



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SIR J.P. COLLEGE OF EDUCATION AND RESEARCH

**J.P. COMPOUND HARENWADI NAKA MAHIM ROAD PALGHAR WEST
401404**

www.sirjpbcdcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sir J. P. College of Education and Research established in the year 2014 under Late Shri Balibhadra Singh Shikshan at Palghar . College is affiliated to the University of Mumbai and recognized by NCTE. Institution has Linguistic Minority Status who runs Two Year B.Ed. degree course. Institute has revised recognition of NCTE wide number with F.No.WRC/APP978/2015/1499872 Dated 04/08/2015. College is situated in the Palghar district of Maharashtra and facilities the rural & tribal population in teachers training, college is about 5 KM away from the Palghar railway station and well connected with road transportation. College is devoted to develop competent committed professional teachers who can work equal opportunities in the democracy. The college offers Bachelor degree in Education. College has 100 intake capacity with two basic division of 50+50 .The College has well equipped and well maintained infrastructure including labs, television overhead projector, audio player computer etc. The college regulated by NCTE , University of Mumbai and admission process under governance of Admission Regulation Authority of Maharashtra and Director of Higher Education Maharashtra State. The College involved in many community welfare programs.

Vision

All Institutions under Late Shri Balibhdara Singh Shikshan Santhan started with the vision to provide **‘Excellent Education for All’**.

Mission

Trust bound to the mission that is the

Flowers of all tomorrow are in the seeds of today.

The management leaves no stone unturned in its efforts to improve the infrastructural facilities.

Management is the strength of college and positively contributing in attainment of the objectives of the college

Objectives:

- To provide excellent teaching learning environment.
- To develop professional, committed & responsible teachers.
- To equip future teachers with necessary pedagogical skills.
- To provide quality teachers to society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed, Supportive management with a vision and mission.
- High moral values.
- Well qualified and dedicated faculty members
- Decentralized administration
- Neat, clean and safe college campus
- Strategic action for NEP 2020 is in progress
- High Class Infrastructure
- Well connected with society
- Eco Friendly premise
- Well-equipped library
- Decentralization of administration
- Continuous quality assurance
- Systematic feedback analyses
- Teachers self-appraisal
- Guidance and counselling for students
- Internship spread through various boards for better experiences
- Extension activities in collaboration with NGOs
- Systematic plan for NEP Implementation
- Action research orientation

Institutional Weakness

- Improvement in documentation and presentation of of all academic and administrative work is required.
- Delay in admission process result in to the lack time to complete all tasks properly.
- Faculty failed to publish research work in the UGC peer review journals.
- Guidance and counselling for further carrier in education field to be improved and implemented in systematic way.
- Non organization of seminar and workshop

Institutional Opportunity

- To create competent committed professional teachers.
- To work in the welfare of society and Nation.
- To serve the community in the vicinity.
- To collaborate with NGOS and uplift the downtrodden section of the society.
- Create relation with other foreign institute to start some new courses.
- To start new courses related to education and training.
- Open resources to nearby schools and others.

Institutional Challenge

- As institute is self-financed unaided it becomes difficult to manage salary of the faculty as per norms.
- Delay in University examination
- Retention of qualified staff
- To fill intake capacity become difficult day by day
- Conduction of seminar conferences
- To motivate faculty for research

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College is affiliated to University of Mumbai and follows the program B.Ed. Two year degree course. The program is of two academic years with Credit Based Choice System comprising of four semester. University holds all rights of update and enhance the curriculum. Whenever university seeks suggestion for updating curriculum, faculty members actively involved in the same. Management of the institute motivates faculty members to involve in the curriculum planning and implementation by supporting to participate in workshops seminar and conferences.

Faculty members prepare academic calendar for effective implementation of the curriculum. Teaching learning planning and administration of curriculum based aspects modified time to time on the basis of feedback given by the stake holders such as students, parents and employee.

Placement and other carrier guidance provided to the students.

Teaching-learning and Evaluation

Institute always try to deliver the content in effective way. Admission process is centralized through CAP and done through CET managed by the Government of Maharashtra. The program spread through Four Semester. In the beginning of every semester orientation program is organized to give deep insight to the students in every course. Specialized teachers take care of transacting the content by conducting lectures. Various programs are organized to develop teaching skills of the students. Community work,

Internship, field visits add more to the teaching learning process. Faculty members complete content within stipulated time and arrange remedial teaching. Internal assessment is performed on the basis of student's performance as per the metrics given by university, for the same faculty members provides guidance to the students as per their requirement. Mentor mentee system is being followed for the internal teaching learning. College always try to be connected with latest updates in the field of teacher education. New trends are adopted by the faculty and practiced in teaching learning process. To develop professional competencies of faculty feedback from the students mechanism is implemented and same is analyzed reviewed.

Infrastructure and Learning Resources

Sir J. P. College of Education and Research is equipped with up to date library and technology for the academic purpose. The College has spacious playground which helps to boost sport interests in future teachers, library is partially computerized offering reference books and school text books journals magazine and newspapers to the student's library has good space to accommodate students. CCTV surveillances ensures security of the students inside the campus. Classrooms, Seminar hall, washrooms and labs are in neat and clean condition. Maintenance and deep cleaning done frequently by caretaker staff. Library activities and records are maintained by librarian. Internet connectivity is provided to all the staff and students to explore online resources.

Student Support and Progression

Sir J. P. College of education and Research render support to students in all around development of the student. College has developed mechanism to support to students in employment and for higher education. Student council established and every year members are elected from the students. Student council facilitate between students and Principal. Various committees such Students Grievances redressal Committee, Woman Grievances Redressal committee, Placement Cell, Guidance and counselling Cell working in welfare of the students. Equal opportunities are being provided to the students in healthy competition. Students are encouraged to participate in inter colligate conferences and competition to nurture their talent. Our Alumni is our pride and college ha good touch with all the alumni.

Governance, Leadership and Management

Achieving the institution's vision, mission, and goals as well as fostering the organization's culture require effective leadership through the establishing of values and a participatory decision-making process. In order to coordinate academic and administrative planning and implementation, the institution has official and informal structures in place.

The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management. College is led by young dynamic leadership. Management work with clear vision to support in all the way for development of students and faculty. IQAC formed in 2019 to foster academic and administration and its actively functioning

Institutional Values and Best Practices

Sir J. P. College of Education and Research has its own effective quality management system and through that genuine academic environment maintained in the college. College always believe in value based education with creativity and innovation. As the philosophy of the institute is excellent education for all and to prove the same college organizes various cultural social activities.

Research and Outreach Activities

For the professional development of the students and faculty various sessions organized in house

Such activities encourages teachers to engage themselves in to research based activities and help student in the different way. Faculty members can guide to the students in the systematic way for the action research and other activities. Management encourage faculty members to participate in various research based conferences and workshops by providing financial support for registration etc. Cleanliness drives and tree plantation for the better tomorrow and inculcation of values are organized every year under community services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIR J.P. COLLEGE OF EDUCATION AND RESEARCH
Address	J.P. COMPOUND HARENWADI NAKA MAHIM ROAD PALGHAR WEST
City	MAHIM PALGHAR
State	Maharashtra
Pin	401404
Website	www.sirjpbcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Paradkar Dnyaneshwar Maruti	02525-695333	8830419477	-	SIRJPBED@GMAIL.COM
IQAC / CIQA coordinator	Gupta Upendra Kumar Mishri Sah	-	9172696955	-	UPENDRAMGUPTA@GMAIL.COM

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes LSBSSS Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

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	04-08-2015	2015	Two Thousand Fifteen onwards

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	J.P. COMPOUND HARENWADI NAKA MAHIM ROAD PALGHAR WEST	Rural	2.29	2504

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bed,EDUCATION	24	UG	English	100	75

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				16			
Recruited	0	0	0	0	0	0	0	0	8	4	0	12
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	4	0	12
Yet to Recruit	0				0				4			

Non-Teaching 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				5
Recruited	2	3	0	5
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				3
Recruited	1	2	0	3
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7
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/MCH	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

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/MCH	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	

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	0	0	0	0	0
	Female	0	0	0	0	0
	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	0	0	3	0
	Female	1	0	0	0
	Others	0	0	0	0
ST	Male	0	4	2	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	6	0
	Female	7	2	0	3
	Others	0	0	0	2
General	Male	15	24	14	13
	Female	49	70	75	57
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		72	100	100	75

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Sir J.P. College of Education and Research 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. degree course for teachers 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. Institute management has passed resolution to start degree courses of Bachelor of Arts, Science and commerce .start of the aforementioned courses will make it possible for the college to work in a multidisciplinary</p>
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	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 credit based courses so student can earn some credits from college
3. Skill development:	Sir J. P. College of education and Research organise various session for student teachers to develop their skill, Communication skill is the most important skill for teachers, for the same Purpose College organise skill development program and outside resource person invited and conducted session on communication skill and life skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As the college is English medium college even Hindi and Marathi linguistic students are being admitted in the college and knowledge delivery integrated to the Indian culture.
5. Focus on Outcome based education (OBE):	The college is in the midst of updating the curriculum to use outcome-based education, after completing their teacher education program, 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 organised 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:	Institute planning to start Yashwantrao Chavan Open University's study center for M.A. Education and Diploma in School Management (DSM). In future online courses are also to be started

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
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.	Institute organised Election Literacy Program in collaboration with District collector office to spread awareness about Election and voters right , Election Literacy Club Established in the college and students registered more than 80 percent as voter . V V PAT introduction program conducted.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Election Literacy Awareness Drive under Community work conducted in the vicinity of the students.
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.	Students reached to the to be voters and encouraged them to be as voter.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	172	154	181	165

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..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	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..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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..

2022-23	2021-22	2020-21	2019-20	2018-19
99	72	82	99	65
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
99	72	82	99	65
File Description		Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	72	82	100
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	12	14

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..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
17.97	12.07	10.69	44.71	16.92

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2**Number of Computers in the institution for academic purposes..****Response: 20**

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:

Sir J.P. College of Education and Research, Palghar being affiliated to University of Mumbai follows curriculum prescribed by the University of Mumbai for interdisciplinary Two year B. Ed. Degree Course which is based on choice based credit system. Institutions main focus on the effective execution of curriculum. Our teacher attend Orientation, workshop, seminar organized by the University for Proper Execution of the curriculum. On the basis of guidelines given by the university college prepared its own academic calendar and works accordingly. In academic calendar as per curriculum course papers, practice teaching and Internship, curricular, co-curricular activities are arranged. Community work plays very vital role for being in touch with local people and community. Management support beyond limit for such activities. Tree plantation, literacy awareness, Women empowerment these are some areas where institute worked very well.. Educational visits also planned and conducted. Institute and management never give up its social responsibility, for the same cause in collaboration with NGO like Lions Club organized program and distributed goods which really required to the tribal community nearby. Time to time review meetings of academic are being organized and whatever problems or situation arises is being solved under CDC college development committee. Students are always motivated to appear for the TET, CTET, SET, NET, PET exam and guidance given time to time. As result many students have cleared these examinations.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Paste link for additional information	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: B. Any 4 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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

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
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	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.

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	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..

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	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
Paste link for additional information	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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Paste link for additional information	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

2022-23	2021-22	2020-21	2019-20	2018-19
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
Data as per Data Template	View Document
Paste link for additional information	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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	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:** In the beginning of the course student teachers are oriented through Induction program planned to explain curriculum, syllabus, code of conduct, exam rules, and different cells working for students' development it enables the student teacher to understand the requirements of the profession and face the challenges in it. Students are made aware about the need of Teacher Education Program by conducting expert sessions, alumni talk. All enrolled students are made aware of various techniques and skill set that will be taught in teacher education. It includes effective classroom management skill, preparation and use of instructional material and communication skills.
- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:**

The practicum work start with orientation about their practice teaching. Before starting internship which is spread through semester II, III, and IV orientation program being organized and proper guidance given to the students for internship. It includes how to write lesson plan, feedback, teaching skills, preparation of reflective journal.

Organization of various activities in the internee school. Blue print orientation,

Conduction of tests and result analysis includes.

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

Student teacher learn teaching strategies like constructivism, cooperative learning, storytelling, role play etc. They take participation in seminars, club activities, creative teaching aid exhibition, and different field visits, create script for drama, take participation in skit, street play, book talk competition, video making etc. These learnt activities they were using during practice teaching and internship. Student teacher prepare lesson plan, unit plan, blue print etc. and implement in their internship schools.

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

The institution has planned various activities for development of student's emotional intelligence through reflective assembly on various days. For developing social skills we have outreach programs, activities like visit to orphanage, old age home, special school, donating grain, clothes to tribal needy people, cleanliness, tree plantation, camp etc.

Enhancement Cell activities are carried out in to enhances all skills of students. Student teacher get a platform to celebrate various activities like Women's day, Teacher's Day,

Anniversary of great personalities etc. Which develops their communication skills.

Research culture is promoted by Action research, we have collaboration and linkages with various schools where in we have our Internship and practice Teaching conducted every year. Students' teachers are engaged in various activities performed during Internship. In Internship students get an opportunity to develop practical skills and explore knowledge.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	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:

Sir J. P. College of Education and Research, is an institute under **Late Shri Balibhadra Singh Shikshan Sansthan** which runs various schools of different boards. The Schools are affiliated to MSBSHE, CBSE, ICSE etc. so we give close exposure to the students of various boards to understand working and procedure of different boards. We have also made some MOU with schools for smooth functioning of collaboration of both the Institute. In Assessment for learning we give projects based on the comparison of the CCA of various boards, so students understand the difference between boards and their evaluation pattern. To give more information about pedagogical knowledge students are asked to take interviews of internship school teachers to explore personality and acquire knowledge of various strategies and techniques. Student teachers prepare a detailed evaluation assignment consisting of year plan, unit plan, blue print, unit test, marking scheme with scoring key. The same pattern is used with help of school teachers during internship and the results are analyzed. Apart from that expert session of principal talk are arranged for the students.

File Description	Document
Documentary evidence in support of the claim	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:

B.Ed. curriculum has different aspects like theory, assignments, practicum and Internship. Theoretical knowledge gives deeper meaning of concepts through the courses like Childhood and Growing Up, Learning and Teaching ICT, Creating an Inclusive School, Practical knowledge helps to understand the concepts. Most of assignments are related to field work which gives actual experiences to student like visit to scientific, historical and geographical places and visit to special school and writing report on it where student involve actively that create awareness in them. Enhancing professional capabilities develop teaching learning skills of students through orientation & model demo of teacher in micro teaching, integrated and practice teaching lessons, Constructivist lessons, ICT based lessons etc. Practicum like reading and reflecting, Understanding the self and Drama and art in education help student teacher for understanding self, role and responsibilities of teacher. Expert sessions like Principal's talk i.e. principals from different schools were invited to interact with student teachers about role and responsibilities of school principal and teachers, classroom management, understanding the child, evaluation pattern etc.

Internship gives actual professional knowledge to student teacher like Planning of the lessons and conducting constructivist lessons, Theme based lesson preparing unit test, result analysis and attendance of class, for a months and writing a report on all it. Observation of School facilities like playground, laboratory, library, different club etc. and writing report on it. Student teacher take interview of school teacher who made awareness about roles and duties of them. Student teachers plan assembly, co-curricular, extracurricular activities for students.

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

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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	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: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	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: 90.8

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: 14.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	8	6	7

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	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**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	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:

At entry level all students are admitted through Central Admission Process conducted by government of Maharashtra under department of Director of Higher Education. As collegeis of English medium students have to appear for Common Entrance Test and ELCT i.e.English language competency test. Exam includes testing of mental ability: Series Syllogism, Coding-Decoding, Relationship, Analogies, Classification, Problems on Dice, etc., either in Verbal or Non-Verbal form, General knowledge includes question based on about events at local, National, International Level including past events, Current Affairs including Science and technology, History, Geography, Civics, Political Science and Literature in General. Teaching aptitude with reference to leadership qualities awareness, changes in education and society, communication and professional commitment etc.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	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: C. Any 3 of the above

File Description	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
Reports with seal and signature of the Principal	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.9

2.2.4.1 Number of mentors in the Institution

Response: 10

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:

All the teachers at **Sir J.P. College of Education and Research** adopt various pedagogies that enables students to learn in more effective manners and use the knowledge gained in various applications. As the institute belongs to Teacher Education Institution category focus is kept on using and demonstrating different learning technics such as experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion. This helps students to enhance learning and also understand importance of it as student teacher.

Experimental Learning: It is a process of learning through Experience. Students get benefits from experiential learning at different stages of their development

1. Projects: Project plays a very important role in learning as it enhances student's various skills like creativity, critical thinking, etc. Student's knowledge is consolidated and internalized through working on different projects. Students learn by applying their knowledge and skills. It gives opportunity to learn the context keenly.

2. Field Visit: Students acquire practical knowledge through field visits, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects.

4. Internship: Internship allows students to understand how to develop education processes for classroom transaction. Students are provided training through different boards specific to internships at various Levels. Through internship student gets a chance to execute their teaching skills in live classrooms which enhance their confidence level and various professional skills.

5. Participative Learning: Students participate in various competitions in the inter college, intra college as well as University Level Through college-sponsored activities like the green challenge plantation push, Swatch Bharat Mission, and health awareness camps, students can foster a sense of community, patriotism, aesthetic social responsibility, and welfare while also contributing to the riches of the country. Students take part in seminars, conferences and workshops along with their guide teachers. Students participate in sports Competition.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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: 0

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

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	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
Data as per Data Template	View Document

2.3.5

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

Response:

Mentoring create safe environment that encourages learning and experimenting which helps in overall development of the students. In a mentoring relationship, both the mentor and the mentee acknowledge the importance of personal growth. Confidentiality and trust are the cornerstones of effective mentorship. College faculty member have created mentoring as a key strategy for helping student teachers in the beginning to support their performance in the classroom and later grow their teaching careers. The development of professional knowledge and abilities necessary to prepare student teachers for the twenty-first century is continuously improved through mentoring.

Working in teams: Teacher educators become familiar with a variety of students and develop an awareness of their behavior, skills, and levels of understanding of the subjects being taught in addition to instructing students in core, elective, and pedagogical subjects in their areas of specialization. They get to know the student teachers personally and offer group and individualized coaching and counseling in the classroom. To be active, the mentorship process must be divided into smaller groups of 12 to 15 students, each with a teacher, these small groups are urged to function as teams during the simulated, micro, and macro teaching phases while the teacher in charge is present. They are also encouraged to start talking about their strengths and weaknesses and asking their mentor teacher for specific guidance. Even peer mentoring is used when more motivated students help their less motivated counterparts develop the necessary teaching skills through group presentations, interactions, peer observation of one another's lessons, and evaluation of the lessons through giving feedback on how well the lessons were delivered. In this situation, the teacher educator is able to provide one-on-one guidance to student teachers.

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: B. Any 4 of the above

File Description	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:

Sir J. P. College of Education and Research nurtures creative environment in teaching learning process. For that we adopt cooperative teaching strategies. Time to time orientation and workshops are arranged for giving hands on experiences to the students. Theme based lessons are also being arranged during the internship for inculcating life skills among the students. Essay writing competition poster making competition are arranged to inculcate life skill and good habits among the students. Same efforts are being made by the community work by tree plantation and cleanliness awareness.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	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: A. Any 8 or more 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:** C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	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: B. Any 3 of the above

File Description	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:** B. Any 3 or 4 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: B. Any 4 of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Link for additional information	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:** B. Any 4 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
Data as per Data Template	View Document

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:**

Internship schools are recognized in well advance time every year for both internship program spread through semester two, three and four. College send request letter to all recognized internship school with consent letter to the Principals of particular school. After consent of the school internship orientation being organized every time before internship starts. All students are oriented about all tasks which they have to perform during internship. 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. Lessons learned through internships, leadership qualities, engagement in extracurricular activities, timeliness, and teamwork are all considered when evaluating student achievement. Internship spread through State Boar Schools, CBSE and ICSE schools to give internee varied experiences and working of various boards.

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

2.4.9

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

Response: 6.6

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

Response: 15

File Description	Document
Internship certificates for students from different host schools	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: B. Any 6 or 7 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:

Role of Faculty: As course includes a 20-week internship spread across Semester 2, 3, and 4. Teachers guide students on lesson planning, demonstrating skills, conducting comprehensive lessons, and innovative teaching methods. It covers 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, 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.

Role of the School Principal: The school principal grants permission for the internship and closely monitors the students' activities. 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.

Role of the school teacher: 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.

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

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: B. Any 4 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
Any other relevant information	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: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 78.75

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
Any other relevant information	View Document

2.5.2

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

Response: 63.49

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

Response: 08

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: 7.46

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

Response: 97

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:

Sir J. P. College of Education and Research encourages faculty members to attend workshops Seminar, webinar, conferences and faculty development programs to keep themselves updated. Institute provide compensation and all other expenses such as registration fees, travelling allowances to encourage faculty to participate in professional development program. As result Our faculty participate in various programs and keep them updated through. Most of the faculty Members have completed their doctorate in their field and remaining are trying to get enrolled. Faculty members actively participate in the orientation program organized by the University of Mumbai regarding changes in the syllabus, exam patterns, online screen marking etc. and implement the same in the college effectively. In-house discussion organized for implementation of the curriculum and to discuss latest changes in the patterns.

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: B. Any 3 of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

As per the directives received from the University Authorities and as per the guidelines published in the Gazette copy of Maharashtra Government dated 27 Feb. 2019 College Grievances Redressal Cell constituted in the college on 10/06/2019 and thereafter this grievances redressal committee take initiatives to solve all kind of grievances related to examination and academics. Regarding in any problem related to evaluation students can directly approach to concern faculty of the subject and forward their application regarding query. Members of grievance redressal committee take application in to consideration and if required make changes in the evaluation and mark sheet.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

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

Response:

Sir J. P. College of Education and Research prepare its academic calendar in the beginning of academic year. In the academic calendar all academic activities are planned for effective execution. College assessment such as essay test, class test, and project based course activity schedule mentioned in the academic calendar and same communicated to the students. Academic calendar helps to complete all tasks within time before university assessment Assignment submission, celebration, internship, community work etc. are planned in the calendar and executed every year

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:

Sir J. P. College of Education and Research plan the teaching learning process student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioral changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, Programme Learning Outcomes (PLO) for both the co-curricular and academic components taken into consideration. The Course Learning Outcomes (CLOs) are taken into consideration while choosing appropriate teaching, learning, and evaluation activities for each course.. Faculty members keep close control on 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).

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	72	82	99	65

File Description	Document
Result sheet for each year received from the Affiliating University	View 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:

Sir J. P. College of Education and Research 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 human, 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 background, join 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. Visits to schools of different boards give a comprehensive perspective of school culture to students. 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: 60.61

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

Response: 60

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: 3.5

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..

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description

Document

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

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: C. Any 2 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	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: E. None of the above

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: 0.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	0

File Description	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
Any additional information	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: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
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: 0.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	01	02

File Description**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: 52.12****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	72	82	100

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: 11.48****3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	100

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:**

Sir J. P. College of Education and Reserch orgnize Commuity work to sensitize students towards social problems such

Cleanliness , Tree Plantation , Literacy Awareness ,Women Empowerment , distribution of needful items ,and heal;th chek up of Tribble people near by in collaboration with NGO such as Lions Club.

File Description	Document
Relevant documentary evidence for the claim	View Document

3.3.5**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****Response: 2****3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	1

File Description	Document
Data as per Data Template	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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	00	00

File Description	Document
Data as per Data Template	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: 1

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

Response: 01

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	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: B. Any 5 or 6 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:

Sir J. P. College of Education and Research have adequate high class infrastructure and physical facilities for teaching and learning

1. Classroom: Provides a dedicated space for conducting regular classes and lectures. Equipped with necessary furniture, whiteboards, and audio-visual aids. Separate classrooms available for both F.Y. and S.Y.

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 and Craft Resource Center: 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 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. Recreational Turf Area: turf area is available for students to practice sports with modern facilities for sports

16. Toilet (For Female and Male Staff): Separate toilet facilities for female and male staff members. Ensures convenience and privacy for staff members.

17. Toilets (for Girls Boys): 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: 44.44

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

Response: 4

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

Response: 9

File Description	Document
Data as per Data Template	View Document

4.1.3

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

Response: 42.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
26.42	4.19	0.95	7.73	4.62

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:

College has well equipped library with books 5014 and journal 25 ,E Journals 209, magazines 4, Newspapers 5

We have subscription of Delnet E-library with access of more than 3.8 crore catalogue record of books ,journal ,articles etc.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	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:

College has well equipped library with 5014 books and journal , periodicals, magazines etc

we have subscription of Delnet E-library with access of more than 3.8 crore catalogue record of books ,journal ,articles etc.

Delnet provides OPAC to students and faculty members

206 National and e journals on education are available .

10664 E Text

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: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	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: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.64521	0.058	0.07	0.22781	0.78178

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: 9.13

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: 438

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: 392

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: 452

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: 372

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: 282

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
Any other relevant information	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: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Sir J.P. College of Education And Research 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. The college administration is fully as well as the library department is partially computerized. Library has computers with internet access, using Delplus Library Software. Total number of computer using academic pupose Qty-20 with Inverter backup, Generator Backup, And Total Number LED Screen Using Academic Pupurpose Qty-10 Pcs & 2 LED Projector.

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: 9.95

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: 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

File Description	Document
Receipt for connection indicating bandwidth	View 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:** 50.81**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.67	11.31	4.57	18.88	13.58

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.

2. 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.

3 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.

4. 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.

5. 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.

6 .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.

File Description	Document
Any additional information	View Document

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: C. Any 2 or 3 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: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	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: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View 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
Paste link for additional information	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:** D. Any 1 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:** 14.15**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	9	18	13

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 16.16**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 16

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

Response: 00

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

Response: 00

File Description

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: 2.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	01	3	5

File Description

Document

Data as per Data Template

[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 important 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 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.

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
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: 8.8**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	08	06

File Description**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: C. Any 2 or 3 of the above

File Description	Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

File Description	Document
Upload any additional information	View 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:

Alumni of Sir J. P. College of education and Reserch plays vital role in the acdemic and professional devlopment of the students share their expertise

and maintain connection with students and guide them in the career devlopment.

alumni also helps to students in find vacaccies and placement in the institutions which they know.

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 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 mold 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 co-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 program 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. 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.

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 signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The College encourages and motivates and practices decentralization and participative management. The College ensures participation of all stakeholders such as: teaching, non-teaching staff, students, Alumni, local society members 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 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 nonacademic activities conducted in the institution, 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, curricular and extra-curricular activities.
2. Make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the college.

3. Make specific recommendations to the management to encourage the use of information and communication technology in teaching and learning process
4. Make specific recommendations regarding the improvement in teaching and suitable training program for the employees of the college.
5. 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. 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

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.

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.

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:

Sir J. P. College of Education and Research comes under the linguistic minority status

College has already established various bodies and committees for efficient administrative set up

College has established College development committee, Grievance Redressal Committee, Anti ragging committee Minority cell. Women grievances redressal committee.

All committees are functional meeting frequently for the development of the college

Managerial

Governance:

The

institution is an Unaided Minority Institute run by Late Shri Balibhadra Singh Shikshan Sansthan 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 NCTE. Eligible candidates are recruited based on selection by experts in panel interviews.

File Description	Document
Documentary evidence in support of the claim	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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	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
Any additional information	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 Staff Salary timely credited to bank account of employee.

Financial Assistance for the faculty members:

Faculty members are provided 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

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.

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: 12.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	00	02

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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: 3.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	02	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

The Institution has performance appraisal system for teaching and non teaching its started after covid pandemic

sample copy of self appraisal form is uploaded .

Self Appraisal Report conducted at the end of every academic year which helps to come over short

comings of the teaching and non teaching staff.

It helps to upgrade academic as well as administration.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Sir J. P. College of Education and Research being run under Late shri balibhadra singh Shikshan Sansthan conduct internal -external audit

on time along with income tax return and form 10B

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)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View 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:

In our Institutions mobilization of funds are not applicable but the resources whatever are available make available for the community purpose whenever required .

Play Ground Turf Area ,Transportation , Drinking Water ,Etc are shared for the community purpose.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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:

Sir J. P. College of Education established IQAC Cell in the year 2019. 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 program 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. Self Study Report of maintaining records of the college activities. Regular management review meetings are also organized 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. program, 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 program 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.

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: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	05	08	08

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: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting 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:

- Organize orientation program for new students.
- To enroll and complete all admission process on time
- Implementation of curriculum effectively
- Proper documentation of the all events
- Community service
- Practice teaching and internship
- Points on the time

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

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:

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. In addition to emphasizing energy conservation, the college also promotes responsible use of other resources, including water. In all of its operations, Sir J. P. College of Education and Research 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
Any additional information	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, 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.. Students receive instruction on how

to properly recycle garb

"Reduce the Waste Policy" is followed by College. 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
Any additional information	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

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

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 rest room area and around washbasins. Regular maintenance and rest room 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. Regular inspections are conducted by the administration and principle to guarantee that the campus is kept hygienic and tidy. 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.

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: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	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: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.12150	0.10180	0.09210	0.08430	0.07890

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document

7.1.8

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

Response:

Community Outreach: Sir J. P. College of Education and Research 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.

File Description	Document
Any additional information	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: B. Any 3 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:

Sir J. P. College of Education and Research Practices community based services every year with following objectives

Objectives :

- To benefit the society and provide required items to level up living**
- To conserve environment and strengthen green initiatives**
- To spread awareness about health and hygiene**
- To support Swatch Baharat Abhiyan.**

To achieve the above said objectives college practice following practices

- 1.Satellite Service Week:** College organize Satellite service week every year probably in the month of February to serve the community in collaboration with NGO Lions Club and distribute

the useful items to the tribal people living nearby the college. Items Include Clothes , Grocery ,Sewing machine etc. medical checkup, eye checkup, and women empowerment through various activities.

2. **Tree Planation:** Under community Work College organize tree plantation every year and palnt trees in the vicinity for green initiatives.
3. **Health awareness program:** College under take the initiatives to spread awareness about heath and hygiene. Students visit home to home in their area and give information to the people about health and hygiene.
4. **Each one Teach one:** Under this initiatives college runs program of each one teach one where students visits work sites, construction sites, slum area and teach one person or child and create awareness about literacy.
5. **Cleanliness Drive:** College runs cleanliness drive every year to support Swachh Bharat Abhiyan students cleans surrounding , beaches and spread the importance of cleanliness

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sir J. P. College of Education and Research takes a comprehensive approach to its own development and that of all stakeholders. The college established with broad institutional objectives that include:

Excellent Education for All: College established with great motto to provide quality teachers training to the rural and tribal student with minority students, since then institute providing quality education and creating competent committed professional teachers those who can work for equal opportunities in the democratic atmosphere

Professional Competence: Sir J. P. College of Education and Research 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.

Value Based Transactions: Sir J. P. College of Education and Research promotes values based education that impart 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.

Employability: Sir J. P. college of Education and Research 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.

Community Engagement: Sir J. P. College of Education and Research organize Community work every year. Various Activities such as Tree Plantation for Green initiative, Cleanliness, health Hygiene, Satellite Service under many things are distributed to the community

5. CONCLUSION

Additional Information :

Sir J.P. College of Education and research aims to create professional , competent , committed teachers to serve the nation and society , by keeping the vision and mission of the institute in the mind management and college works towards to uplift all related areas of teacher training . In view of NEP2020 Institute has already statred plannig to convert institute in multidisciplinary institute . Trust and college is always bound to spread the best teachers training for the better society and future .

Concluding Remarks :

Sir J.P. College of Education and Research started in the year of 2014 to serve the community in rural area and providing qualty education. Best quality infrastructure is developed in the college to fascilitated teaching learning process. College aims to provide quality teachers training to the students in rural and tribal area along with minority students. College have appointed well qualified faculty for the betterment of the students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made changes as per the report shared by HEI.</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 12 Answer after DVV Verification: 10</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>
2.3.2	<p>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</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT.. Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	06	06	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI

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..

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

Answer before DVV Verification : 100

Answer after DVV Verification: 0

Remark : Made it 0 as there is no supporting 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**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has made changes as per the report shared by HEI.

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	71	80	100	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	72	82	99	65

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	0

Remark : DVV has made changes as per the report shared by HEI

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	02	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI

3.3.2 **Percentage of students participating in outreach activities organized by the institution during**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	80	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	72	82	100

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	72	80	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	100

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	02	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

0	0	0	1	1
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Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
667947	542581	546324	1760703	1497773

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26.42	4.19	0.95	7.73	4.62

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64521	5800	7150	22781	78178

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.64521	0.058	0.07	0.22781	0.78178

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

367798	422898	64039	761123	169079
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.67	11.31	4.57	18.88	13.58

Remark : DVV has made changes as per the report shared by HEI

5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 7 of the above Answer After DVV Verification: C. Any 6 of the above Remark : DVV has made changes as per the report shared by HEI</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/</p>

TET/ CTET) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	01	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	01	3	5

Remark : DVV has made changes as per the report shared by HEI

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**

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made changes as per the report shared by HEI

7.1.7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12150	10180	9210	8430	7890

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.12150	0.10180	0.09210	0.08430	0.07890

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>100</td><td>100</td><td>72</td><td>82</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>199</td><td>172</td><td>154</td><td>181</td><td>165</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	72	82	100	2022-23	2021-22	2020-21	2019-20	2018-19	199	172	154	181	165
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	72	82	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
199	172	154	181	165																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	1	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	1	1	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2289145</td><td>1838499</td><td>1807942</td><td>5459910</td><td>2132195</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>17.97</td><td>12.07</td><td>10.69</td><td>44.71</td><td>16.92</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	2289145	1838499	1807942	5459910	2132195	2022-23	2021-22	2020-21	2019-20	2018-19	17.97	12.07	10.69	44.71	16.92
2022-23	2021-22	2020-21	2019-20	2018-19																	
2289145	1838499	1807942	5459910	2132195																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17.97	12.07	10.69	44.71	16.92																	