SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

A.G.S. COLLEGE OF EDUCATION

DEEP EDUCATION SOCIETY, A.G.S COLLEGE OF EDUCATION(B.ED), SURVEY NO. 151, SARAVALLI, BOISAR. DIST- PALGHAR
401501
www.agsbedcollege.net

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Deep Education Society established A.G.S. College of Education in 2006, which is a self-financed college affiliated with Mumbai University. Institute got Revised Recognition order from NCTE No. F. No. WRC/APW02400/123308/2015 dated 12/08/2015. The institute is located at Boisar Tal - Palghar, Dist – Palghar. Institute is managed by Deep Education Society. The college is committed to producing dedicated, diligent, and devoted teachers who will render unparalleled services in the field of education. The college offers a Bachelor of Education (B.Ed.) degree and has an intake capacity of 100 students. The college has a good track record in university examinations, and its students have won positions in inter-college contests. The college emphasizes the importance of curricular, co-curricular, and sports activities to help students develop into multifaceted individuals who achieve success in their careers. The main objective of the college is to bring about the physical, mental, emotional, ethical, and spiritual integration of individuals to evolve into complete human beings. The college follows a strict academic calendar, ensuring a proper teaching schedule and timely tests, assignments, and competitions. To facilitate slow and advanced learners, remedial classes and tutorials are held. The college possesses well-equipped and well-maintained infrastructure, including overhead projectors, multimedia projectors, television, audio player, digital camera, computers, and CD-ROMs. The college operates under the control of regulatory bodies, including UGC, NCTE, Mumbai University, the local management committee, and IQAC, to ensure total educational quality management.

The college has a strong research focus and regularly implements and tests new ideas in teaching, learning, evaluation, and management. Professional development, research, and innovation are important areas of emphasis. The college encourages the use of technology to empower and promote digital literacy and education. The teaching and learning process is centered on a constructivist philosophy with various interactive approaches. The college is involved in community-based programs to address local needs and regularly assists the local community and educational institutions with awareness programs and capacity building initiatives. The College was accredited (Cycle 1st) with 'B+' Grade by NAAC, Bangalore in August 2017.

Vision

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.

Mission

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Teacher Management with cooperation eminent persons.

- Reputed educational institution recognized by the community and University of Mumbai.
- Committed, Supportive management with a vision and mission
- Traversed 17 years with perseverance and determination
- High morale is maintained
- Well qualified and dedicated faculty members
- Excellent research activity.
- Standard Research publication.
- Constantly rising student strength.
- Impetus to tribal culture.
- Eco-friendly premises.
- Transparency and accountability in Governance
- Decentralized administration
- Adequate learning resources
- Institutional development are focused towards women's rights and safety
- Exposure to various Boards of school education
- Cultural inputs to discover innate talents
- Faculty and students are encouraged to take up self-learning courses for the enhancement of professional competence.
- Continuous quality inputs to sustain trustworthiness of stakeholders
- Encouraging modern strategic models
- Well - equipped semi-automated library
- Systematic feedback analyses from stakeholders and students
- Choice Based Credit System is followed.
- Outcome Based Education is in practice
- In-house workshops/ seminars and conference are organized for academic development
- Greater emphasis on practical aspects of teaching
- Students indulge in action research to experiment and create knowledge
- Developing communication skills in students from rural areas through conversational English and soft skills.
- Students unravel their teaching skills in the different boards during internship
- Faculty updated counseling skills through Diplomas to enhance personal and academic counseling.
- Students Mentoring
- Welfare measures and financial assistance
- Redefined the Professional Standard of Teachers.
- Functional campus placement services / recruitment in renowned schools following different boards
- Extension and outreach activities in collaboration with NGOs
- Up keeping the green canopy
- Neat, clean and safe college campus
- Strategic action for NEP 2020 is in progress

Institutional Weakness

- Time constraint for organizing several programmes.
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed. programme due to Pandemic.
- Decreasing numbers of permanent Faculty due to rural area and non-aided college, results in a floating population of temporary/ ad-hoc staff who may not be as invested in the betterment of the students/

pedagogy/ institution.

- Inadequate Faculty research output has resulted in few publications in UGC-recognized high impact journals.
- Several collaborative activities and linkages have been initiated by college with no proper documentation/ MoUs.
- Documentation of student progression, number of students that clear competitive exams and those securing internships needs to be improved.

Institutional Opportunity

- To work up liftment of the tribal community
- Start new courses/ programmes that are: taught online (explore distance education); more skill based.
- Increase collaborative projects – intra- and inter-institutional, and maximize the sharing of resources.
- Improve the productivity in Entrepreneurship and skill development through the E-cell.
- Explore the option of a full-fledged choice-based credit system in new/ stand-alone programs and, in a more restrained way, in all existing programs as well.
- Extend the reach of the Alumni Association by providing a platform for actively networking with alumni, and sustain it by hosting more events/ activities with them.
- Build on and increase collaboration/linkages on National/ International level.

Institutional Challenge

- Striking a balance between pedigree traditional courses and new-age skill/ knowledge-based ones.
- Attracting quality students when there is stiff competition from other institutions which might offer better facilities or more niche programmes.
- Providing additional administrative support to the Faculty.
- Delay in B.Ed. Semester end exams affecting student's placements.
- Increasing cost of various resources to be obtained and sustained
- Demand for other professional courses.
- Career and compensation management of staff
- Competency based data management/ e-governance
- Strengthening in-house research publications
- Generating funds from alumni
- Re-structuring credit system based on NEP 2020
- Organizing programmes on Continuous Professional Development (CPD)
- Promotion of Arts and Culture
- Salary of the faculty as per government scale
- Providing seed money for research initiation
- Complex processes for the approvals on new programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college adheres to the curriculum mandated by the University of Mumbai, which holds the authority to

update and enhance the curriculum. It makes modifications based on input from stakeholders and global trends. However, the college also provides suggestions for minor changes through active participation in meetings and conferences organized by the university's Board of Studies. A.G.S. College of Education plans, actions and strategy of implementation are in tune with its duly stated purpose, vision, mission and values. A.G.S also collects feedback and suggestions on the curriculum from pupil-teachers, alumni, college faculty members, academic experts, in curriculum and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum. The exposure of faculty in recent advances through participation in and organization of National/ International conferences, seminars and workshops and feedback from students, alumnae and academic experts give the right impetus and direction for necessary change. Faculty Development Programmes provide further scope for dynamism. Feedback on curriculum obtained from students, academic peers, parents and stakeholders have facilitated innovative initiatives and ensured continuous growth. Career Guidance programs organized to orient the students towards career placements. Exposure to Special Schools through Community/ outreach visits; invited talks by experts in Education, workshops on skill development are arranged. The provision of Internships and training gives exposure to the students and enhances their employability.

Institutional teachers prepare Academic Calendar, Teaching Plan, and Academic planning meetings, allotment of workload, use of ICT tools, field projects, feedback mechanism are some of the tools implemented by the college for effective curriculum delivery.

Teaching-learning and Evaluation

Admission to the programs is conducted through a transparent and well-administered process that adheres to the norms of the affiliating university and regulatory/governing agencies, including state and central governments. The institution ensures fairness and broad access by following its stated policy and attracting students from diverse geographical, socioeconomic, cultural, and educational backgrounds. The college facilitates the smooth entry of new students by organizing orientation programs. A team of Teacher Educators evaluates students' skills based on parameters such as speaking, listening, reading, writing, non-verbal communication, explanation, questioning, stimulus variation, reinforcement, illustration, and confidence. Additionally, talent search programs are conducted to assess co-scholastic needs. The college has effective internal mechanisms that are regularly updated to achieve academic excellence. Teaching, learning, and evaluation schedules are meticulously planned and aligned with the University Academic Calendar. Students are actively engaged in learning, receiving comprehensive educational experiences and support to manage their diverse learning needs and challenges. Practice teaching is a collaborative effort between the college staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective, and transparent, with the outcomes utilized to enhance student teachers' performance. The college effectively utilizes new technologies in the teaching and learning process. Unit tests are conducted to assess students' academic needs and identify both slower and advanced learners. Remedial classes are provided to support slower learners in adapting to the rigorous teaching-learning process and making significant academic progress. Specialized classes are organized to enhance the competence and performance of advanced learners. ICT-based teaching and learning practices are considered best practices for the university's summative examinations. The college offers student mentoring and guidance services at the academic, personal, and psycho-social levels. A learner-centric atmosphere is maintained to achieve the desired learning outcomes, with teachers employing interactive and participatory approaches to instill a sense of responsibility in students' learning and make it a constructive knowledge-building process. ICT facilities are extensively utilized for knowledge dissemination and evaluation. Interactive instructional techniques such as focused group discussions, projects, internships, brainstorming sessions,

experiments, PowerPoint presentations, and other ICT resources enrich the teaching-learning experience and promote higher-order thinking and investigation among students. The college implements practices like creating question banks, regular evaluation and assessment of questions, and generating materials for summative exams. International and national seminars, conferences, workshops, invited talks, and discussions are integral to the college's learning process. Teacher quality is ensured through faculty members' professional development in their respective disciplines and general professional competence through training programs and Faculty Development Programs, both within and outside the college. Faculty members take the initiative to continuously learn and stay updated with the latest developments, innovate in their work, seek improvement, and strive for individual and institutional excellence. A robust feedback mechanism involving self-appraisal, student feedback, input from stakeholders, and evaluation by the head of the institution helps faculty members enhance their professional competency.

Infrastructure and Learning Resources

A.G.S. College of Education is equipped with up-to-date software and technology for academic purposes. The campus has classrooms with ICT facilities and free Wi-Fi access for teachers and students. Additionally, there is an ICT resource center and a language lab available. The college boasts a spacious playground, sports equipment, an amphitheater, and musical instruments. The air-conditioned seminar hall can accommodate over 200 students and is equipped with audio-visual systems. The college provides creative teaching aids, and the library is partially computerized, offering reference books, textbooks, journals, and other resources. The Curriculum Lab is equipped with necessary apparatus for various subjects, and the Psychology laboratory has equipment for conducting psychological experiments. Sports activities such as Carrom, Basketball, Table Tennis, and Chess are conducted, and an annual sports day celebration is held. The college has its own domain and regularly updates its website. It also utilizes Google Drive for data storage and record-keeping. CCTV surveillance ensures campus security. The library is well-lit and spacious, with a qualified librarian and library attendant available to assist users. The library is partially computerized and offers services such as reading, circulation, reference, and access to online resources. The college has a digital library section on its website, providing links to resources such as the New Education Policy 2020, Shodhganga, Shodhsindhu, e-Pathshala, National Digital Library, and DOAB. The college is equipped with the latest software and technologies, providing separate desktops and connectivity for staff members. Maintenance of the campus and infrastructure is regularly carried out, with designated personnel responsible for different areas. CCTV cameras ensure security, classrooms and seminar halls are cleaned, and furniture repairs are promptly addressed. Proper use and maintenance of electrical equipment are ensured, and library activities are managed by the librarian. IT facilities are maintained by dedicated staff, and various committees oversee facilities such as sports, yoga, cultural activities, and counseling.

Student Support and Progression

A.G.S. College strives to create enlightened and self-reliant students by synchronizing diverse academic and co-academic programs, as well as sports, cultural, and scientific activities. It has a supportive system in place to facilitate the progress of students to higher levels of education or employment. The Students' Council serves as a link between the Principal and students, providing leadership and representing student interests. Various committees include student representatives, and a Mentor-ward system aims at the overall development of students. The Grievance Redressal Cell effectively addresses concerns, and the college promotes inclusive practices for social justice and strong stakeholder relationships. Equal opportunities are provided to SC/ST and economically disadvantaged students, including remedial classes and special coaching for exams. Curricular

and co-curricular activities enrich the college atmosphere, complementing quality teaching and fostering personality development. Students are encouraged to participate in state and international programs, nurturing their individual talents. The Placement Cell organizes recruitment fairs and interviews to support students in securing placements. The college takes pride in its distinguished alumni a dynamic relationship with former students.

Governance, Leadership and Management

The college is led by a visionary and transformative leadership that has guided it to its current status. With a firm belief in the power of education to empower youth, the management provides a clear vision and mission for the institution in line with national teacher education policies, fostering an organizational culture. Regular meetings of the Managing Committee, IQAC, and Staff Council serve as platforms for presenting and discussing college plans, facilitating the effective implementation of institutional policies. The Principal works closely with the administrative team, including the Coordinator of IQAC, heads/members of various committees, and the Student Council, to provide effective leadership through shared values and participative decision-making, coordinating academic and administrative planning and implementation. The existing office automation mechanism enables the smooth and efficient dissemination of information. The supportive management offers various welfare schemes for faculty and staff, such as cash awards and certificates for staff achieving centum results and concessions in hostel fees for students. Students are also recognized with awards for their performance in university examinations and 100% attendance. The management ensures the professional development of employees by granting study leave for research and providing training by experts in different fields. Constant rejuvenation programs sustain the organizational culture. The management adopts a careful faculty recruitment strategy and regularly updates the professional competence of the staff. Mechanisms for regular staff performance appraisal have been established to ensure academic excellence. The college has a well-established mechanism for resource mobilization and transparent financial management, with a designated Campus Accountant responsible for monitoring efficient and effective financial use. Internal and external audits ensure regular review and transparency in financial matters. In compliance with NAAC regulations, an Internal Quality Assurance Cell (IQAC) was formed in 2012 and has been actively functioning since 2012, contributing to quality sustenance. IQAC meetings and staff council meetings aid in effective planning and implementation of institutional policies, with annual reviews and progress assessments conducted by IQAC. The college incorporates quality management strategies in all academic and administrative aspects, with IQAC managing quality assurance. A participatory work culture and transparency are governing norms, and academic and administrative planning is harmonized. Each employee contributes to institutional development and goal achievement.Top of Form.

Institutional Values and Best Practices

A.G.S. College of Education has implemented effective internal quality management systems, embraces inclusive practices, and maintains excellent relationships with stakeholders, fostering a genuine academic institutional culture. The college is responsive to evolving educational, social, and societal needs, and is dedicated to creating an environment of creativity, innovation, and continuous improvement in quality. Emphasizing value-based education, social justice, social responsibilities, and good citizenship, the college prioritizes these aspects in its agenda. A.G.S. College of Education wholeheartedly serves its mission and is committed to upholding the motto of the institution, which is to ignite minds through quality education.

Research and Outreach Activities

A.G.S. College of Education actively promotes and undertakes research and extension activities. It offers ample opportunities for professional development and encourages its teachers to engage in research and present or publish their work in academic forums. The college's faculty members are actively involved in training and creating instructional materials for effective teaching and learning. They also provide research consultancy to Ph.D. students, M.A Education and M.Ed. research scholars and provide guidance to Alumni and students. The college organizes state-level and national-level seminars, workshops, and invited lectures to foster a research culture among both staff and students. Financial support in the form of travel allowances and registration charges is provided to faculty members for participating in conferences, seminars, and workshops where they present their research papers. The college emphasizes extension and outreach programs, focusing on various educational, general, and specific areas, with a particular emphasis on supporting underprivileged sections of society. The college regularly organizes workshops, seminars, talks, poster exhibitions, and awareness rallies in collaboration with the A.G.S. project staff to raise awareness and sensitize the masses on issues such as gender inclusion and environmental conservation.

The A.G.S. College offers practical teaching of subjects like Value Education, Environmental Education, and Health Education, focusing on experiential learning and problem-solving. Various activities such as projects, discussions, and brainstorming sessions are conducted to instill values in students. Workshops, seminars, and extension lectures are organized to promote academic, social, and national integration. Visits to deaf and dumb schools provide students with firsthand experiences and understanding of the lives of special needs children. The college celebrates important national days and organizes campaigns to raise awareness about environmental issues. DLLE, Yoga, and meditation camps are conducted within the institution. Students actively participate in moral-themed dramas, speeches, and poetry recitations, promoting equality, respect, peace, and harmony. Tours and trips expose students to different cultures, historical sites, and religious places, encouraging the preservation of cultural heritage. Educational movies are shown to instill citizenship values, and co-curricular activities are organized to provide a well-rounded education. Collaboration with NGOs helps students develop social and cultural skills. To promote an eco-friendly campus, the college conducts initiatives such as participation in "Swachh Bharat Abhiyan" and tree plantation programs. The college actively engages with the community by conducting various extension programs and encourages its faculty to provide consultancy services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A.G.S. COLLEGE OF EDUCATION
Address	Deep Education Society, A.G.S College of Education(B.Ed), Survey No. 151, Saravalli, Boisar. Dist- Palghar
City	Boisar
State	Maharashtra
Pin	401501
Website	www.agsbedcollege.net

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Manjusha Saijare	091-7066080002	9637196632	-	agscollege17@gmail.com
IQAC / CIQA coordinator	Shrutika Watkar	-	9970816312	-	watkarshrutika@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-09-2006	172	Permanent Affiliation

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Deep Education Society, A.G.S College of Education(B.Ed), Survey No. 151, Saravalli, Boisar. Dist-Palghar	Rural	0.75	2000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Interdisciplinary	24	B.Sc. B.Com. B.A. B.Tech.	English,Hindi,Marathi	109	101

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				15
Recruited	0	0	0	0	0	0	0	0	1	4	0	5
Yet to Recruit				0				0				10
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				10
Recruited	0	0	0	0	0	0	0	0	3	7	0	10
Yet to Recruit				0				0				0

21-06-2023 04:58:15

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	0	0	0	0
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	2	6	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	8	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

21-06-2023 04:58:15

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	16	0	0	0	16
	Female	77	8	0	0	85
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	0	0
	Female	1	1	4	4
	Others	0	0	0	0
ST	Male	1	2	4	4
	Female	6	7	2	2
	Others	0	0	0	0
OBC	Male	1	2	1	2
	Female	5	5	8	9
	Others	0	0	0	0
General	Male	11	10	8	8
	Female	70	68	65	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	3	3	8	8
	Others	0	0	0	0
Total		100	100	100	95

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The A.G.S. College of Education follows an interdisciplinary approach to education, which focuses on student skill development and deep levels of conceptual coherence through student-teacher, student-student, and teacher-teacher cooperation. 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 specialization 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.
2. Academic bank of credits (ABC):	The Academic Bank of Credits is currently under the control of the Affiliating University i.e. university of Mumbai, and students have created ABC ID(Academic bank of credits ID) from this academic year. College is planning to Encourage MOOCs and student exchange programmes - Intends students to accumulate credits from the College.
3. Skill development:	For its student teachers, the College has developed and implemented B.Ed. training programmes because it places a high priority on the development of students' soft skills. Since knowledge, skill, and social commitment are the three pillars on which college philosophy is built, the curriculum seeks to achieve these goals. The process of skill development strives to increase student proficiency and output. Programs for skill development and associated training assist students in enhancing their emotional & social, as well as teaching, abilities. Independent thinking is encouraged through purpose-driven education, accepting failures with grace. The institution's quality initiative to educate student's information, skills, and values that go beyond the curriculum is called skill enhancement programmes. As a teacher-training school, the institution's approach of skill development places a strong emphasis on improving students' fundamental abilities and unleashing their full potential.
4. 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.
5. 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. After completing their teacher education programme, student teachers will be ready to put

	their skills to use in a variety of settings. They improved their teaching abilities and fulfilled NCTE's requirements for becoming qualified teachers. They improved their instructional style. Students are capable of choosing the best instructional methods for their requirements after analysing the curriculum. Many students apply for teaching jobs; those who are selected continue to teach in high schools. They employ creative ideas to fully engage themselves in the process of self-directed learning. They were highly organized and had topic expertise. For effective integration into society, they also learn a variety of life skills. After becoming a teacher in any sector, they contribute in community service in society. They are able to develop the link between theory and practice.
6. Distance education/online education:	We have started 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes we have ELC in our college and they are functional we have appointed coordinating faculty and student coordinator.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The innovative programs and initiatives under taken by ELC's by our college are community awareness regarding electoral process, ethical voting practices, importance of voting in tribal areas especially under privileged areas.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	Our college undertakes many social relevant activities as it is a part and parcel of B.Ed.

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Curriculum. Every possible effort is made to create awareness about Electoral Literacy in the masses. The college undertakes awareness drive every year for students and then the students spared awareness in the community.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Almost all our B.Ed. students are enrolled as voters in the electoral board in case there are such students who are yet to be enrolled the college provides guidance from time to time through our assembly, lectures, student council etc

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
101	100	100	100	95

File Description	Document
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]()
Institutional data in prescribed format	[View Document]()

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
47	28	22	27	29

File Description	Document
Institutional data in prescribed format	[View Document]()
Central / State Govt. reservation policy for adm	[View Document]()

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	97	100	94

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	99	96	96	83

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
101	100	100	100	95

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
1448319.3	892798.6	877957.2	1080375.02	1408900

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 40

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The A.G.S. College of Education College is affiliated to the University of Mumbai and hence the B.Ed. the curriculum is framed by the University of Mumbai itself. However, when the implementation of the curriculum for each academic year is properly planned, upgrading the methods of curriculum transaction planning for different activities is done at the beginning of each academic year. 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), and 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. There are academic audits conducted monthly, midterm review and course correction are done as needed, regular reporting is done by the faculty and feedback taken that serves to monitor the implementation of the prepared plans. 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. The B.Ed. curriculum had undergone a major change in 2017-18 and the syllabus given by the University of Mumbai is now stable for the next five years or until the next syllabus revision. To enhance the quality of our students and to deliver a well-planned curriculum, the following steps are undertaken: Academic Calendar: The activities of the college are planned semester-wise. Inputs from the year plans from each portfolio are taken and a semester-wise academic calendar is prepared and put up on the website.

Concept based Year Plans: - Concepts from each module are selected and highlighted and teachers prepare a detailed concept-based plan before the start of the semester. The various year plans are submitted to and vetted by the Academic Committee before it is passed. The Principal and the IQAC coordinator are an integral part of the Academic Committee.

Use of activities/ online technology: Teachers have used activities to enhance learning among the students.

Assembly: The half an hour of Assembly time is utilized very constructively. Each student has to compulsorily participate in the assembly in which they learn to express themselves, enhance public-speaking skills, debate on current topics, celebrate important days of the year and overall enhance their personality. These activities are documented through the assembly reports. The ICT skills of students are enhanced through the regular use of it in their practice teaching. All the activities ranging from teaching, learning, co-curricular and extracurricular are properly planned and well executed in the institution.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	11	11

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	11	11

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: B. Any 3 of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 20.16

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	100	0	0	0

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

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

Response:

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's education.

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

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 organized.

21-06-2023 04:58:16

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of school system

The B.Ed. 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	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The A.G.S. College of Education (B.Ed.) functions on the three pillars - Knowledge, Skill and Social Commitment. And this training is imparted through various activities like group discussions, cooperative

learning, debate, internship programme; students are encouraged to develop networking skills with their contemporaries. This helps to cultivate organizational skills through teamwork, collaboration and cooperation. The student teachers are trained in imparting and evaluating learning experiences during various activities like celebration of important days, participating in various competitions – intra and inter collegiate levels. Hence to derive professionally relevant understandings and consolidate these into student's professional acumen college provides the wide range of curricular experiences such as, Value Added courses, Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension. The college focuses equally in all the three areas so that our student teachers can acquire professional competencies as well as they will be responsible citizens in the society. The training is given in all the three domains as mentioned above.

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 95.88

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
47	28	22	27	29

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.4

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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..

Response:

The B.Ed. program requires students to take a common entrance exam for admission conducted by Maharashtra Goverment. Evaluating the students' content knowledge is done through their final exam results, eliminating the need for a formal interview. However, during the admission process, students have informal interactions with faculty, which can offer valuable insights into their individual learning needs. Valuable information is also obtained from conversations with alumni and previous batches, highlighting areas where students require academic support the most. Consequently, academic assistance is provided through various means such as topic enrichment programs, technological training, academic counseling for elective course selection, and mentoring for crucial classroom skills like communication. Additionally, before commencing their internship program, students deliver concise lessons in their chosen field.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)

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 1.   Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 8:1

2.2.4.1 **Number of mentors in the Institution**

Response: 12

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

The institution prioritizes student-centered learning and has transitioned from traditional lecture-based methods to embrace experiential learning practices and innovative teaching approaches. The institution's intended learning outcomes (CLOs) are aligned with this approach. Here are the different aspects of their student-centric learning environment:

1. Experiential Learning: The institution incorporates various experiential learning activities such as simulated lessons, internships, fieldwork, and mock interviews. Students engage in hands-on experiences, exhibit displays, and demonstrate models to actively participate in the learning process. Simulated teaching focuses on developing communication skills, while field visits to

institutes, industries, historical sites, and community service centers promote interactive learning. Mock interview sessions help students improve their communication and interview skills while fostering a positive personality.

2. Participative Learning: Participative learning techniques like storytelling, dramatization, and group work are employed to teach various concepts. Delegating organizing tasks to students enhances their leadership, professional skills, and overall personality. Seminars, presentations, group discussions, debates, quizzes, role-playing, art, drama, case studies, team teaching, and educational visits facilitate participative learning among students.

3. Focused Group Discussion: Group discussions, facilitated through activities like assembly, lecture, co-curricular activity are employed to encourage students to discuss the subject matter. Teachers initiate lectures and then encourage students to participate in group discussions, providing guidance to ensure fruitful discussions.

4. Online Mode: The institution utilizes various online platforms such as Google Classroom and digital learning tools to deliver course content effectively.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 60

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	9	9	9

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 99.01

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 100

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

      1. **Understanding theory courses**
      2. **Practice teaching**
      3. **Internship**
      4. **Out of class room activities**
      5. **Biomechanical and Kinesiological activities**
      6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

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**.**

Mentoring with respect to Working in teams

The faculty in charge of Co-curricular activities mentors students to organize programmes. All cultural programmes are a result of excellent team work. The student council also plays a vital role in coordination. One member of the student council is given the portfolio of Co-curricular activities in charge and this person oversees the arrangements of the activities.

Mentoring for student diversity

Books are shared on digital library to help students understand ways to deal with student diversity. The course Learning and Teaching and all Pedagogy courses also focus on student diversity. Students apply this in delivering lessons based on Multiple Intelligence.

Mentoring regarding conduct of self with colleagues and authorities

The code of conduct is explained to students to give direction regarding how one interacts with peers and faculty. Similarly before going to schools for internship, the faculty in charge discusses the code of conduct with the internship group.

Mentoring regarding balancing home and work stress Mentoring is carried out on a one-to-one basis as well as on a

group basis. Relevant material is shared and discussed and students are encouraged to apply the learning to their individual life.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6 Institution provides exposure to students about recent developments in the field of education

**through 1.	Special lectures by experts 2.	'Book reading' & discussion on it 3.	Discussion on recent policies & regulations 4.	Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.	Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

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.

Students are encouraged by the Creativity, Innovation, and Intellectual Skills Institution. Intellectual and Thinking Skills through online platforms: critical thinking, creativity, collaboration and communication are viewed as the four vital 21st century 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.

Life skills like decision making, stress management, time management , and critical thinking are ingrained into all aspects of curriculum transaction through planned inputs & reflective practices. In order to help students develop their critical thinking and life skills, the school encouraged them to attend workshops like Mental Health and Financial Literacy. Numerous competitions were also organized at the institution, including ones for singing, essay writing, Poetry recitation, elocution, oratory, and Poster making.

Empathy skills are emphasized through assemblies, internship, community work as well as within the class cohort where students extend help to one another to achieve success.

File Description	Document
Documentary evidence in support of the claim	**View Document**

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	**View Document**
Documentary evidence in support of the selected response/s	**View Document**
Data as per Data Template	**View Document**

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	**View Document**

2.4.3 Competency of effective communication is developed in students through several activities such

as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

1. The internship schools are recognised. The school principal receives a letter requesting an internship, and one staff member personally arranges everything with him or her.

2. The faculty briefs the school principal on the nature of the internship and the tasks to be completed.

3. The mentor instructor and the faculty member in charge of the internship provide the students who are

applying for internships instructions on how to conduct themselves and what tasks they must perform. A leader is chosen for each internship group, and this leadership is distributed in a rotating fashion. Additionally, the leader's function is made plain. Mentor teachers from the school are assigned to each student teacher and will assign teaching units.

4. The mentor school's instructor provides lesson feedback. Students work with their teachers to receive the unit and to arrange how the class will go.

5. Lessons learned through internships, leadership qualities, engagement in extracurricular activities, timeliness, and teamwork are all considered when evaluating student achievement.

6. SSC Board and CBSE schools are introduced to the students.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 25

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 4

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The practical teaching component is fundamental to the B.Ed. course, and the institution has implemented strong monitoring mechanisms to ensure that the internship in schools has an optimal impact. Due to pandemic restrictions, changes were made to the internship program based on the suggestions from the University of Mumbai. During this period, student teachers conducted live online lessons and recorded lessons in their teaching methods, with supervision from teacher educators and school teachers.

Teacher Educators' Role: The B.Ed. course includes a 20-week internship spread across Semester 2, 3, and 4. Teachers guide students on lesson planning, demonstrating micro teaching skills, conducting comprehensive lessons, and innovative teaching methods. They cover objectives, specifications, core elements, theme-based lessons, co-teaching, and peer lessons. A list of activities is provided to students during the internship, and teachers continuously monitor their progress. The students maintain reflective journals that are checked and signed by the teachers, who provide feedback for improvement. Each student is required to teach 30 lessons in a school, which are supervised and guided by teachers. Additionally, two lessons on values and the environment are taught. The teacher also guides students on various school activities such as conducting co-curricular activities, examinations, lab visits, library visits, timetable preparation, observing school records, homework correction, unit test administration, action research, and other activities as directed by the school.

School Principal's Role: The school principal grants permission for the internship and closely monitors the students' activities. The daily timetable and activity schedule are provided to the school principal, who conducts rounds, supervises lessons, provides feedback on activities, and monitors the internship. A designated teacher is assigned to each school to coordinate with the school principal and supervisor. Any queries, feedback, or issues are addressed through the teacher, who communicates them to the students. The head of the practicing school certifies the completion of all activities for each student.

School Teachers' Role: Senior teachers at the school act as mentors and supervise the students. They observe and evaluate the students' classroom performance, providing suitable feedback and corrective measures. School teachers assign various responsibilities to student teachers, such as grading answer scripts, maintaining attendance registers, organizing co-curricular activities, correcting homework notebooks, and ensuring classroom discipline. Shadowing and co-teaching with school teachers are part of the internship process.

Peers' Role: Peers observe at least five lessons per semester of the same teaching method and other teaching methods. They write feedback on the observed lessons in an observation book, which helps in understanding different teaching practices. Students also co-teach lessons with their peers. They engage in co-curricular activities, group work, team teaching, and collaborative tasks within their peer groups. Presentation of concepts and brainstorming activities are carried out by peers on a school-wise basis. During the internship program, peer groups collectively perform various assigned duties related to co-curricular events to ensure their successful completion.

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 31.25

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 5.88

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

Response: 94

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

A.G.S. COLLEGE OF EDUCATION faculty are always encouraged and supported toward efforts to keep themselves professionally updated. The teachers attend orientation, refresher, short term courses, faculty development programmes. The faculties are in different stages of their doctoral studies with some of the faculty having completed their Ph.D. degree. The teachers also guide the B.Ed. students for their Action

Research works that are part of the curriculum for each programme. They are part of exam paper setting, examiners in university of Mumbai. The teachers organize and participate in international and national seminars and workshops related to issues and trends in education. The teachers are resource persons, speakers for various sessions. The teachers have conducted various research publications. They have participated and presented papers in national and international seminars, Colloquiums and conferences. The teachers have numerous publications in peer reviewed national, international journals, books on a variety of topics.

Teachers have received recognition and awards for their achievements in education. They organize and contribute towards helping the community through various outreach programmes. Teachers keep themselves professionally updated through attending online courses such as Coursera as well as other short-term courses and sessions. During the pandemic in order to provide effective learning experiences the entire faculty participated in online courses to familiarize themselves with digital tools and resources such as Google classroom, Google meet, zoom meet, Google forms, Google sheets and other e-resources. Teachers are provided with seed money for Research/ PhD. As a part of appraisals teachers are provided with educational books. Organizational support is provided in terms of library resources, computer lab facilities, photocopying, G- Suite. Faculty development programmes towards wellness, yoga, use of technology are conducted for their welfare.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

    1. Display of internal assessment marks before the term end examination
    2. Timely feedback on individual/group performance
    3. Provision of improvement opportunities
    4. Access to tutorial/remedial support
    5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

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.

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

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.

2.7.2 Average pass percentage of students during the last five years

Response: 96.54

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
100	99	96	96	83

File Description	Document
Data as per Data Template	View Document

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

Response:

A.G.S. College of Education aims towards holistic development through the teaching learning process in nurturing creativity, innovativeness, intellectual and thinking skills, and empathy life skills among students. The institution provides opportunities for students through a wide range of activities in developing thinking skills, abilities, and competencies, pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The entry levels of students are identified through Multiple Intelligence Test and Learning styles test. An aptitude test and formal interview on the details of qualifications, experience, hobbies, strength, weakness, opportunities, challenges, and medical history are also taken to analyze every student portfolio; need assessment helps in planning the curriculum as per the diver learner needs.

The PLOs and CLOs aim at harnessing talents of students and leading holistic development. Teachers plan their academic year plan keeping in mind the CLOs based on the expected learning outcomes. The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers, portfolio in-charge and month wise planning is done taking into account the holidays, examination, internship schedule, community and extension work.

Professional attributes: All the activities conducted during the B.Ed. course focus on fostering the professional attributes. Students from different educational, socio -economic, religious, abilities, age join the B.Ed. course. Every activity is well planned and suited to the changing trends and current needs of the learner. With the passing of time innovative teaching methods are being showcased through expert sessions and alumni interface. Technology plays a vital role in today's classroom, hence value added courses on Google application, technology enabled teaching learning and assessments are conducted. Visits to schools of different boards give a comprehensive perspective of school culture to students. Expert session on NEP

2020 gives an idea of the new trends in education. Value added courses on communication, personality development, leadership skills, and classroom management help in grooming to the professional expected standards. Students are given enough exposure to presentation skills through seminar, paper reading, group work, assembly, workshops helps in building the confidence level of students.

Personal attributes: Students choosing the teaching profession need to develop them professionally and personally. Personal attributes are nurtured through series of self-study sessions, guidance, mentoring, tutorials, peer tutoring, group work. Each of the activity develops different personality traits among the students. Guidance sessions help them to cope with stress and maintain a balance between work and stress. Tutorials help in identifying the study pattern; it also helps in note taking and note making. Study skills help in overcoming the weakness in academic enrichment. Peer tutoring is a great boon as they build strong interpersonal relationship, cohesive work ethics, adaptability and accommodating to other's needs.

2.7.4 Performance of outgoing students in internal assessment

Response: 68

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 68

File Description	Document
Data as per Data template	[View Document](#)

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The initial learning needs of students can be categorized into three areas: content needs, pedagogic needs, and technological needs. Throughout the B.Ed. program, students receive various inputs and undergo experiences that align with these learning needs.

Content mastery is developed through a content enrichment program, and the students' understanding is assessed through a content test. Additionally, their content mastery is evaluated during the lessons they deliver. By the end of the B.Ed. program, all students achieve reasonably high levels of content mastery.

Pedagogic needs involve developing the ability to deliver lessons in a classroom setting and incorporating strategies suitable for the students' level. Students should be capable of planning and implementing effective lessons. Workshops, internships, and sessions on class management cater to these needs. All students have shown progress in acquiring pedagogic skills, demonstrating good performance in delivering lessons both online and offline.

Regarding technological needs, there was a gap in students' skills where they were familiar with general applications of technology but lacked proficiency in using technology in pedagogic scenarios. This gap was addressed through workshops and certificate courses, enabling students to seamlessly incorporate technology for interactive lessons. Technology has also been utilized in action research and for implementing innovative techniques in the classroom

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.5

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	1	3

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.06

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 6.8

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	10	5	7

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 95.16

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
98	96	94	94	90

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 95.16

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
98	96	94	94	90

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The A.G.S. College of Education (B.Ed.) has been actively engaged in various outreach activities, focusing on social commitment and contributing to the community. Here is a summary of their contributions:

Community Service in Kosbad Village: In 2017, the college organized a week-long community service program in Kosbad village. The student teachers conducted surveys on women's health and hygiene, provided guidance on diet and hygiene, and volunteered at the local school to support academic growth and provide career guidance. They also worked on improving communication abilities and English language skills, while organizing a cleanliness drive.

Fundraising Campaign for Kerala Flood Victims: In 2018, the college organized a fundraising campaign to support the flood victims in Kerala, showcasing their commitment to helping those in needs during times of crisis.

Beach Cleaning Campaign: The A.G.S. College conducted a beach cleaning campaign at Kelva Beach. Every year college plans to organize this campaign after Ganpati Festival, to spread awareness among students and society. Even things like Milk bags, plastic bags, and other non biodegradable items were picked up. During the drive the students interact with the volunteers there and exchange information and discuss things related to sustainability. The objective was to spread awareness about the importance of environmental sustainability and educate students and society about the impact of non-biodegradable items on the environment.

Visits to Nehru Planetarium, Science Centre, and Museum: The A.G.S. College organized visits to these educational institutions to foster scientific temperament among student teachers, explore the world of science, and learn more about India's history and culture.

Special School Visits: The A.G.S. College arranged visits to special schools, such as those for mentally challenged and deaf and dumb students. These visits aimed to develop understanding, appreciation, and empathy towards special children and their teachers.

COVID-19 Awareness Initiatives: Amidst the pandemic, the college actively contributed online by creating and distributing infographics, conducting quizzes on COVID-19 awareness, and developing videos promoting the theme "Stay Home, Stay Safe." They also supported individuals in need by donating daily necessities.

Tree Plantation Campaign: Recognizing the environmental challenges, the college organized a tree plantation campaign, encouraging students not only to plant trees but also to take responsibility for their

preservation.

Each One Teach One Initiative: In response to the educational disruptions caused by the COVID-19 pandemic, the college initiated the Each One Teach One program, where student teachers committed to educating at least one disadvantaged child for a week, helping to mitigate the loss of education suffered during the epidemic.

These diverse outreach activities, ranging from community service and environmental campaigns to educational support and awareness initiatives, demonstrate A.G.S. College of Education's dedication to making a positive impact on society and fostering social awareness and responsibility among student teachers.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 8

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	2	3	1

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	[View Document](#)

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	[View Document](#)

Criterion 4 - 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

Response:

The A.G.S College of Education is equipped with a variety of facilities to support teaching and learning. Here is a detailed description of each facility:

1. Classroom:

    - Provides a dedicated space for conducting regular classes and lectures.
    - Equipped with necessary furniture, whiteboards, and audio-visual aids.

    - Seperate classrooms available for both F.Y. and S.Y. classes for Division A and B.

2. Staff Room:

    - Provides a designated area for teachers and staff to relax, collaborate, and carry out work-related tasks.
    - Fosters a supportive environment among the faculty.

3. Curriculum Lab:

    - Dedicated space equipped with resources and materials related to curriculum development and evaluation.
    - Supports practical and hands-on learning experiences for education students.

4. Library Book Room:

    - Houses books and learning resources for students and faculty members.
    - Provides a quiet and conducive environment for studying and research.

5. Health & Physical Resources Room:

    - Room dedicated to health-related resources, such as medical equipment and physical education materials.
    - Supports health and physical education activities within the institution.

6. ICT Resource Center:

   - Equipped with computers, internet access, and technology resources.
   - Supports integration of technology into teaching and learning processes.

7. Language Lab:

   - Specialized room equipped with audio-visual aids and language learning software.
   - Facilitates language learning activities and enhances language proficiency.

8. Art Resource Room:

   - Equipped with art supplies, materials, and tools.
   - Supports art-related courses and activities within the curriculum.

9. Psychology Lab:

   - Provides a dedicated space for conducting psychology experiments, research, and practical activities.
   - Enhances understanding and application of psychological concepts.

10. Seminar Room:

    - Designed for smaller group discussions, presentations, and seminars.
    - Promotes interactive and focused learning experiences.

11. Reading Room:

    - Provides a quiet and comfortable space for students to engage in reading and self-study.
    - Equipped with appropriate reading materials and resources.

12. Common Room:

    - Designated area for male and female students to relax, interact, and study during their free time.
    - Provides a social space within the institution.

13. Amphitheater:

    - Outdoor space with tiered seating for cultural events, performances, and presentations.
    - Enhances experiential learning through outdoor activities.

14. Play Ground:

   - Offers a dedicated area for students to engage in various sports and outdoor activities.
   - Promotes physical fitness and teamwork among students.

15. Principal Room:

   - Administrative hub for the principal.
   - Used for administrative tasks, meetings, and decision-making processes.

16. Management Office:

   - Administrative center for the college's management staff.
   - Handles operational and organizational matters.

17. Toilet (For Female and Male Staff):

   - Separate toilet facilities for female and male staff members.
   - Ensures convenience and privacy for staff members.

18. Toilets (for Girls, Boys, and Differently Abled):

- Ensures separate and accessible toilet facilities for different genders and individuals with disabilities.

- Promotes hygiene and inclusivity within the institution

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

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

Response: 75

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

Response: 6

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 8

File Description	Document
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 100

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1448319.3	892798.6	877957.2	1080375.02	1408900

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The college library is well-lit and spacious, proper ventilation, 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 the library. All documents and transactions are maintained systematically. The library is partially computerized. **A.G.S. college of Education use SOUL Software forLibrary Management System (ILMS)**. 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 and library software which helps students to find the books easily from particular cupboard or slab. The library resources i.e. reference books; textbooks, journals, encyclopedias, research bulletins, dissertation etc. are adequate and are added to the existing collection. We also have a digital library for students which can be visited though our website under the library section. It provides links to various free e-resources, e-journals, publications, theses and e-books which can be accessed 24X7.

The Library Provides following Services /facilities

· Reading

· Circulation Service

· Reference & Referral

· Clipping

· User guidance

· Bibliographies/Indexes

· Online Public Access Catalogue (OPAC)

· Internet Facility

· CD-ROMs

· Reprography

· Book Bank Facility

· Display of New Arrivals

· User Orientation / Information Library Seminars

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

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

Response:

The A.G.S. College of Education has a Digital Library section on its website, accessible via the link https://agsbedcollege.net/library. Here is a brief description of the resources available through this platform:

1. New Education Policy 2020:

    ○ Provides information and resources to help students understand the basic features of the NEP 2020.
    ○ Helps students stay updated on the latest developments in the field of education.

2. Shodhganga:

    ○ Offers access to a vast collection of over 4 lakh theses.
    ○ Enables students and researchers to explore and refer to a wide range of research work.

3. Shodhsindhu:

    ○ Provides access to more than 6000 journals and over 199,500 e-books under the N-List.
    ○ Grants access to an additional 600,000 e-books through the National Digital Library (NDL).

4. e-Pathshala:

    ○ Offers access to 504 e-textbooks and 3886 e-resources.
    ○ Provides students with digital resources to support their learning and research.

5. National Digital Library:

    ○ Provides a wide range of reference materials covering various subjects such as Science and Technology, Arts and Social Sciences, Medical Sciences, and Legal Studies.
    ○ Offers students a comprehensive collection of resources to enhance their knowledge and research capabilities.

6. DOAB (Directory of Open Access Books):

    ○ A community-driven discovery service that indexes and provides access to scholarly, peer-reviewed open access books.
    ○ Helps users find trusted open access book publishers.
    ○ All DOAB services are free of charge, and the data is freely available.

The Digital Library section on the college's website serves as a valuable resource for students and researchers, offering a diverse range of educational materials, research resources, and reference materials

in a digital format.

File Description	Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.38

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.0864	0	0.07958	0.38678	1.32236

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for

online access) during the latest completed academic year

Response: 1.7

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 20

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 37

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 42

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 52

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 48

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

     1.**Relevant educational documents are obtained on a regular basis**
     2.**Documents are made available from other libraries on loan**
     3.**Documents are obtained as and when teachers recommend**
     4.**Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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 LAN as well as WiFi 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. This provides an online public access catalog for end users and automated circulation for librarians.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 12

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 12

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 100

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1448319.3	892798.6	877957.2	1080375.02	1408900

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

The college has established systems and procedures for maintaining and utilizing its physical, academic, and support facilities. Here's an overview of the systems and procedures in place for different facilities:

1. Laboratory:

- The Laboratory Incharge oversees the maintenance and functioning of the laboratories.
- Regular inspections are conducted to ensure equipment is in working order and safety protocols are followed.
- Repairs or replacements of equipment are promptly attended to.
- Adequate safety measures are implemented, including proper storage of chemicals and safety equipment.

1. Library:

- The Librarian manages the routine activities of the library.
- Library assistants support the Librarian in cataloging, shelving, and assisting students.
- Systems are in place for cataloging and organizing library resources for easy access.
- The library follows a lending system to allow students and staff to borrow books.
- Regular maintenance of the library space is carried out, including cleaning and organizing shelves.

1. Sports Complex:

- A Sports Incharge or committee oversees the maintenance and utilization of the sports complex.
- Regular inspections ensure that sports equipment is in good condition and facilities are safe for use.
- Sporting events, tournaments, and activities are organized by the sports committee.
- Safety measures, such as first aid kits and emergency protocols, are in place.

1. Computers:

- The IT staff is responsible for maintaining computer labs, hardware, and software.
- Regular checks ensure that computer systems are updated and functioning properly.
- Adequate security measures, such as antivirus software and firewalls, are in place to protect against cyber threats.
- IT support is available to address technical issues and provide assistance to students and staff.

1. Classrooms:

- The cleaning and maintenance of classrooms are carried out by supporting staff.
- Carpentry services are available for immediate furniture repairs if needed.
- Proper and optimal use of electric lights, fans, projectors, etc., is ensured to conserve energy and reduce wastage.

1. Campus Security:

- A Security Incharge oversees the safety and security of the campus.
- CCTV cameras are installed in strategic locations for enhanced security and monitoring.
- Security personnel are deployed to maintain a safe environment and enforce security protocols.

1. IT Facilities:

- The IT staff is responsible for maintaining and monitoring the internet, intranet, and LAN facilities.
- The server room staff ensures the proper functioning of servers and network infrastructure.
- Regular backups of data are performed, and security measures are implemented to protect the network from unauthorized access.

1. Various Facilities and Activities:

- Committees are formed to manage specific facilities and activities such as sports, yoga, cultural events, and counseling.
- These committees ensure that the facilities are well-maintained, organize events, and provide necessary support to participants.

By having designated personnel and committees overseeing different aspects of maintenance and utilization, the college ensures that its physical, academic, and support facilities are properly managed, safe, and accessible to students and staff

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: A. All of the above

File Description	Document
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 59.07

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
68	70	24	56	62

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 15

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 15

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 1.69

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	0	1	1

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

Every year, the College establishes a student council through a general election overseen by the Principal and teacher educators. This activity serves the purpose of familiarizing student teachers with the Universal Adult Franchise and instilling democratic values in them. The student council plays a crucial role in providing leadership training to future teachers. Acting as a link between the staff and students, the student council plays an instrumental role in facilitating the successful implementation of co-curricular activities. This involves mobilizing students to participate, plan, and execute a diverse range of activities organized by the college.

The primary objectives of the student council include maintaining discipline, providing mechanisms to address grievances, conducting various programs, and fostering team spirit and cooperative learning among student teachers. They also take the initiative to organize cultural events in coordination with different tutorial groups and celebrate important occasions such as 'Gandhi Jayanti,' 'Independence Day,' 'Republic Day,' 'Teacher's Day,' 'Marathi Divas,' 'Hindi Divas,' 'National Constitution Day,' and the Annual Sports Day. Additionally, they arrange various programs for 'Diwali Celebrations.

Let's take a look at the portfolio details of the student council members:

General Secretary: The General Secretary serves as the class representative and overall coordinator for all portfolios. They compile the outcomes of all activities and act as the interface between the students and the Principal/Faculty.

Class Representative: The Class Representative works in coordination with the General Secretary to ensure the smooth functioning of all portfolios. They assume the responsibilities of the General Secretary in their absence. This representative ensures discipline during college hours and programs, maintaining a congenial and conducive environment. They emphasize punctuality and oversee classroom and corridor maintenance. The discipline and cleanliness in-charge also enforces restrictions on mobile phone usage during college hours and ensures adherence to the proper dress code. They ensure that students carry their identity cards/library cards daily and coordinate with the teacher in charge for report making.

Cultural Representative: The Cultural Representative collaborates with the teacher in charge to organize various cultural activities for different events and ensures the full participation of students. They ensure that an activity report is prepared after each event. Additionally, the Cultural In-charge coordinates with

the photo-in-charge, collects reports, prepares lists of participants, assigns duties, and prepares lists of winners.

Sports Representative: The Sports Representative coordinates with the teacher in charge of sports to organize the sports day and in-house competitions. They prepare lists of participants, assign duties, and compile lists of winners. They are also responsible for creating the final report of the sports events.

Community Work Representative: In an educational college, the role of the Community Work Representative takes on a unique significance within the student council. Their primary focus is to engage students in community service projects that are specifically related to education and have a positive impact on the local educational community.

These positions and their respective responsibilities contribute to the effective functioning of the student council and the overall development of student teachers within the college community.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 11

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	10	10	8

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association serves a vital role in maintaining the loyalty and connection of former students to the organization they once attended, as well as promoting the welfare and development of both the alumni and the institution. The association acts as a bridge between the alumni and the current students, fostering a sense of belonging, pride, and support for the alma mater. Here is a detailed description of the activities and benefits associated with an Alumni Association:

- Sustaining Loyalty: The Alumni Association aims to keep the alumni engaged and connected to the organization even after they have graduated. By maintaining regular communication and providing opportunities for involvement, the association helps alumni feel a continued sense of loyalty towards their alma mater. This can include organizing alumni reunions, social events, and networking opportunities to facilitate connections among former students.

- Career Guidance: Alumni who have achieved success in their respective fields are invited to share their experiences and expertise with current students. These sessions provide valuable insights into career paths, industry trends, and professional development. Career guidance sessions conducted by alumni help students make informed decisions about their future and gain practical knowledge from real-world professionals.

- Grooming and Personality Development: Alumni who have excelled in areas such as leadership, public speaking, and personal growth can contribute to grooming and personality development sessions. These sessions may focus on enhancing communication skills, building self-confidence, and developing leadership qualities. By learning from alumni who have already undergone personal growth journeys, students can gain valuable tips and guidance for their own personal and professional development.

- Overall, the Alumni Association serves as a platform for fostering lifelong connections between alumni and their educational institution. By organizing various activities, including career guidance sessions, grooming and personality development programs, mentoring initiatives, and networking opportunities, the association helps alumni stay connected and engaged. Simultaneously, these activities benefit current students by providing them with valuable insights, guidance, and access to a supportive network of successful professionals. Through these efforts, the Alumni Association contributes to the overall growth and development of both the alumni and the institution

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3.   Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

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.

Response:

The Alumni Association of A.G.S. College of Education provides a strong support to the ongoing students as well as they are in touch with the teachers and management of the college .The Alumni is a great source of motivation, inspiration to all the students. The Alumni provide a great scope of guidance in terms of Placement. As they from time to time provide the details of vacancies, guidance for teaching competitive examinations to the students. The Alumni attend sports and cultural programs at the college whenever possible or through virtual mediums they provide guidance to the students.

One of the notable things is that our alumni are at very good positions, and in reputed institutions even abroad .So it proves a great source of inspiration to the current batches. The alumni of the college have actively participated in the institutional functioning. In 2020- 21 about 5 alumni shared their expertise during various guest lectures and workshops organized by the college. Alumni have helped during co-curricular events by functioning as judges. The alumni offer inputs regarding the activities that can be added into the curriculum so as to ensure holistic teacher education. The alumni have helped during Placements by informing about vacancies in different institutions and also mentoring students applying for jobs.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - 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

Response:

The A.G.S. College of Education believes in democratic style of leadership. The college follows the principles of effective management. The college has always promoted decentralization and participative management practices. Stakeholders from all levels are encouraged to contribute towards the quality of the institution.

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 institute has a vision to produce competent teachers with commitment to the society. The college has a mission to nurture the students by providing educational opportunities to the rural and down-trodden students, by making them to become competent, skilled and to be updated with the latest trends in education and also by bringing out their innate potentialities and creativity through quality education.

The Principal of the institution along with the faculty formulates the action plan for the institutional activities. The institution believes in democratic decentralized and participative governance. The Leadership, CDC, Principal, IQAC, and the faculty play a pivotal role in the designing and implementation of its quality policies in teaching, learning, research and extension activities through collaboration and participative governance. 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.

Dissemination of Vision and Mission to Stake-Holders

Faculty: The vision and mission statements are rooted profoundly in the planning, organization and execution of all activities of the college. Every programme of institution is planned and developed in the light of vision and mission statement of institution.

Students Teachers and parents: Vision and Mission are made known to stakeholders such as parents and student teachers through our website, prospectus, and magazine and during orientation sessions as well as PTA meetings. All practice lessons compulsorily integrate values. So is the case with the assembly, lectures, workshops and other programs, co-curricular activities.

Employers: Employers are aware of our value system from the work that is portrayed through our interaction with them during practice lessons, certificate courses organized by the college for the teachers

in the vicinity and during their visits to college on the occasion of college day, annual exhibition and also during campus placement visit. The College vision-mission statement is boldly displayed on the website and in the college premises.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

The College encourages and motivates a culture of decentralization and participative management. The College ensures participation of all stakeholders such as: teaching, non-teaching staff, students, Alumni, local society members and parents in a number of administrative roles. Important committees comprise of teachers, and many committees include non-teaching staff as well as students.

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.

College development committee is the best example of decentralization and participative management.

Role and Functions of CDC

1. It prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and Enable College to foster excellence in curricular, co-curricular and extra-curricular activities.

2. Decide about the creation of additional teaching and administrative posts;

3. Make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the college;

4. Make specific recommendations to the management to encourage the use of information and communication technology in teaching and learning process;

5. Make specific recommendations regarding the improvement in teaching and suitable training programmes for the employees of the college;

6. Prepare the annual financial estimates (budget) and financial statements of the college and recommend the same to the management for approval;

7. Make recommendations regarding the students' and employees' welfare activities in the college or institution

8. Perform such other duties and exercise such other powers as may be entrusted by the management. The CDC members of the institute meet quarterly in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization. As CDC comprises of Management representatives, Principal, Head of the Dept, IQAC Coordinator and various other stakeholders, this committee is the best and ideal example of Participative management and decentralization.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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 are conducted.

Transparency in Financial Functioning

The Finance Committee and the Governing Body are presented with the Annual Budget and Annual Accounts. All income and expenditure recommendations are subjected to regular financial assessment,

before being posted on the College Website. It makes all of its purchases in an open and transparent manner. The college's website provides access to receipts and payments. Regular audits by an internal auditor and a Chartered Accountant assure propriety at all levels.

Transparency in Academic Functioning

The annual academic plan is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and records the minutes of meeting. The internal assessment system ensures that students receive their evaluated answer sheets and view their progress, performance in the evaluation. There is provision for online & offline grievance redressal system.

Transparency in Administrative Functioning

Recruitments and Staff Promotions are also undertaken with utmost transparency. All the functions of Administration were mentioned in the college Hand Book, which is available on the Website

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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 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	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

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	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

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

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

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	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Following are the welfare schemes available for teaching and non teaching staff members:

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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 11.25

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	4	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 9

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	1	1

File Description	Document
Data as per Data Template	[View Document](#)

6.3.4 Percentage 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

Response: 17.5

6.3.4.1 **Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	9	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

- 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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Financial planning ensures consistency of goals, aligning the growth objectives of the institute with its financial requirements. It also supports the strategic growth of the organization.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	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution has a well-defined strategy for mobilization of funds and optimal utilization of resources.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.

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

Response:

- 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	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

- The IQAC continuously 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 institute and strictly followed. Admission to B.Ed. programme, summer, winter and vacations, examination scheduled & co-curricular activities are notified in the academic calendar.
- All newly admitted students have to compulsorily attend the orientation programme in which they are made aware of the philosophy, the uniqueness of the education system, the teaching learning process the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the institute. All students are also given a guided tour of the campus and the various facilities.
- Important announcements are made in morning assembly and attendance and conduct of classes are monitored by the class teachers. The discipline committee members make random visits to ensure smooth functioning of classes.
- Feedback from students is also taken individually by teachers and students are also free to approach the director of the institute for feedback and suggestions.
- The teaching-learning processes are reviewed and improvements implemented based on the IQAC recommendations.
- Use of Technology, ICT and social platforms are increased in curriculum, submission of assignments and instructions to students keeping view to train our students in Virtual education as a need of time
- Some of the initiatives are included in the following:

  - Introduction of ICT based assignments.
  - Provision for ICT based assignments.
  - Green initiatives in campus-tree plantation
  - Awareness program.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 8.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	7	5	5

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

- The college aligns its goals and objectives with national frame work of core values given by NAAC. For this purpose, A.G.S. College of Education had established an Internal Quality Assurance Cell (IQAC) in the year 2012 as per the guidelines of NAAC with an aim to identify, implement and disseminate best practices and to develop a system of constant quality improvement in the performance of the institution. To achieve this end, it undertakes a number of activities that have contributed significantly for institutionalizing the quality strategies.
- IQAC Coordinator conducts SWOT analysis of the college in the light of the goals and objectives and tries to develop a perspective plan to achieve these. The Principal and the members of IQAC committee identify the innovative practices after conducting periodical reviews. These are adopted, practiced, internalised and finally institutionalised.
- IQAC in consultation with the Trainings and Quality Assurance identifies training needs of the students, faculty and non- teaching staff on the basis of administration of Training Need Questionnaire. 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. Evaluation of students' feedback on their courses of study, college facilities and performance of teachers under the feedback mechanism is reviewed. This mechanism also includes the feedback of peers, parents and management through which a comprehensive and objective assessment of the college is made possible. The assessment helps the college authorities to improve deficient areas in different criterion of assessment.
- Periodical audits are conducted to keep track of all the academic events of the college and maintaining records and ensuring documentation of the college activities. Regular management review meetings are also organised with the faculty, non-teaching staff and student representatives to ensure conformity of standards and non- compliance, if any.
- IQAC Coordinator also conducts review meetings with different centres, units and committees of the college to monitor the 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.

Criterion 7 - 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

Response:

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.

In all of its operations, A.G.S College of Education adheres to and promotes sustainable development.

1. To conserve energy, every new light fixture on campus is an LED.

2. Every employee and student makes sure that electric gadgets are only utilized when necessary.

3. It is customary for the last person to leave the room to turn off the lights and fans.

4. To prevent energy waste, regular inspections of electric appliances and prompt repairs are performed.

5. The faculty and students make an effort to utilize energy responsibly at all times since they are aware of the college's energy policy.

File Description	Document
Institution energy policy document	[View Document](#)

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

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 Education has a "no plastic" policy, which prevents plastic waste.

Students receive instruction on how to properly recycle garbage.

SEGREGATION OF WASTE

The "Reduce the Waste Policy" is followed by the A.G.S College of Education. Put a thought before an action to reduce waste production. The college encourages paperless transactions and the reuse of items like files and other items. In order to separate the waste, there are two dustbins on each floor of the campus that are marked "Wet Waste" and "Dry Waste."With the help of Municipal Corporation the wastage is being collected.

E WASTE MANAGEMENT

E-waste is properly disposed of so that recycling, if possible, can occur.

E-waste is not thrown out in the trash.

Less paper is used in the office and printing is only done when absolutely essential.

Paper waste is disposed of using a recycler.

Installing energy-saving lighting fixtures like LED bulbs, solar panels, and solar bulbs

Utilize natural lighting and ventilation to cut back on your use of electricity.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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.

A.G.S College of Education commitment to a cleaner, greener environment is visible through a range of initiatives. At the community level the institution has conducted clean up drives at BOISAR RAILWAY STATION. At the college and campus level, Swachh Bharat Abhiyan was held. Apart from primary cleanliness and sanitation efforts, the institute is also promoting sustainable habits by advising students to bring cloths bag or paper bags at the college campus to maintain a plastic free environment. The campus features many well-maintained trees and plants. Campus Cleanliness and Sanitation: The overhead water tank in the college is cleaned in frequent intervals to maintain the quality of water.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of

bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 4.71

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
77597	88304	90124	9062	3680

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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 in Dhanu 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 their social commitment.

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

Keeping this in mind, India is a culturally diverse nation where individuals with diverse religious, cultural, and linguistic identities coexist peacefully. The A.G.S. College of Education makes an effort to uphold harmony and foster goodwill among its students. The majority of new students at the college are locals from the area, including the Palghar district. Our college regularly plans a variety of events for students to positively influence cultural activities in society. Thus, the college celebrates events such as Gandhi Jayanti, Republic Day, and Independence Day. Our college celebrates World Sparrow Day where the students keep a bowl of water and some grains for sparrow to feed on. 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	Document
Documentary evidence in support of the claim	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

'Value Oriented Assembly'

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

Objective

I. To inculcate values in their real sense among student teachers.

II. To make morning assembly really meaningful as value education period.

practice :

Entire population is divided into 5 groups. Each group corresponds to particular values. These groups are as follows :

I. Mahatma Gandhi group (Sensitization, dignity of labour),

II. Bhagat singh group (Patriotism ,national integration),

III. Mahatma Jyotiba Phule group (gender equality),

IV. Dr. Babasaheb Ambedkar group (Social justce),

V. Dr. Narendra Dhabholkar group (Scientific outlook).

The morning assembly begins with a secular prayer, followed by a thought of the day and the importance of that specific day. The discussion during the assembly focuses on a particular value, such as gender equality. For example, on August 18th, the significance of the day may be Valentina Tereshkova becoming the first woman cosmonaut.

The assembly is conducted by a student teacher from the Mahatma Jyotiba Phule group. They start by discussing the thought of the day, related to gender equality, and then describe the event of the day, which is Valentina Tereshkova's journey into space in 1963.

The central part of the assembly is the discussion that follows, which promotes reflective thinking among both the student teachers and students. The student teacher initiates a discussion on the challenges of gender equality in our country, with each group having a mentor to guide them. The teacher educator serves as a mentor to assist the student teachers in conducting the morning assembly effectively.

'Library for Community'

The A.G.S College of Education has a diverse collection of books, including textbooks, reference books, encyclopedias, journals, e-journals, and magazines, to cater to the needs of readers. Student teachers frequently utilize the library, and other members of the institution, such as faculty and non-teaching staff, also take advantage of its resources to satisfy their reading interests.

Recognizing the value of reading habits, we have decided to extend the accessibility of the library to the local community. This initiative aims to foster reading habits among the masses and provide access to a wide range of books that individuals may not have access to after leaving formal education or while

staying at home. We believe that B.Ed. colleges, in particular, have a wealth of reading materials on various relevant topics that community members will find worthwhile

Objectives of the practice:

To make available a good source of extensive reading books for community.

To enhance the reading culture of the community.

Practice:

Library of the institution is open between 9.30 a.m. to 5.30 p.m. for community. The person who wants to join the library needs to furnish personal information such as name, residential address, mobile no, identity proof. etc. They are asked to pay Rs. 500/- as a deposit which is refundable. Library, reading room and lending facility is free of cost. The late fee is charged if the returning of the book is delayed to ensure the discipline.

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The A.G.S. College of Education takes a comprehensive approach to its own development and that of all stakeholders. The college has established broad institutional objectives that include:

- Professional Competence: The A.G.S. College of Education prepares student teachers for their professional careers by providing them with the necessary skills. To achieve this, the college organizes various capacity building activities, including workshops, leadership training, cultural events, and interaction with experts in their fields. Student teachers are encouraged to conduct research, present papers at seminars and conferences, and publish articles and book chapters. Through these activities, the college fosters a culture of lifelong learning, enabling student teachers to succeed in their professional fields.
- Value Based Transactions: The A.G.S. College of Education promotes values that underpin student teachers' knowledge and skills, aligning with its vision and mission. Through value-based and theme-based assemblies, festivals, community outreach programs, and environmental activities, the institution aims to instill the values that will form the foundation of the student teachers' learning journey.
- Technology: With technology increasingly integrated into education, the college provides opportunities for student teachers to develop their technological skills through ICT-based activities, technology-integrated course activities, e-resources, online tools, and other means.
- Holistic Development: The A.G.S. College of Education considers the holistic development of student teachers as a primary objective, which it achieves through a range of academic and non-

academic activities.

- Community Outreach: The A.G.S. College of Education believes that student teachers should become responsible members of society who contribute positively to the betterment of society. The college conducts various community outreach programs, including beach cleaning campaigns, visits to special schools and old age homes, and charity fundraising initiatives, to sensitize student teachers to the needs of the less privileged in society.
- Collaborations: The A.G.S. College of Education recognizes that interactions and the exchange of resources and ideas are essential for individual and community growth. To this end, the college collaborates with other institutions and organizations from various fields, providing student teachers with opportunities to expand their intellectual horizons and enhance their skills and abilities.
- Employability: The A.G.S. College of Education acknowledges the changing trends in the field of education, which require teachers to have not only academic knowledge but also soft skills, practical exposure, and aptitude capabilities. To prepare student teachers for employability, the college conducts skill development programs, practical experiences, and mentoring to foster their capabilities.

The A.G.S. College of Education believes that its approach will not only develop professional teachers with respect for the environment and nation but will also contribute to technological development both from an Indian and global perspective.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

This college has established itself in the Palghar District, specifically in a tribal area, and is dedicated to maintaining high standards without compromising on quality. The college's philosophy is based on three core principles: knowledge, skill, and social commitment. As a result, the curriculum is designed to fulfill these objectives. The faculty actively seeks new avenues of knowledge to ensure the college's position in the field of education. They integrate relevant and meaningful internship experiences with local schools to enhance teaching skills that can be applied during the internship phase.

Over the past 16 years, the college has made significant progress in incorporating ICT resources and technology-based educational experiences, providing students with first-hand exposure. Additionally, the college emphasizes innovation and research, supported by qualified faculty, to enrich the content and skill repositories of student teachers.

The college adopts a bottom-up approach to reach out to students from tribal areas, aiming to promote equity in instructional transactions. Internal quality benchmarking is conducted to anticipate students' expectations. Outgoing B.Ed. students receive CTET/NET coaching from the faculty, focusing on philosophical, sociological, and psychological aspects of education to enhance conceptual clarity and comprehension for these eligibility examinations.

The college takes pride in its faculty, who instill in students the habit of acquiring knowledge, developing teaching skills, and embracing social commitment. The mission of the college is driven by people, and it values and supports outstanding teachers, leveraging their natural talents. While maintaining professional distance, the college respects and encourages students to propose new subjects for inclusion in the curriculum.

Looking ahead, the college aims to set higher targets, revitalize its operating systems, and strive for excellence in areas that align with the vision and mission of the college, thereby shaping human resources accordingly.

Concluding Remarks :

A.G.S. College of Education, offering the B.Ed. program, strives to create a stimulating and secure learning environment for its students. The dedicated and passionate teachers at our college are committed to educating young individuals by providing a learning journey that is experiential, authentic, and relevant to their interests.

Our goal at A.G.S. College of Education, B.Ed., is to deliver an innovative educational program that reflects best practices and caters to a diverse range of academic needs. We aim to instill in our students a sense of community engagement and values, encouraging them to lead fulfilling lives and make active contributions to society.

A.G.S. College of Education, B.Ed., focuses on fostering various skills among teachers, including: Emphasizing learning skills over teaching skills: This shift in perspective positions the teacher as a facilitator rather than the sole source of knowledge, encouraging students to take an active role in their own learning.

Cultivating thinking skills: By providing scenario-based learning opportunities, we encourage students to think

creatively and critically, applying their knowledge to real-life situations.

Promoting global connectedness: Recognizing that classrooms are part of a global society, we encourage teachers to appreciate and enhance multiculturalism, embracing diverse perspectives and global standards.

Prioritizing emotional and social well-being: As caregivers, teachers play a crucial role in supporting students' emotional stability and fostering a socially inclusive learning environment.

Embracing technology-driven learning: Acknowledging that learning extends beyond physical classrooms, we emphasize the importance of digital education, making learning accessible, affordable, and adaptable.

Since its establishment in 2006, A.G.S. College of Education, B.Ed., has achieved significant milestones in the development of individuals and society. Our accomplishments in academic, co-curricular, and infrastructural domains drive us towards achieving excellence. The college has always been a platform for nation-building and shaping ideologies.

21-06-2023 04:58:18