an equal, fraternal and peaceful society and to mould a team of devoted teachers who will lit and fuel a generation of ignited minds to spread the light of Equality, Fraternity and Peace across the globe. The Principal of the institution along with the faculty formulates the action plan for the institutional activities. The CDC and the IQAC play a vital role in providing direction to quality enhancement of all the institutional transactions. The institution adopts an open-door policy as the staff and students have the freedom to approach the Principal on any matter. The faculty with the guidance of the Principal carries out the day to day activities of the institution based on the portfolio wise task allocation and semester wise subject allocation. The faculty who are part of various committees coordinates with the members of the student council to carry out the various curricular and curricular activities of the institution.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution promotes a decentralized and participative approach to administration. The Management believes in democratic leadership and team effort, their vision and encouragement lend a shared sense of responsibility and commitment among all stakeholders. The Principal in consultation with the Management and faculty delegate various portfolios and task allocation. The code of conduct and handbook provides the requisite information for the staff and students in the institution. The institution adopts an open door policy based on a transparent and democratic way of functioning that is consistently maintained in all aspects of the institution's transactions. The institution ensures this by taking inputs from all its stakeholders such as students, teachers, alumni, practice teaching schools, community groups etc. Various important decisions regarding the administration of the institution are taken through the College Development Committee, the IQAC which comprises representatives from the Management, Teaching staff, administrative staff, student and community. There are various committees that meet and plan with respect to the academic and non-academic activities conducted in the institution. Regular feedback taken from all stakeholders ensures quality enhancement in all activities. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	**No File Uploaded**

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.

All relevant information with respect to the institution is displayed on the website. The information regarding the institution's transactions, policies, values, code of conduct all are on the website and feedback is taken from various stakeholders. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution. Decisions regarding the

smooth functioning of the institution are conducted in a democratic manner including the Management, Principal, Faculty, students, and based on the IQAC, CDC, and other committees of the institution. With respect to Academic aspect the institution displays on the website the student list, pedagogy wise student list, learning material, timetables, exam schedules, question bank, answer key. Academic audits are conducted regularly. The Financial budget is prepared by the Governing body, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website. With respect to the administrative aspect the students are enrolled through the online process by the CET cell, admissions are conducted online as per ARA, AISHE, all forms are filled online and uploaded, regular audits areconducted.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	**No File Uploaded**

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

Strategy Plan:

Strategy to Strengthen Teaching-Learning Process:

Planned to Integrate technology in the teaching-learning process effectively

To encourage faculty members to provide more e-content for their respective courses.

Collaboration with external agencies should be strengthened.

To increase the quality of the teaching and learning process by the Outcome-based Education system.

Implementation:

Activity successfully implemented based on the strategic plan in the teaching-learning process.

ICT Integration:

ICT was used by all of the teacher educators to introduce, reinforce, expand, enhance, assess, and remediate student knowledge of curriculum objectives.

E-Content Development:

Training Program on e-Content development was given to all the faculty members and as a result, more e-content for their respective courses was developed. The students were able to make good use of it.

Collaboration with external agency:

A greater number of memorandums of understanding (MOUs) have been

signed with industries and other institutions. Organized guest lectures and curriculum-related orientation programs.

A robust Output Based Education (OBE) system:

The OBE system was implemented with the purpose of increasing the teaching and learning process quality. The precise and reliable measuring of students' accomplishment of outcomes is made possible by careful mapping of course/program outcomes to assessment and evaluation tools

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://agsbedcollege.net/
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.

Managerial Governance

The institution is an Unaided run by Deep Education Society and affiliated to University of Mumbai. The long term plans of the institution are spearheaded by the Management. The Principal in consultation with the Management plans and guides the institutional transactions and along with staff ensures the smooth functioning of the institution in alignment with University rules, vision, mission, objectives and values of the institution.

College Development Committee

The CDC prepares plans and makes recommendations for enhancing the academic, non- academic, infrastructural development of the institution.

Internal Quality Assurance Cell

The institution has an IQAC that prepares plans and promotes measures for institutional functioning towards quality enhancement.

Grievance Redressal Mechanism

The institution has a grievance redressal cell that aims to address academic and non-academic, individual and collective grievances of the student teachers,

Anti- Ragging and Anti- Sexual Harassment Cell

The institution has an anti- ragging and anti-sexual harassment cell to cater to the safety and welfare of students.

Recruitment and Promotional Policies

The institution advertises in the national and regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. Eligible candidates are recruited based on selection by experts in panel interviews.

File Description	Documents
Link to organogram on the institutional website	https://img1.wsimg.com/blobby/go/f9bb22b4-3ff3-4429-a1bf-9b2143ea2ce5/downloads/Organogram%20of%20the%20College.docx?ver=1672295383018
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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	**Five/Six 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	**No File Uploaded**

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

The Governing Body agreed to form various Committees to ensure smooth academic and administrative operations, as well as to boost

students' activities and expand their knowledge. All academic and non-academic decisions based on policy are delegated by the Governing Body to the college operating Committees, which are led by the Principal. The college operating committees develop standard operating procedures and delegates execution to the appropriate bodies. The governing bodies construct/reconstruct various committees/cells, which comprising of faculty members, student representatives and non-teaching staff members are involved in the planning and implementation of activities in committee/cell. Each committee/cell conduct regular meeting with its members and framed resolutions based on the agenda. Action taken report to be submitted and incomplete works to be discussed on the next meeting to the members.

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

6.3 - Faculty Empowerment Strategies

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

In our institution staff welfare is given for most importance. In connection with this, existing welfare measures for teaching and non-teaching staff are as follows:-

For Teaching Staff

Salary timely credited to bank account of employee.

Financial Assistance for the faculty members:

Faculty members are provided with Employees Provident Fund

Financially support to attend and present papers in Conferences and Seminars

Summer vacation 30 days according to the University of Mumbai

Medical Leave & Maternity/ Paternity leave for eligible staff

members

Casual Leave of 12 days for the employee

Faculty members are provided proper staffrooms to facilities good ambience.

Water purifiers

Canteen

Separate parking for staff

CCTVs and Security guards ensures security of staff members

Internet and free Wi-Fi facilities are also available in Campus for staff members

For Non-Teaching Staff

Salary timely credited to bank account of employee.

Financial Assistance for the faculty members:

Faculty members are provided with Employees Provident Fund

Medical Leave & Maternity/ Paternity leave for eligible staff members

Water purifiers

Canteen

CCTVs and Security guards ensures security of staff members

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	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	No File Uploaded
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	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

2

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

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

- **The performance appraisal is done by the management yearly with the help of the self-performance appraisal system for enhancing quality and effectiveness of employee's performance.**
- **The self-performance appraisal system involves a formal self-evaluation of the performance of all teaching and non-teaching staff. This evaluation determines whether the incumbent's performance meets the required standards of the post he/she temporarily or permanently occupies.**
- **The Principal also appraise the faculty and staff according to their achievements and shortcomings during an academic year. This is used as the reference point by the management at the end of the review period and is a part of making objective assessment of the faculty and staff performance. It also serves as a valid tool for awarding incentives, promotions and increments to staff members.**
- **The emphasis of the appraisal is developmental and constructive, aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficacy of the educational system.**
- **The performance appraisal includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management respectively. Each employee is made go through the remarks given in the appraisal and signs the same to make the system transparent and objective.**

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	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The institute undertakes financial audits on a regular basis. Internal and external audits are conducted in a structured manner at the institute. Accounts are audited on a regular basis to guarantee financial compliance.

Internal Audit: Internal auditing is a never-ending procedure. A finance committee and external Qualified Auditors have been constituted, and a team of professionals working under them performs a methodical verification on a quarterly basis. All payments, receipts, cash transaction vouchers, ledgers, and cash books are verified by the team.

External Audit: The College's financial accounts are audited by an external auditor/agency selected by the college. At the end of each financial year, competent chartered accountants audit the financial records. The financial records, such as income and expenditures, balance sheet, and prepared notes are certified to accounts. The institution posts audited financial statements on its website for the benefit of anyone who is interested.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Nil

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

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

The predominant source of funds for the institution are from

1. Students fees (Tuition, Study materials) Proper utilization of financial resources is planned at the beginning of every financial year.

The expenses of the funds are mainly due to the following 1. Salaries 2. Fixed Assets and Current Assets 3. Infrastructure 4. Maintenance 5. Administrative expenses 6. Cultural & Co-curricular activities 7. Welfare activities

The optimum end-use of the funds is made as per the rules and

regulations and is subjected to audit by the government. Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. To ensure the optimum end-use of these funds, college development and purchasing committees are planning their activities.

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

6.5 - Internal Quality Assurance System

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

- A.G.S College of Education had established IQAC Cell in the year 2012. The cell was set up with an aim to identify, implement and disseminate best practices and to develop a system of constant quality improvement.
- IQAC identifies training needs of the students, faculty and non- teaching staff. It conducts orientation and training programmes for students, faculty and non-teaching staff on the basis of the same.
- It collates and analyses the feedback from all stakeholders and works on improving the academic and co-curricular activities on the basis of the feedback provided by the stakeholders. This mechanism also includes the feedback of peers, parents and management through which a comprehensive and objective assessment of the college is made possible.
- Periodical audits are conducted to keep track of all the academic events of the college and maintaining records of the college activities. Regular management review meetings are also organised with the faculty, non-teaching staff and student representatives.
- IQAC Coordinator conducts meetings committees of college to monitor maintenance and up keep of college facilities and infrastructure, ensure speedy grievance redressal process, ensure student support through counselling and ensuring capacity building and professional development of teaching and non-teaching staff.

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

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

The IQAC Coordinator regularly reviews and takes steps to improve the quality of the teaching- learning process. The academic calendar is prepared in advance, displayed and circulated in the college and strictly followed. Academic and co-curricular activities, examination schedules and declaration of results are notified in the academic calendar. Students are apprised of the time-table, programme structure, syllabi of the courses before the commencement of the semester through the induction programme.

The IQAC Coordinator makes use of Google form with the help of which feedback is taken from the students regarding:

1. Academics/ online teaching learning.

2. Faculty feedback

3. Conduct of examination/evaluation

4. Conduct of activities

5. Infrastructural facilities

6. Grievances, if any

The feedback is also shared with the faculty members in faculty meetings. The feedback is analysed and an action taken report is prepared which is uploaded on the institutional website.

Academic Audit: The College conducts an annual academic audit of the faculty. The academic audit team reviews the teaching learning process inside the classroom through an appraisal form specifically made for the purpose. Additionally, the college management team also considers the recommendations of the Academic Council, which regularly reviews the academic progress and gives necessary

recommendations.

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	**No File Uploaded**

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

17

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://img1.wsimg.com/blobby/go/f9bb22b4-3ff3-4429-a1bf-9b2143ea2ce5/downloads/IQAC%20Meeting%20Minutes%202020-21.pdf?ver=1671432701791
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://agsbedcollege.net/naac
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	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

The institution has continued to move forward steadily on the path to quality enhancement through various endeavours. Two important such improvements are in strengthening Placement and community outreach programmes.

Deep Education Society's, A.G.S. College of Education was established in the year 2006, with a vision of creating excellently trained teachers who will be full of knowledge, skills and social commitment. After providing them training in both domains of theory and practical, we find it our duty to help them get placed in the institutions which will be suitable for them and also the institutions can get equipped with the excellent teachers who will be the Nation Builders for tomorrow. Every year College organises Placement Induction session wherein the students were guided about essentials of the Campus Placement, such as Skills required for facing the interview such as personal grooming and personality

development, communication skills, resume writing instructions etc. which helped the aspirants to a great extent.

Another area the institution focused on strengthening was community outreach. Through increasing community outreach activities, the institution endeavoured to sensitise the student teachers to the issues and challenges faced by the society as well as their responsibilities especially during the pandemic period. Some of the outreach programmes organised through online mode include Creating 'Stay Home Stay Safe' content-Based Video, Google Quiz on Awareness about Covid-19, Make and circulate Info graphic containing information about COVID 19.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution uses electricity supplied by the Maharashtra State Electricity Board. Energy conservation can be ensured through careful use of electrical appliances, routine maintenance, and the use of CFL lamps. The college's facilities are relatively airy and well ventilated, thus most of the year there is little need for fans. Electric lights are only needed as necessary because the area is well lighted. The faculty and students make an effort to utilize energy responsibly at all times since they are aware of the college's energy policy. Posters have been placed close to the switchboards to remind people to turn off appliances when not in use. In addition to emphasizing energy conservation, the college also promotes responsible use of other resources, including water.

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.

Wet and dry waste are separated into two categories. The Municipal authorities dispose of the dry garbage. The compost pit is filled with decomposable wet waste. E-waste is disposed of properly so that recycling can, if possible, take place. E-waste is not disposed of in trash cans. As far as feasible, printing is only carried when necessary. A recycler is used to dispose of used paper. A.G.S. college of Educationhas a "no plastic" policy, which prevents plastic waste.

Students receive instruction on how to properly recycle garbage.

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

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and	Two of the above

conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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	**No File Uploaded**

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

Regular cleaning of the space ensures that cleanliness is properly preserved. A pertinent board promoting cleanliness is posted in the restroom area and around washbasins. Regular maintenance and restroom cleaning help to maintain hygienic conditions.Gardener is there to look after and maintain the garden properly. The campus features many well-maintained trees and plants. The process of being beautified includes the aesthetically pleasing design of miniature gardens and the use of galleries to care for potted plants. The compost pit is used to dispose of leaves that trees drop. The playground's proximity to trees keeps the area cool. Many different bird and butterfly species are drawn to the lush surroundings, which enhances the campus' appeal. Regular inspections are conducted by the administration and principle to guarantee that the campus is kept hygienic and tidy.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use	**Four of the above**

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

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

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

88304

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

India is a country of multi ethnic culture where people belonging to religious, cultural and lingual identities live together harmoniously, keeping this view in mind. A.G.S. College of education tries to maintain harmony and try to create goodwill among students.Most of the Admissions in the college are local and belong to nearby places like Palghar district.

Our college regularly organizes different activities for students to

have a positive impact on society's cultural activities. The college thereby celebrates Independence day, Republic day, Gandhi Jayanti etc.

Our college regularly visits Vikas Vadi project at kosbad village inDhanu which works for the tribal people.

The Project is of Brainchild of two eminent personalities ANU TAI BAGH AND TARA BAI MODAK where we learn their teaching style and thier social commitement.

These programs were organized by our college to promote greater values of life,love, integrity and patriotism in the minds of the students.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

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

7.2 - Best Practices

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

Value Oriented Assembly

In general, morning assembly is used for value education. But we developed a mechanism to inculcate values through morning assembly in an innovative way.

Objective

To inculcate values in their real sense among student teachers.

To enhance reflective thinking of the students.

Practice:

100 students are divided into 5 groups. Each group corresponds to particular values.

Morning assembly start with secular prayer. Then according to that particular day, the thought of the day, importance of the day Followed by discussion are woven around that particular value

Each One Teach One: Covid-19 the epidemic has affected the lives of numerous people as well as the educational system, as a result of which many children are unable to attend school due to a lack of resources. The initiative Each One Teach One encourages educated individuals to recognise their moral and social obligation to mentor at least one illiterate student, which has a significant positive impact on society. Students at the A.G.S. College of Education have decided to educate at least one of these youngsters for at least one week in order to make up for the loss of education suffered by disadvantaged children during these epidemic days.

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

A.G.S. College is B.Ed. College work towardsimparting quality in teacher education by adopting new methodology, bycreating positive environment and by using updated knowledge. The college wasestablished to meet the need of the area for excellence in Higher Education.

The Talukas like Palghar, Dahanu, Talasari, Javhar are known as TribalTalukas. Pupils from these areas had to travel very long for higher educationespecially for B.Ed. course. We offer a variety of high-quality coursesdesigned to prepare student teachers for their next step. We offer placementtests to help match them to their skill level. We offer a wide variety ofextracurricular activities ranging from Workshops, Seminars, Intra collegiateCompetitions, Inter Collegiate Competitions, Community Visit, EducationalTours, Sports, Art and Craft, Annual Day, Placement etc. We have options that cater to every student interests. Our Mission is to create a conducive environment to transform student teachers into devoted teachers. Our Vision is to mould a team of devoted teachers who will lit and fuel a generation of ignited minds. Our Values are Social, Economic and Political justice, Equality of gender, Sensitivity, Patriotism, Dignity of labour, Freedom, Brotherhood, Peace, Ideal citizenship..

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