YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	**Maharashtriya Mandal's Chandrashekhar Agashe College of Physical Education, Pune**
• Name of the Head of the institution	**Dr. Sopan Eknath Kangane**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02024261872**
• Mobile No:	**9922279151**
• Registered e-mail ID (Principal)	**agashecollegepune@gmail.com**
• Alternate Email ID	**sssopi@gmail.com**
• Address	**Veersavarkar Marg, Mukundnagar, Gultekadi**
• City/Town	**Pune**
• State/UT	**Maharashtra**
• Pin Code	**411037**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Savitribai Phule Pune University, Pune**
• Name of the IQAC Co-ordinator/Director	**Prof. Sharad Shankar Aher**
• Phone No.	**02024261872**
• Alternate phone No.(IQAC)	**02029511474**
• Mobile (IQAC)	**9890025266**
• IQAC e-mail address	**iqaccacpe@gmail.com**
• Alternate e-mail address (IQAC)	**agashecollegepune@gmail.com**
3.Website address	https://agashecollege.org
• Web-link of the AQAR: (Previous Academic Year)	https://agashecollege.org/A.Y.%20 2020-21/AQAR/AQAR%202021-2022.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://agashecollege.org/academi c-calender/Academic%20Calender%20 2022-2023.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**82**	**2003**	**21/03/2003**	**20/03/2009**
Cycle 2	**B**	**2.85**	**2009**	**31/12/2009**	**30/12/2014**
Cycle 3	**B++**	**2.9**	**2022**	**07/06/2022**	**06/06/2027**

6.Date of Establishment of IQAC	**01/07/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

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

• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**2**

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

• If yes, mention the amount	

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

Conducted Faculty development programs on the Psychomotor Domain of learning

Organized National Level seminar on NEP 2020

Conducted Academic and Administrative Audit

Organized Intramural and Extramural sports competition

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Academic and administrative Audit (Internal)	Academic and administrative Audit conducted by Savitribai phule pune university
Organize seminar for students on NEP 2020	National level seminar on NEP 2020 was successfully conducted
Conducting Workshop on State Eligibility test (SET) in Physical Education	Workshop on State Eligibility test (SET) in Physical Education was successfully conducted
Conducting Volley ball, Basket ball, Hand ball Inter collegiate competition	Competition successfully conducted
Use of student centered teaching methods	Different student centered teaching methods were used
Use of different authentic assessment technique in Teaching Learning Process	different authentic assessment technique were used
Use of technology to enhance Teaching Learning Process	All faculty members use technology in teaching learning

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	Nil

15.Multidisciplinary / interdisciplinary

At present, MMCACPE Pune have collaborations with many different institution of allied areas. Courses and research projects with these institutions are in place and being conducted in the college. Yet, the college plans to expand its horizons further in following

manner.

At MMCACPE, Pune, our vision is to transform ourselves into a holistic multidisciplinary institution that nurtures well-rounded individuals equipped with diverse skills, knowledge, and perspectives. We recognize that the challenges of the 21st century require interdisciplinary approaches and innovative thinking. By embracing this vision, we aim to prepare our students and faculty for the complex and interconnected world they will encounter.

1. Promoting a Culture of Collaboration: We plan to foster a culture that encourages collaboration across disciplines. This will involve creating platforms and spaces for interdisciplinary engagement, such as joint research projects, cross-departmental seminars, and interdisciplinary curriculum development. We will promote an inclusive and supportive environment where individuals from different disciplines can exchange ideas, learn from each other, and work together to solve real-world problems.

2. Integrating Multidisciplinary Curricula: To provide students with a well-rounded education, we will integrate multidisciplinary curricula that go beyond traditional disciplinary boundaries. We will develop new courses and programs that encourage students to explore connections between different fields of study. By offering interdisciplinary majors, minors, and certificate programs, we will equip our graduates with a comprehensive skill set that combines technical expertise with critical thinking, creativity, and adaptability.

3. Facilitating Interdepartmental Research: We will establish research centers and institutes that promote collaboration among faculty members from various disciplines. These centers will provide funding, resources, and infrastructure for interdisciplinary research projects. We will encourage faculty to form interdisciplinary research teams and pursue external funding opportunities that support multidisciplinary investigations. By facilitating cross-disciplinary research, we will encourage innovative discoveries and solutions to societal challenges.

4. Enhancing Student Support and Advising: We will provide comprehensive support services and advising to help students navigate the multidisciplinary landscape. Academic advisors will be trained to guide students in designing personalized

pathways that integrate multiple disciplines and align with their interests and career goals. We will also establish mentoring programs, peer support networks, and experiential learning opportunities that expose students to diverse perspectives and interdisciplinary experiences.

5. Investing in Infrastructure and Resources: To enable multidisciplinary collaboration, we will invest in state-of-the-art infrastructure and resources. This includes creating collaborative spaces, such as interdisciplinary labs, innovation hubs, and maker spaces, where students and faculty from different disciplines can work together on projects. We will also develop digital platforms and tools that facilitate interdisciplinary research, communication, and knowledge sharing.

6. Engaging with External Partnerships: We will actively seek collaborations with external partners, including industries, nonprofit organizations, government agencies, and other educational institutions. These partnerships will provide opportunities for applied research, internships, co-op programs, and community engagement projects that require multidisciplinary expertise. By connecting with the broader community, we will ensure that our institution's multidisciplinary efforts have a real impact on society.

7. Continuous Professional Development: We are committed to fostering a culture of lifelong learning among our faculty and staff. We will provide professional development opportunities that encourage interdisciplinary exploration, including workshops, conferences, and seminars. By supporting faculty and staff in their pursuit of multidisciplinary knowledge and skills, we will create a vibrant intellectual community that serves as a model for our students.

Through the implementation of this vision and plan, MMCACPE, Pune will evolve into a leading multidisciplinary institution that produces graduates who are well-prepared to tackle complex challenges, lead interdisciplinary teams, and contribute meaningfully to society.

16.Academic bank of credits (ABC):

The college has already trained the students to register for the ABC as suggested by the guidelines.

The National Education Policy (NEP) 2020 proposed the establishment of an Academic Bank of Credits (ABC) to provide students with increased flexibility in choosing their courses and programs, allowing for seamless mobility across institutions. Here are some initiatives that an institution can take to fulfill the requirements of the Academic Bank of Credits:

1. Curriculum Restructuring: The institution can begin by restructuring its curriculum to align with the ABC framework. This involves breaking down courses into smaller modules or credits, making it easier for students to accumulate credits from various disciplines. The curriculum can be designed to include a range of core, elective, and interdisciplinary courses, enabling students to select courses based on their interests and career aspirations.

2. Credit Transfer Mechanisms: To facilitate seamless mobility, the institution can establish robust credit transfer mechanisms. This involves developing agreements and partnerships with other institutions, both within the country and internationally, to ensure smooth credit transfer for students. The institution should adopt a transparent credit transfer policy and clearly define the criteria for accepting credits earned at other institutions.

3. Credit Accumulation and Portability: The institution can implement systems to track and accumulate credits earned by students. This can be done through an online platform or portal where students can access and manage their credits. The institution should ensure that these credits are portable and can be transferred to other institutions if the student chooses to pursue further studies elsewhere.

4. Flexible Learning Pathways: To cater to the diverse learning needs of students, the institution can offer flexible learning pathways. This can include options for part-time study, online courses, and credit-based certification programs. By providing

a variety of learning modes and opportunities, the institution can enable students to earn credits at their own pace and convenience.

5. Recognition of Prior Learning: The institution can establish mechanisms to recognize and award credits for prior learning experiences of students. This can include assessing and validating skills and knowledge gained through work experience, internships, vocational training, and other non-formal learning activities. Recognizing prior learning will allow students to accelerate their academic progress and reduce redundancy in their educational journey.

6. Faculty Training and Development: In order to effectively implement the ABC framework, the institution should provide training and professional development opportunities for faculty members. This can include workshops, seminars, and capacity-building programs to familiarize faculty with the credit-based system, interdisciplinary teaching methods, and evaluation techniques that align with the ABC framework.

7. Awareness and Guidance: The institution should conduct awareness campaigns to educate students, parents, and stakeholders about the ABC framework and its benefits. This can be done through orientations, information sessions, and dedicated counseling services. Academic advisors should be well-equipped to guide students in understanding the credit system, making informed choices, and planning their academic pathway.

8. Evaluation and Quality Assurance: To ensure the integrity and quality of the credit-based system, the institution should establish robust evaluation and quality assurance mechanisms. This includes designing reliable assessment methods, maintaining academic standards, and regularly reviewing and updating the curriculum to meet the evolving needs of students and industries.

By implementing these initiatives, the institution can fulfill the requirements of the Academic Bank of Credits as proposed in the NEP 2020. This will empower students with greater flexibility, mobility, and choice in their education, enabling them to pursue interdisciplinary learning pathways and acquire a diverse range of skills and knowledge.

17.Skill development:

CACPE Pune has embarked upon skill development initiatives. New courses enabling the students for developing skills in Yoga instructions, gym training, outdoor fitness, Chess coaching etc are already being conducted in the college.

The institution has taken several efforts to strengthen vocational education and develop soft skills of students in alignment with the National Skills Qualifications Framework (NSQF). Here are some key initiatives:

1. Integration of Vocational Courses: The institution has integrated vocational courses into its curriculum, offering students the opportunity to gain practical skills and industry-specific knowledge. These courses are aligned with the NSQF and cover a wide range of vocational areas such as information technology, hospitality, healthcare, automotive, and more. By offering vocational courses, the institution ensures that students are equipped with job-ready skills that meet industry standards.

2. Industry Partnerships and Collaborations: The institution has established partnerships and collaborations with various industries and employers to enhance vocational education. These collaborations provide students with opportunities for internships, apprenticeships, and hands-on training in real-world work environments. Through these partnerships, students gain practical experience, industry exposure, and a better understanding of the skills required for specific occupations.

3. Skill Development Centers and Labs: The institution has set up dedicated skill development centers and labs equipped with modern tools, equipment, and technologies relevant to vocational education. These facilities enable students to gain practical experience in simulated work environments and develop their technical skills. The institution ensures that these skill development centers are regularly updated to align

with the evolving needs of industries and the NSQF.

4. Qualified and Industry-Experienced Faculty: The institution has recruited qualified faculty members who possess both academic qualifications and industry experience. These faculty members bring real-world expertise to the classroom and provide students with insights into the practical applications of vocational skills. They also stay updated with industry trends and standards, ensuring that the curriculum remains relevant and up-to-date.

5. Assessments and Certification: The institution conducts assessments and certifications that align with the NSQF. These assessments evaluate students' vocational skills and knowledge, providing them with recognized certifications that are valued by employers. The institution follows the guidelines and procedures set by the appropriate skill development bodies to ensure the credibility and authenticity of the certifications.

6. Soft Skills Training: Recognizing the importance of soft skills in the workplace, the institution offers comprehensive soft skills training programs to students. These programs focus on developing skills such as communication, teamwork, problem-solving, leadership, and adaptability. The institution conducts workshops, seminars, and interactive sessions to enhance students' interpersonal and communication skills, which are vital for their overall employability.

7. Career Guidance and Placement Support: The institution provides career guidance and placement support to students pursuing vocational education. Career counselors assist students in identifying their strengths, interests, and career goals. They provide guidance on the vocational pathways available, help students explore different career options, and support them in making informed decisions about their future. The institution also facilitates placement opportunities and organizes job fairs to connect students with potential employers.

8. Continuous Industry Interaction: To ensure the relevance of vocational education, the institution maintains regular interaction with industries mandl employers. It organizes industry visits, guest lectures, and panel discussions where professionals share insights into the industry's requirements and emerging trends. This interaction helps the institution

align its vocational programs with the evolving needs of the job market and bridge any skill gaps.

By implementing these efforts, the institution strengthens vocational education and develops the soft skills of students in alignment with the National Skills Qualifications Framework. This prepares students for successful careers, enhances their employability, and equips them with the skills required to contribute effectively to the workforce.

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

Strategy for Integration of Indian Knowledge System into the Curriculum using Offline and Online Courses:

1. Curriculum Design and Review: The institution will conduct a comprehensive review of the existing curriculum to identify opportunities for integrating the Indian Knowledge system. This will involve mapping relevant concepts, principles, and practices from Indian languages, culture, history, and traditions across different disciplines. The curriculum design will aim to incorporate a balanced blend of traditional Indian knowledge and contemporary subjects, ensuring its relevance and applicability.

2. Multilingual Education: To promote the teaching of Indian languages, the institution will offer courses and resources in regional languages alongside English. This will enable students to engage with the rich linguistic heritage of India and develop proficiency in multiple languages. The institution will recruit faculty members proficient in Indian languages and provide them with the necessary training to deliver courses in regional languages effectively.

3. Cultural Studies and Heritage: The curriculum will include dedicated courses or modules on Indian culture, heritage, and

philosophy. These courses will cover topics such as ancient Indian scriptures, classical literature, performing arts, traditional medicine, and ethical values. Students will have the opportunity to explore the diverse cultural tapestry of India and gain a deeper understanding of its traditions and philosophies.

4. Interdisciplinary Approach: The integration of the Indian Knowledge system will adopt an interdisciplinary approach, facilitating the cross-pollination of ideas and knowledge across different disciplines. This will enable students to explore the connections between Indian knowledge and various fields such as science, technology, humanities, and social sciences. Interdisciplinary projects, seminars, and research initiatives will be encouraged to foster a holistic understanding of Indian knowledge.

5. Faculty Development and Training: The institution will invest in faculty development programs to equip teachers with the necessary knowledge and pedagogical skills for integrating the Indian Knowledge system into their teaching. Workshops, seminars, and training sessions will be organized to enhance faculty members' understanding of Indian languages, culture, and traditions. This will enable them to effectively incorporate Indian knowledge into their courses and create engaging learning experiences.

6. Online Courses and Resources: To complement offline courses, the institution will develop online courses and resources focused on the Indian Knowledge system. These online courses can be accessed by students across geographical boundaries, promoting wider dissemination and accessibility. The online platform can include interactive modules, multimedia content, and assessments that encourage self-paced learning and foster engagement with Indian knowledge.

7. Collaborations and Partnerships: The institution will forge collaborations and partnerships with renowned Indian scholars, experts, cultural institutions, and heritage organizations. These collaborations can involve joint research projects, guest lectures, workshops, and exchange programs. Through these partnerships, students and faculty will have the opportunity to engage with experts and gain practical insights into the Indian Knowledge system.

8. Experiential Learning and Field Trips: The curriculum will

incorporate experiential learning opportunities, such as field trips and visits to cultural sites, historical landmarks, and traditional learning centers. These experiences will provide students with a firsthand understanding of Indian knowledge systems, as they interact with practitioners, scholars, and communities. Such immersive experiences will deepen their appreciation and application of Indian knowledge.

9. Community Engagement: The institution will actively engage with local communities and cultural organizations to foster a sense of connection and respect for the Indian Knowledge system. This can involve organizing community outreach programs, cultural festivals, and knowledge-sharing events. Collaborative projects with local artisans, practitioners, and experts will be encouraged to promote the preservation and transmission of Indian knowledge traditions.

10. Assessment and Evaluation: Assessment methods will be designed to evaluate students' understanding and application of the Indian Knowledge system. Traditional assessment techniques such as oral examinations, project presentations, and reflective essays may be employed alongside contemporary evaluation methods. This will ensure that students' learning outcomes align with the objectives of integrating the Indian Knowledge system.

By implementing these strategies, the institution can successfully integrate the Indian Knowledge system into the curriculum using both offline and online courses. This will foster a deeper appreciation of India's cultural heritage, promote interdisciplinary learning, and equip students with a holistic understanding of Indian knowledge systems.

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

CACPE Pune runs both the UG and PG programs that are outcome based. Outcome achievement is assessed for theory, practical and teaching

courses for these programs. More such programs are planned for the future that provide outcome based education.

Institutional Initiatives for Curriculum Transformation towards Outcome-Based Education (OBE):

1. **Defining Learning Outcomes:** The institution initiates the curriculum transformation process by clearly defining learning outcomes for each program and course. These learning outcomes are specific, measurable, achievable, relevant, and time-bound (SMART), and are aligned with the program's objectives and the needs of stakeholders. The institution ensures that the learning outcomes reflect the knowledge, skills, attitudes, and values that students are expected to acquire upon completion of the program.

2. **Curriculum Mapping and Alignment:** The institution conducts a comprehensive analysis of its existing curriculum to map the learning outcomes to the courses and modules. This ensures that each course contributes to the achievement of specific learning outcomes. The curriculum is reviewed and revised to ensure alignment with the desired learning outcomes. Redundant or outdated content is eliminated, and new content or modules are introduced to address any gaps identified during the mapping process.

3. **Development of Program and Course Outlines:** The institution develops program and course outlines that clearly articulate the learning outcomes, content, teaching methodologies, assessment strategies, and evaluation criteria. These outlines serve as a guide for faculty members and students, providing a clear understanding of what is expected to be achieved throughout the program or course. The outlines also incorporate the principles of OBE, emphasizing the importance of learner-centered approaches, active engagement, and the application of knowledge in real-world contexts.

4. **Active Learning Strategies:** The institution promotes active learning strategies to engage students in the learning process and facilitate the achievement of desired outcomes. Faculty members are encouraged to incorporate interactive activities, group discussions, case studies, problem-solving exercises, projects, and hands-on experiences into their teaching methodologies. This enables students to apply their knowledge, develop critical thinking skills, and enhance their problem-solving abilities.

5. **Continuous Assessment and Feedback:** The institution implements a robust system of continuous assessment and feedback to monitor students' progress towards achieving the desired learning outcomes. Formative assessments, such as quizzes, assignments, presentations, and group projects, are integrated throughout the program or course to provide timely feedback to students. This feedback helps them identify areas of improvement and make necessary adjustments to achieve the desired outcomes.

6. **Authentic Assessment Methods:** To ensure that assessment aligns with the OBE approach, the institution emphasizes the use of authentic assessment methods. These methods assess students' ability to apply knowledge and skills in real-life situations. Examples include case studies, simulations, portfolios, project-based assessments, internships, and industry collaborations. Authentic assessments provide a more comprehensive evaluation of students' competencies and prepare them for real-world challenges.

7. **Outcome-Based Faculty Development:** The institution provides faculty development programs to equip educators with the necessary skills and knowledge to implement OBE effectively. Faculty members receive training on designing learning outcomes, developing learner-centered instructional strategies, implementing authentic assessments, and providing constructive feedback. They are encouraged to engage in professional development activities to stay updated with emerging trends in OBE and teaching methodologies.

8. **Evaluation and Continuous Improvement:** The institution establishes a system for evaluating the effectiveness of the curriculum transformation process and continuously improving the curriculum based on feedback from stakeholders. Regular reviews and assessments are conducted to evaluate the attainment of learning outcomes, the effectiveness of teaching strategies, and the relevance of the curriculum to industry needs. Feedback from students, faculty, employers, and alumni is gathered and used to inform future curriculum enhancements.

9. **Collaboration with Industry and Employers:** To ensure the relevance and currency of the curriculum, the institution actively collaborates with industry professionals and employers. Industry advisory boards are formed to provide input on the desired learning outcomes, industry trends, and emerging skill requirements. This collaboration helps align

the curriculum with the expectations and demands of the job market, enhancing graduates' employability and career prospects.

10. Quality Assurance and Accreditation: The institution ensures that the curriculum transformation process complies with quality assurance standards and accreditation requirements. It establishes internal quality assurance mechanisms to monitor and evaluate the effectiveness of the curriculum transformation efforts. External accreditation bodies may be involved to validate the institution's adherence to OBE principles and assess the quality of the curriculum.

By implementing these institutional initiatives, the institution successfully transforms its curriculum towards outcome-based education. This shift promotes student-centered learning, enhances the relevance and effectiveness of education, and prepares students with the knowledge, skills, and competencies needed for their future endeavors.

20.Distance education/online education:

CACPE Pune encourages its students to opt for the online MOOC courses as additional courses from various platforms. CACPE plans to conduct more such online courses in the near future.

Offering vocational courses through Open and Distance Learning (ODL) mode can provide several possibilities and benefits for institutions. Here are some key possibilities of offering vocational courses through ODL mode:

1. Increased Accessibility: ODL mode enables institutions to reach a larger audience, including working professionals, individuals in remote areas, and those unable to attend traditional on-campus classes. By offering vocational courses through ODL, the institution can make vocational education more accessible to a diverse range of learners.

2. **Flexible Learning Options:** ODL mode allows learners to study at their own pace and convenience. Students can access course materials, lectures, and resources online, enabling them to create their own study schedule. This flexibility is particularly beneficial for individuals balancing work, family commitments, or other responsibilities while pursuing vocational education.

3. **Blended Learning Approach:** ODL mode can incorporate a blended learning approach, combining online resources with periodic face-to-face interactions. This approach allows for the practical components of vocational courses, such as hands-on training or laboratory sessions, to be conducted on-campus or through designated training centers. The online component can provide theoretical knowledge, multimedia resources, and interactive learning activities.

4. **Self-directed Learning:** ODL mode promotes self-directed learning, encouraging learners to take responsibility for their education. Vocational courses can provide online learning materials, interactive modules, and self-assessment tools that allow learners to progress at their own pace, review content as needed, and actively engage in the learning process.

5. **Collaborations with Industry Partners:** ODL mode enables institutions to collaborate with industry partners and employers to provide practical training opportunities for vocational courses. This can involve internships, apprenticeships, or on-the-job training that students can undertake at relevant industry settings. Such collaborations enhance the vocational training experience and help students develop industry-specific skills and knowledge.

6. **Technology-enhanced Learning:** ODL mode leverages technology to enhance the learning experience. Institutions can utilize various educational technologies such as learning management systems, online discussion forums, virtual laboratories, and simulations to deliver vocational courses effectively. These technologies enable interactive and engaging learning experiences, replicating real-world vocational scenarios.

7. **Recognition of Prior Learning:** ODL mode facilitates the recognition of prior learning experiences and competencies. Learners with prior work experience, vocational training, or relevant certifications can have their skills assessed and

recognized, allowing them to earn credits or exemptions for certain vocational courses. This recognition promotes lifelong learning and provides pathways for individuals to upskill or reskill in their chosen vocational areas.

8. Continuous Assessment and Feedback: ODL mode allows for continuous assessment and feedback mechanisms to monitor learners' progress. Online quizzes, assignments, projects, and practical assessments can be incorporated to evaluate learners' understanding and application of vocational knowledge and skills. Regular feedback from instructors can guide learners' development and address any learning gaps.

9. Support Services: Institutions offering vocational courses through ODL mode can provide comprehensive student support services. These services may include online tutoring, academic counseling, technical assistance, and access to online libraries and resources. Support systems are crucial to ensure that learners receive the necessary guidance and assistance throughout their vocational education journey.

10. Accreditation and Certification: Institutions can work towards obtaining accreditation for their vocational courses offered through ODL mode. Accreditation provides recognition and validation of the quality and standard of vocational education. Certificates or diplomas awarded upon completion of vocational courses in ODL mode should hold the same value and recognition as those earned through traditional modes of education.

By exploring the possibilities of offering vocational courses through ODL mode, institutions can expand their reach, provide flexible learning options, and cater to the diverse needs of learners. This mode of delivery can enhance access to vocational education, promote lifelong learning, and contribute to the development of a skilled workforce.

Extended Profile

1.Student	
2.1	281

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	**280**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**123**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**136**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**136**

File Description	Documents
Data Template	View File

2.6	**281**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**9622043**
Total expenditure, excluding salary, during the year (INR in	

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**27**

3.Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**19**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The planning of the curriculum is done according to the syllabus of the University. Academic planning is done by exchanging ideas with the Principal, all faculty members, student representatives, and alumni. At the same time, it is presented to the IQAC committee and finalized.The college conducts faculty meetings where the faculty presents their academic planning and accordingly, the timetable is planned and prepared. We also have formulated a Curriculum Delivery policy. During the students' induction program, the Principal and faculty convey information about the curriculum and the general academic plan. It is suggested to use different teaching & assessment strategies for impactful teaching. The curricular content is reviewed and discussed timely. The college faculty tries to adapt the course content to suit the local contexts, eg. While teaching to prepare lesson plans, the learners are introduced to consider the school context and available resources. In several of the theory courses, the local situations and contexts are considered. Sports & fitness related practical and Teaching of Physical Education practical (TPEP) is planned for students. The TPEP is not in the

syllabus but is an additional activity conducted by the college to equip learners with the necessary pedagogical skills. The faculty makes necessary changes in teaching as per their requirements and changes in the local context.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme	B. Any 3 of the Above

Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://agashecollege.org/A.Y.%202020-21/B.P.Ed/BPED%20PO%20&%20CO%202015-20.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

25

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://agashecollege.org/A.Y.%202020-21/Courses/BPEd%20Time%20Table%202022-2023.pdf

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

3

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

3

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

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

110

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

110

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

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

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

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

53

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

53

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

1.3 - Curriculum Enrichment

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

The college organizes debates, discussions, Presentations, and On-fieldprojects for BPED and MPED to share their views and demonstrate knowledge. This exposure helps incoherent understanding of the field of Physical Education. The intramural program is another initiative to provide students with information, skills, and knowledge about sports & cultural competitions. The whole organizing part is learner-centric and they creatively organize these competitions. They prepare schedules, posters, invites, trophies, etc. using their creativity. The college organizes Intercollegiate competitions and also participates in competitions organized by the Home University which gives students opportunities to participate and acquire skills necessary to compete at competitive levels. In the organizing part, students work in the organizing committee and students gain organizing skills as required. Students are sent to officiate at different competitions which equips them students with all the necessary skills and knowledge to become good officials. College provides Temporary Placements to clubs, play centers, etc. which provides students with financial assistance and also gives experience to students regarding professional requirements, knowledge, and skills to become a professional PE teacher.

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

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

The field of Sports and physical education is changing and to keep our students abreast with the changes college organizes Practice Teaching lessons and Internships at schools with different boards -Govt/private schools, State/ICSE/CBSE/International, etc. The college also considers areas of the schools while conducting the practice lessons and internship i.e. Rural, Semi-Rural, and Urban. The college tries to provide each student the opportunity to conduct their teaching practice lessons in schools with diversified schoolsystems. Students conduct practice lessons in schools with diversities like - Primary secondary, only girls/boys, language medium - regional, English, Marathi, Hindi, playfield areas (small or large) & facilities(less - more), equipment (scarce or abundant), standard PE program, etc. The internship program is planned in various schools in our city and also in their own hometowns students are aware of the lacunas they have faced during their schooling. Reaching different diversified schools every time is not possible for all students due to limited time and opportunities, hence presentations, talks of experienced teachers, workshops on Physical Education indifferent schools, strategies for changing PE status, etc. are organized to familiarize students with the PE program at International Scenarios.

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

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

The college plans and organizes various other events such as Exhibitions, Trips and visits, camps, fitness testing, Health Awareness programs, Sports Competitions, Obstyrace, etc. The students gain rich professional experiences helping them consolidate their professional acumen & strong skill set. Students conduct practice lessons in schools to familiarize themselves with the diversities-Primary/secondary, girls/boys/co-ed, language -English/Marathi/Hindi, playfield areas (small or large) &facilities (less - more), equipment (scarce or abundant), standard PE program, etc. The college tries to provide experience & exposure to students by sending them for school practice lessons and internships during important events like cultural programs, sports days, events, national programs, regular sports season, etc. Along with this, the college sends teacher trainees to schools conductingafter-school activities, running club systems, etc. so that students get exposure to different working scenarios.21st-century skills are honed through the implementation of theory & practical courses, intramural, athletic meet events, camp, etc. Their creative, managerial, and communication skills are monitored and favorable conditions for skill development are provided through different events.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining	All of the above

structured feedback on the curriculum –
semester wise from various stakeholders.
Structured feedback is obtained from Students
Teachers Employers Alumni Practice
Teaching Schools/TEI

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

143

2.1.1.1 - Number of students enrolled during the year

143

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

64

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

64

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

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

14

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

14

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

2.2 - Honoring Student Diversity

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

Entry level assessment process is based on a multi-pronged approach. The admission process consists of an online theory examination which is conducted by the Govt agencies and the fitness evaluation at specified centers. These tests assess the student's general knowledge and basic aptitude to become a PEteacher and it also assesses physical fitness so as to ensure the student's physical readiness. The test is governed by government rules and norms. A well-designed assessment process is in place at the entry level to identify the learning needs and readiness of students to undergo professional education, the college conducted the fitness testing at the time of Govt CET and after finalizing the admissions, the college resorted to online self-assessment by preparing a selfassessment tool to gauge the learning needs of the students. Self-assessment at both UG and PG program makes us aware of the learning needs of our students, this test leads to developing innovative teaching-learning strategies.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs;	**Six/Five of the above**

Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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

Four of the above

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

11

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

2.3 - Teaching- Learning Process

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

Experiential learning: The teaching-learning process at CACPE is focused on Experiential learning. The different subjects the student learns are then practically applied in controlled settings during PE lessons and ground practicals. Intramurals are organized regularly by the students and guided by faculties. This builds their event organization skill set. Participative Learning: Residential camp provides ample opportunities for students to work in groups to participate, learn & be successful. The college also organizes exhibitions in whichmaster's students organize & bachelor's participate. Collaborative Learning: Most of the activities are collaborative, where students cocreate & learn. Each student has a unique way of learning, ideas, and doing things. Group projects, & practical courses, and activities make them collaborate & share learning experiences. Other: The faculties use Flipped classroom, Blended teaching, Jigsaw method, debates, project methods, group discussions, and constructivist learning methods to make the classes more interactive and student-centered.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

8

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

100

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The college conducts regular mentoring sessions for the students. Mentoring is grouped in such a way that there is one teacher for every ten students. The main purpose of this mentoring session is to accelerate the personal and professional development of mentees. Also, the college professors share their knowledge, skills, and experience with the students in their group. What is the goals of the students, and what they want to do in the future are discussed. Group discussions are recorded in the channel.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	**Five/Six of the above**

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

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

The teaching-learning process is planned with a view to developing students' abilities. Innovative teaching strategies employed develop intellectual and thinking skills in students. These methods emphasize self-learning and independent thinking. The teaching-learning process in college is not just within the four walls and students learn much by going into real society and applying what they have learned. Different projects undertaken by college students improve their life skills. Students develop the skills of communication, interpersonal skills, etc. The different techniques used in internal assessment by the staff nurture the creativity and innovation of the students. Staff members have used techniques like preparing modified equipment which is used in physical education classes with minimum facility or available material, the choreography of demonstration mass activity, group projects, and organization of intramural & cultural programs. The social awareness activity conducted by the college for health awareness through street play was totally organized by the students. The importance of washing hands and other hygiene was well explained through a song. Different group discussions and collaborative activities conducted during theory and practical classes develop various life skills of the students.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for	**Five/Six of the above**

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

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

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

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

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

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

According to the syllabus, the internship program is of 4 weeks. The internship program is planned for more than one month in schools.

1. For internship school allotment, a survey is conducted seeking information regarding student residence, Transport availability, financial status, vicinity of the school, medium, area of interest, sports specialization, etc. This information helps to allot suitable schools to students considering the convenience of schools & students. The allotted student has to contact the school for permission on request. The faculty incharge contacts the school if needed.

2. Orientation to school principal/teachers: The coordinator & the internee communicate with the school principal/teacher to discuss the internship program & activities to be completed, the role of the internee & the school. Telephonic or email communication is done for this purpose.

3. Coordinator conducts introductory classes to discuss students' roles, responsibilities, behavior expectations during the internship program, mandatory activities to be completed, optional activities, and events to be organized.

4.A detailed booklet is provided for guidelines regarding attendance records, duties, activities to be conducted during their internship, information to be collected, sample lessons to be taken in schools, observations of school faculties and records, programs to be planned and actively organized, etc.

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

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

2.4.9.1 - Number of final year students during the academic year

99

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

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

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

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

The college tries to adopt an effective monitoring mechanism during the internship. Due to limited time and college workload, in-person monitoring of the internship program may not be possible for the faculty and hence the school PE teachers, and authorities are given some responsibilities for regular monitoring of the internees. They observe the lessons based on the criteria set by the college. They also monitor the internees' behavior and conduct of the activity. Whenever required, the coordinator or the mentor interferes provides necessary guidance, and makes changes if needed. Indirect monitoring through photographs and video records of work done by students is done. After the internship, a dedicated interview with all students is conducted by faculty and a few other experts. In the interview and presentation, the students have to provide information about the roles and responsibilities performed, activities conducted during the internship, lessons conducted, events and programs organized, etc. The students may also provide photos and videos as well as records & documents. Along with this, a certificate &/or report is taken from the school principal and PET about the student during the internship. The remarks in the report and certificates are considered for final evaluation.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

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

10

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

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

187

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

187

File Description	Documents
Copy of the appointment letters of the fulltime teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The college organizes regular in-house upgradation programs. IQAC conducts Faculty Development Programs on a regular basis with the help of in-house faculty & few outside experts. We ensure that we

include field-related topics and other essential topics from allied areas in the discussions and activities. Topics such as Google Classroom, constructivism, From teaching to learning, Innovative teaching methods, teaching styles, research & academic writing, National Education Policy, new NAAC process, Authentic assessmentclassroom assessment techniques, Audio-culture, graphology, etc were discussed with experts from outside and in-house faculty. A novel interactive workshop on the Spectrum of Teaching styles was organized for faculty, conducted by Prof Sara Ashworth, USA. In recent years, the college has organized more than 10 programs for internal discussions.

The college ensures organizing academic events each year forprofessional development. Seminars, workshops, conferences, and training programs are routines organized and attended by college teachers. Teachers participate in the orientation & refresher courses, FDPs, webinars, and short-term courses. The faculty members also participate in national, and international academic conferences, etc. as resource persons, keynote/lead speakers/delegates & present their research work and also promote master's & research students to attend.

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

2.6 - Evaluation Process

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

The college strictly follows the university guidelines for the continuous Internal Evaluation (CIE). CEO prepares the internal examination calendar and presents it in the Planning meeting for finalization & information to all. The college follows the calendar and for any unwarranted situations, changes are made & conveyed to all. The following Assessment techniques were used for Internal assessment: Tutorial, Tasks, Project, Presentations, Online objective Exam, Skits & Dance, Orals, and Group Discussions. In addition to internal assessments, the college organizes different seminars, workshops, and conferences, exhibitions, testing programs to monitor student learning. For MPEd courses, the college conducts a minimum of four internal tests. The following Assessment techniques were used: Written-test, Case studies, Project,

Presentations, Online objective Exams, Skits & Danc, Group Discussions, Exhibitions, Reviews, etc For Practical courses continuous assessment is done by the teachers. The final assessment of all students is done by 2 staff members. The marks are displayed after one week after the evaluation. The faculty take into consideration the CLOs while designing the assessments.

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The theory examinations for the academic programs are governed by the university Ordinances. The Principal, with the assistance of the CEO conducts the examinations. Grievances related to university examination For grievances regarding marks of theory paper, the

college collects complaints from students in prescribed form and forwards it to University. The student gets a photo-copy of the answer-sheet of the concerned paper. After studying answer sheets, students can apply for verification and revaluation of answer sheets. The collegeforwards such applications to university. The result of revaluation is given by the university within 30 days of the application. Grievances related to internal examination: The Assessment of internal examination which includes theory and practical is conducted at the college level. In case of any grievances, they are sorted out by the CEO as per the rules of college policy. All internal examinations are conducted adhering to the norms of SPPU. The college has prepared a policy regarding evaluation & is shared with students. SOPs to be followed, grievance redressal procedure is given and explained in the policy.

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

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

The academic calendar is prepared at the beginning of the year and discussed in the faculty meeting.Internal evaluation dates are discussed and finalized. One faculty member is given responsibility for the internal evaluation of academic subjects and another for ground practicals. Academic subject evaluation is done a minimum of twice in a given semester; the dates of evaluation are announced 15 days earlier. Ground practical evaluation is done after the completion of the stipulated time for ground practical. Before the evaluation, the student's attendance is considered and defaulters are not allowed to appear for the examination. Ground practical activity is evaluated by two faculty members and the academic subject is evaluated by concerned subject faculty members. Students failing in academic subjects are allowed to reappear for the exam once again. Students, who could not attend the examination for some reason, are allowed to reappear for the exam after considering their reason for absence. The college tries to conduct examinations according to the planning done. No changes are made to the schedule unless unforeseen circumstances arise.

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

2.7 - Student Performance and Learning Outcomes

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

Program outcomes, program-specific outcomes, and course outcomes for all programs offered by the Institution are stated and displayed on the college website and communicated to staff and students. The college has stated graduate attributes and learning objectives. To attain these attributes Programme Outcomes (POs), and Programme specific outcomes (PSOs) for all academic programs are stated by the Institute as per the guidelines of NAAC. The POs are aligned with the learning objectives. The teaching-learning process is conducted by taking the PLOs and CLOs into account. Every course teacher discusses the expected CO with students in the first session plan at the beginning of each semester. COs are a mandatory part of the course file prepared by the course teacher. The teaching plan prepared by the teachers is based on the PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The college in the last 44 years has tried to create good PE teachers. The college focuses more on the pedagogical aspects and it is seen that they achieve minimum skills before attending school lessons. The concerned method teacher confirms that the student teacher is ready and has the necessary skills and traits for becoming a good teacher before sending them for school lessons. If they are not ready then they are not sent for school lessons. Thestaff also sees that the syllabus is 100% completed. The college arranges different lectures, talks, and sessions by experts to see that they achieve the necessary skills to become a teacher. The students are assessed through various Formative and summative assessment tools. The staff sees that the students achieve the needed skills and attributes along with the content knowledge of the subject. Based on the performance of the student in the Formative and summative assessment each student is assessed and their performance is also analyzed. Along with this analysis, the students are also guided in their mentoring group. The students are told about their weaknesses and their strengths. The students who have not achieved the required skills, knowledge, and traits are sent for remedial programs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

114

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

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

During the induction program and through the interactions with the students during lectures the teacher identifies the learning needs of the students. Student observation is done by the teacher based on their performance in theory and practical sessions. The formative assessment was done in class also is helpful to identify their learning needs. Through further formative and summative assessments, the student has been assessed in various tasks both theory and practical. The concerned method teacher/mentor observes the student during the practice lessons on peer groups in the college. The needy students who require more effort and skills to develop are given more opportunities as well as special efforts are taken by conducting lessons in smaller groups and with peers.The needy students are supplied with lesson notesand also minor skills are developed. Students lacking in writing skills or presenting skills are given more opportunities and assessed using other methods. Lowachieving students better at certain skills are allowed to use those for presentation in the assessments. Group projects or activities are designed & promoted so that all the students can contribute to the task. This enables them to achieve learning outcomes based on their own abilities.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

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

3.2 - Research Publications

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

24

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

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

3

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

3.3 - Outreach Activities

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

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

21

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

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

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

278

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

278

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

278

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

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

CACPE supports the wrestling & volleyball coaching center run for underprivileged students from the community at the college campus. Our alumni run the centers to coach and guide the trainees free of cost. College students conduct different programs related to fitness, skill guidance, and practice lessons for these trainees.

The following activities help in sensitizing students to social issues.

- This year, on the occasion of National Sports Day, the college students went to ten different special schools in Pune and took part in various physical activities.
- At the same time, this year during the Ganpati festival, the students bought sports materials from the money that was left over and donated them to two schools.
- Every year the students of the college celebrate Diwali with the needy.This year, the students celebrated Diwali with students from an orphanage school and visited an old age home. The students did various physical activities at that place and had Diwali snacks with them.

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

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

0

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

3.4 - Collaboration and Linkages	

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

1

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

1

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

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

1

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

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

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has a separate building dedicated to various PE and sports activities and theory classes.

Ground floor: Human Performance Laboratory (HPL) which is equipped with fitness, anthropometric, psychological, physiological, etc.

The Computer Laboratory has 20 computers, a projection system, and an internet facility.T

The college library has one of the finest collections of books, journals, magazines, etc. It also has an internet facility and 5 computers which are used by students to search for information, complete their projects and thesis, etc. Students make extensive use of the library to gain knowledge and information. The students read books - reading copy - or issue books for home study. The BPED and MPED students also use the computers in the library for completing their assignments or for gathering more information through the internet and available e-resources.

Sports Fields: The college is established over 32 acres of land and contains sports facilities to cater to sports like basketball, football, volleyball, kabaddi, kho-kho, 400 m athletics track, skating, tennis, futsal, and other multi-events. Most of the facilities have lighting facilities and are used in different parts of the day. The sports equipment room as per NCTE Norms possesses a variety of equipment.

File Description	Documents
List of physical facilities available for teaching learning	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

10

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

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

11.28213

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

4.2 - Library as a Learning Resource

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

The CACPE library is well recognized for its unique collection of resources on Physical Education, sports sciences, and variousother

subjects. The Library is partially automated through SLIM-21 (version 3.8.0) software developed by Algorithm Private Limited. SLIM includes the standard modules serial control, circulation, and cataloging which consist of features such as accession register, library membership, Item reservation, issue, return, barcoding, etc. Through OPAC, the books can be easily searched by title, accession number, author, keywords, and subject. All the transactions are recorded in real-time and master data is updated frequently. The software has the facility to generate Library cards for both students and staff through the Bar codes. The software contains the following modules (Library Category Master, Item Management, Subscription Management, Bill Management, Library Membership, Item Reservation, Issue Item, Return Item, etc.) which provide multifacility to the students and college. This software provides the facility to create, view, and print records of accession registers, subscription lists, transaction reports, membership reports, etc. The software has the facility to generate identity cards for both students and staff from the available records. Records of books are generated category-wise (Text, Reference, or Other), Subject-wise, and accession number-wise.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

1. Shodhganga Membership: The college has a membership of Shodhganga, a reservoir of Indian Theses. Through this, the students and teachers gain information and knowledge about research happening at India level.

2. N-List - The college has provided access to the National Library and Information System to the students and faculty. Through this, the students and faculty have been accessible to 6,000+ journals, 1,99,500+ ebooks under N-LIST, and 6,00,000 ebooks through NDL.

3. e-books - The e-books and other related documents that are available on the internet and other sources are also available for students and teachers to access. Students are encouraged to access

these documents and e-books to gain updated knowledge. 4. E-journals: The college has five e-journals that are accessible to students and teachers. These journals are downloaded and saved on the computers in the reading room. The students and teachers use the same for gaining information and knowledge. Along with this, the current studies conducted at the international level are also known. Both students and teachers have access and also frequently use the library resources by regularly visiting the library and during the pandemic through remote access.

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

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

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

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

1.01

File Description	Documents
Data as per Data Template	[View File]()
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

942

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**All of the above**

File Description	Documents
Data as per Data Template	View File
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college has a well-equipped Computer Lab with 20 computers and with internet facility. The college has an Annual maintenance contract and the agency sees to the updating and maintenance of the ICT facilities in the college.

The college also has the SPSS 21 version software which the master's degree students use for writing the thesis, test measurement practicals, preparing projects, and other ICT work. The college initially had limited internet access for the students but considering the increase in online teaching and requirements the whole building has WIFI facilities with updated plans and modem.

A new fiber-optic line of 100 Mbps speed and 1200 GB data per month was installed in September 2019. This plan was further updated to Fiber silver/up to 300 Mbps till 4500 GB, up to 25 Mbps beyond/Unlimited in the subsequent year.

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

4.3.2 - Student – Computer ratio during the academic year

10:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

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

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

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

4.4 - Maintenance of Campus and Infrastructure

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

22.29

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

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

The college has devised systems & procedures for maintaining & utilizing various facilities available. The college building & campus are maintained & kept clean for daily use by the cleaning staff. Oncall computer experts, electricians, plumbers, gardeners, etc maintain the facilities. In addition to this, AMC is made for pest control, water filters, fire extinguishers, printers/copiers, computer labs, etc. The Computer Lab has to be used during lab timings and students take prior permission to use the Computer Lab. Lab Timing is specified. SOP, rules, and regulations for the use of computer laboratories are informed to the students. All the library members have to abide by the rules and regulations of the college library. These rules are informed to the members at the beginning of each year and are also posted in the college library. The library has a book issue & return policy. The sports complex is maintained by the parent institute and has recruited an estate manager who supervises the maintenance, functioning, repair work, and all other related work regarding the same.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal	**Three of the above**

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

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

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

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

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

appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
90	99

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

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

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

34

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

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

23

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council is an important component of the college and is a binding medium between the students and the faculty or the college and even the mother institute. Regular meetings are conducted with the student council before major events and programs like the induction program, teaching-learning process, ground activities, examinations, conferences, workshops, annual gatherings, athletics meet, Camp, Trips, etc., and the views of the council are taken into consideration. The members of the student council are involved in organizing the co-curricular activities of the college. A student council member is an active member of the CDC committee attends meetings and has his opinion. All the major committees like student welfare, sports activities, intramural, etc. have one representative from the council. Diwali Celebration and Social Activitieswere fully planned and coordinated by the student council. The student council took all the initiative in organizing the event, collection of food items, and funding for the program.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

14

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

5.4 - Alumni Engagement

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

The alumni association of the college was registered with the Charity Commission in 2018. The name of the Alumni Association is Agashiyan Alumni Association (AAA), As per the rules the AAA consists of seven members. The sports and fitness academies (football, basketball, athletics, Gym, skating, tennis, yoga, wrestling, and Volleyball) on the college campus are managed by the CACPE Alumni. Two of these academies Wrestling and volleyball are run free of cost. Through these academies, students from low socio-economic backgrounds are taught for free. Through this noble cause, considerable changes have been seen in the attitude of these children and their families. Many of our Alumni provide expertise in many activities (Volleyball, Basketball, Football, Hockey) and extension courses (TCPED/IPES). They attend the regular sessions and guide the students free of cost or at a very nominal cost. The alumni are also active in Fundraising for student welfare funds. They raise funds for Student Welfare or provide input and assistance in raising funds. Some of the Alumni have donated books, and equipment to the college so that their help can assist the needy, and also it would help the college to improve its facilities.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

2

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

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

The Alumni Association has been a supportive hand in all the activities of the college. It has always shown a keen interest in fundraising, providing support in whatever manner it can to successfully manage the programs. Some of the Alumni assist the college during the teaching-learning process by guiding the

students. They share their experiences, knowledge, and skills with the students and help them achieve higher performance and acquire skills.

Mahesh Bendbhar, Ganesh Gawade, Kulkarni Madam, Godbole Sir, Students are motivated to gain knowledge and skills through various activities outside the college. As already mentioned the Alumni have donated to the Student Welfare fund which is great support for needy students. An Alumni is a member of the CDC and IQAC committee and has many times given valuable guidance or views on making the course more effective and updated. The Alumni also assist the staff members during ground activities. They help them in the smooth running of the activities as well as help in the teaching-learning process when the faculty is absent or is on different work.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: Social Transformation through Health, Physical Education, and Sports

Mission: The Mission of the College is to develop sensitive human resources catering to health, physical education, and sports intransforming society through service, innovative strategies, academic programs, and cutting-edge research and also to lead the community in creating knowledge about health, physical education, and sports.

The college has started its journal named Gatiman Sharirik Shikshanwhich is a magazine providing information to PE professionals, teachers, fitness enthusiasts, and the general public. The journal is biannual and is published online on the college website and offline too. Six issues of this magazine have been published by the college in the year 2022-23

The college also organizes a National Seminaron New Education Policy 2020.

The leadership and governance have led to the achievement of administrative and academic excellence.

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

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

The decentralization and participative management are mainly done by the formation of various committees for the smooth functioning of the college. A few examples: CDC, IQAC, Internal Complaints Committee, Anti Ragging Committee, Students Grievance Redressal Committee, SC/ST cell/OBC cell/Minority cell, Attendance Committee, Purchase Committee, and Student Council. Thus, in the decision-making process in the college, all factors such as faculty, students, and alumni representatives are considered. Meetings of various committees of the college are held regularly

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

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial: The college has created a payment gateway and QR code to ease the process of payments for the stakeholders to expedite the process and make it a fast and transparent payment system. Adequate

controls are exercised on the physical handling of cash, timely bank deposit of cash, collection/recovery of fees

Administrative: All the Administrative work is done based on SOPs, policies, and procedures prepared for concerned departments. For smooth functioning regarding student behavior, rules, and regulations in college, an e-booklet is prepared and shared with the students.

Academic: The syllabus (printed & e-copy) is provided and explained to all students during the induction program. All the activities in the syllabus are conducted and completed.

Evaluation: The college follows the University's rules and regulations regarding examinations and attendance. Internal Examination schedules are displayed in advance on the Notice Board. A practical internal evaluation is done by two examiners to ensure fairness in the evaluation. The result of the internal examinations is displayed on the notice board.

The monthly report of the Attendance - practical and theory - is displayed on the notice board and default students are notified verbally and through the letter.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The five-year Prospective plan was prepared by IQAC (2019-20 to 2023-2024). The prospective plan is divided into academic, research, extension, student support, infrastructure, and governance. Each of these departments has determined what to do each year. This prospective plan has not only been presented on paper but the college has started working towards that approach. IQAC sees that the plan is meticulously followed and executed.

This academic year we planned toCreate More space in the Parking. For the same college applied for a financial grant to Savitribai

Phule Pune University. College gets grant rupees 4,57,191. Through this grant college creates more parking which

IQAC also planned to conduct a workshop for the SET exam. The workshop was conducted successfully and many students benefitted from this workshop.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

CACPE has a basic administrative set-up and organizational structure for efficient decision-making procedures. The management secretary of the institute provides leadership and guidance to the college without interfering in daily functioning. The principal of the college heads all the executive committees and provides guidance and a systematic administrative mechanism. The College Administrative setup is based on guidelines given in the Maharashtra State University Act 2016.

The following Executive committees are formed to deal with the various administrative and academic aspects.

1 CDC- College Development Committee

2 Student Development Cell b)Students' Grievance Cell

3. IQAC 4. Internal Complaints Committee

5. Anti-ragging committee

6. Minority Cell/SC-ST/OBC cell

7. Purchase committee

9. Core working group 1- Infrastructure development, program, extension, research

10. Core working group 2- examination, attendance & policies, student welfare, sports, cultural

11. Core working group 3- placement, IT, Library, publication

The executive committees and core groups are responsible for developing policies for effective academic & administrative functions.

All the stakeholders are acquainted with the policies and procedures from time to time. CACPE adheres to the rules and regulations for appointment, and service rules mandated by the governing bodies such as NCTE, UGC, Govt of Maharashtra, and SPPU.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

According to UGC and university guidelines, in future 20 to 40 % of syllabus will have to be taken online, Dr. Deepak Shendkar & Dr. Kalekar sir (IQAC Member) suggested that colleges should prepare online courses.It was decided to motivate the faculty by having a faculty development programto start MOOC courses.

According to the discussion in IQAC meeting, Faculty development program was organised on Student Centric MOOC's by IQAC.

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

6.3 - Faculty Empowerment Strategies

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

The financial welfare i.e. payment, leaves, etc of the staff and nonteaching faculty is provided as per the government guidelines. Employees Provident Fund as per PF rules All the teachers whether they are ratified or not are given PF benefits right from the day of their joining in the college. This is done as per requirements by NCTE and keeping in view the financial safety of employees or their dependents. There is a provision for receiving a pension monthly and a lump sum based on PF rules in force.

SERVICE GRATUITY: The service gratuity shall be paid to the employees who are eligible as per the norms of the management. The employees shall declare the receipt of gratuity paid on bond paper.

LEAVE FOR STAFF MEMBERS The leaves are allowed as per the regulations of the authorities. Casual leave, Study leave, Medical, maternity/paternity leave, Duty leave, earned leave are given to the staff members as per the rules.

Other Benefits:

1. The support staff is provided with two pairs of uniforms yearly.

2. Mediclaim-Health Insurance, Employees State Insurance - ESI

provides socio-economic protection to staff drawing a salary of less than 21000 per month.

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

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

9305

File Description	Documents
Data as per Data Template	[View File](#)
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

2

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

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

0

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

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

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals to ensure the achievement of the overall organizational mission and vision. An effective performance management system plays a crucial role in efficiently managing the organization. In line with this, the Institute is following the appraisal scheme suggested by the authorities viz. Performance Based Appraisal System (PBAS). In this scheme, the performance is classified into three categories

(i) Teaching, Learning, and Evaluation related activities

(ii) Co-Curricular, Extension, and Professional Development related activities

(iii) Research Publications and Academic Contributions

All non-teaching staff is also assessed through annual confidential reports. The various parameters for staff members are assessed under

different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students, and public, efficient organization of documents, and technical abilities.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

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

The financial statutory audit of the college has been regularly carried out. In April as per the schedule received from the management, the work of the audit is completed. The audit is conducted twice yearly i.e. April to September (audited in October) and October to March (audited in April / May). Even if the audit is done twice a year the final yearly auditor report is generated annually. The external audit is conducted by the Joint Director, Higher Education, Pune, and also by the Accountant General of the Government of Maharashtra for the granted course.

For government funds, audits are conducted as per their norms. The utilization certificates verified and audited by authorized Chartered Accountants are duly submitted. Audit clarifications, objections if any are resolved immediately and anomalies are cleared with utmost care and by promptly producing all required documents, bills, etc. There is a transparent and proper utilization of all allocated funds by the college as indicated by the Audit Reports received in the last five years. The college has been conducting auditing since its beginning i.e. 1977 and no major irregularities or fraud have been detected in the audit.

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

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

.205

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

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

CACPE is a semi-government institution. The salary funds for the aided programs are received from the State government for payment of the salary of teaching and non-teaching staff. The funds generated through the fees paid by the students are utilized according to the different heads allotted. Additional funding is obtained through Leasing out the infrastructure facilities, ground facilities, add-on courses, consultation, University funds, UGC funds, Alumni Contributions, etc.

A budget for that academic year is prepared considering the requests made by different departments and necessities. The college utilizes its funds in a transparent manner as per the heads prepared for utilization (teaching-learning process, infrastructure development, library, laboratories, sports and fitness equipment, study

material,uniform, college programs, and events, etc.)

The entire process of the procurement of the material is monitored by the Purchase committee and Principal at the institute level. The Financial audit is conducted by a chartered accountant every financial year to verify the compliance

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Planning - The IQAC leads in preparing year plan and action plan of the academic year. The roles ofdepartments and their detailed plan is prepared with the help of IQAC, which suggests and monitors theprograms. The prospective plan is prepared by the IQAC and is followed.

Feedback - The feedback has been taken from different stakeholders like students, teachers, practiceteaching schools, alumni and employers. Feedback is also collected from different workshops, programs,conferences, seminars and other programs and events organized by CACPE and actions are takenaccordingly.

Documentation - Various templates have been created and shared to all departments. IQAC helps inmaintaining records of different programs and events, theory and practical classes, etc.

- Conducted FDP's for Teaching Faculty
- Conducted seminars and workshops for inhouse students
-

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

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

The IQAC monitors the faculty teaching-learning process regularly through a variety of methods. Peer Feedback - The faculty teaching process was monitored through peer feedback. The faculty subject teaching was evaluated randomly by another peer faculty. The IQAC takes feedback from students about each faculty and their teaching courses. A review of the feedback received is conducted by IQAC & Principal and then conveyed to each faculty The faculty has always felt the need to upgrade themselves with new teaching-learning methods, techniques, and practices. In order to gain more information and make the teaching-learning process more student-centric IQAC has taken different initiatives like conducting workshops on teaching methods, regular discussions with faculty about best practices in teaching, circulation of articles on best practices by other faculties and institutes, etc. The following Faculty development programs were organized on the teaching-learning process:

- **FDP on Reflection on Teaching, Research and ExtensionAll the professors in the college have been preparing teaching plans for their respective subjects. But from this academic year onwards, with the initiative of IQAC, it was decided that the professors should maintain the teaching diary of their subject.**

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

14

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://agashecollege.org/aqar.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://agashecollege.org/aqar.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

1. The NAAC had suggested exploring the possibility of having short-term job-oriented certificate courses. The college through the extension wing initiated certificate courses, gym instructor, and aerobics trainer courses, and several students have benefited from these courses.

2. Research culture has become one of the priorities of institutional development. CACPE has started implementing successful practices for developing a research culture. College provides the necessary resources and training to the stakeholders to become proficient in research. Almost all the faculty members have successfully completed their PhDs. All the faculty have been trained to mentor the master's research students, and this mentorship has added to the development of research culture. The faculty development programs are conducted to upgrade research knowledge and skills. The college provides resources and facilitiesfor research. SPSS 21 software is available in the computer library. The library has subscribed to highly reputed journals and also INFLIBNET for accessing good quality resources.

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institute is very well designed from an Architectural perspective. It acts as a major benefit as the classrooms and staircases are ventilated using natural light and fresh air thanks to the lush green premise. The Institution has only 1 Airconditioner in the entire 35,706 sq. ft. of Built-up area. However, given the

ambiance and freshness experienced in the space because of the well-maintained open spaces, the AC is not used.

The Institution has adopted various measures towards Energy conservation such as switch-off drills practiced at present, the inbuilt power saving mode in every Computer is functioning, there are no Ultra-violet lights and any other harmful lights used on the premises, there are awareness signages regarding energy conservation.

Furthermore to reduce electrical consumption steps shall be taken by the Institute to replace the existing appliances with star-rated energy-efficient appliances in the future. CACPE has put in place a very basic Energy policy and plans to keep on improving the documentation and practices.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Institute is a name to reckon with in the field of Physical Education and boasts of an infrastructure and standard of education which is one of the best in the country. Given the expertise of the Institute, there are huge grounds for physical training activities in addition to more than 1200 plantations on the premises. Thereby there are huge quantities of dry leaves and twigs that are generated regularly, for a smooth functioning of waste management the Institute has constructed a permanent compost pit on the premise.

During the on-site physical visit by the External Green Audit Team of Greenvio Solutions upon interaction with the College the Green Audit Team highly appreciated the efforts of the College staff in regular maintenance of the entire premise.

The External Green Audit Team has noted as far as E-waste is concerned that the initiative of donating old computers to the College Non-teaching staff students to be a source of Education for online Classroom studies given the Pandemic situation is a noble act. Not only does it help in not adding to the bulk of waste but it highlights the values of college and concern towards social

wellbeing.

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

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

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

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

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

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

The 32-acre campus has more than 1200 trees and plants on the

premises. A detailed audit was done for 748 plantations. The survey of the Plantations conducted by the External Green Audit Team of Greenvio Solutions showed that there are 42.38% bushes, 40.11% saplings, 17.25% big trees, and 0.27% of small trees in the premises. In addition, there are innumerable smaller plantations as well. A butterfly garden was recently prepared along with some more medicinal plants to be planted shortly.

The traditional tap and pipe facility is adopted for watering and the college has taken special provisions for the same. The spaces are watered daily in summer. The effort to maintain the existing spaces are commendable as observed by the External Green Audit Team. There are designated parking spaces where the students park their vehicles.

Cleaning of the campus is looked after regularly, and adequate toilets and water places are available. The campus is known for its cleanliness, green cover, open spaces, and pollution-free environment. A huge number of fitness enthusiasts are on campus every day to reap the benefits of this environment and become healthy.

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

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

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

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

.1232

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The campus is environmentally friendly and is a big Oxygen pocket for the surrounding areas. The college campus is used by locals of all age groups for fitness and sports activities. The green campus and ample space for a variety of activities bring many benefits and are used by many at minimal costs. Various initiatives are taken by the college to improve and provide more opportunities for individuals for Physical Activity.

Grounds and facilities are made available for competitions and events to corporate companies, institutions, and agencies at a very reasonable cost. Many schools, colleges, and clubs also conduct their sports days and competitions on campus. Cultural programs like Savai Gandharva (a famous music concert) are organized on campus.

People coming from humble backgrounds are allowed to use the facilities on request without charges with prior permission. The wrestling and volleyball centers are run for underprivileged children from the community. These children get to spend quality time & develop holistically.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**B. Any 3 of the above**

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

7.2 - Best Practices

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

1. Diwali Celebration in Old Age homes

- Helping students to develop sensitivity towards various elements of society

- Creating an environment for good human beings to happen

Practice :

All students of BPEd are divided into 10 different groups. Each group went to one old age home. The student leader of that group communicated with the old age home and identified their needs. According to students purchased things required for that old age home or Diwali sweets. Students also conducted some recreational activities for old age people.

2. Book Bhishi

Objectives

- Creating a culture of reading among student teachers
- To motivate student teachers to develop an interest in reading

Practice

- Each participant in the Book Bhisi had to deposit Rs.50 per month. On the last Saturday of the month, we used to get together and draw lots of names. Pick up a note. The one whose name will appear in it should buy the books he wants with all the money. The only condition is that these books are not required for any course
- Also, information about newly read books should be shared with members in Bhishi.

Impact of the practice

- Students get motivated to read

File Description	Documents
Photos related to two best practices of the Institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

The college envisions Social Transformation through Health, Physical Education, and Sports and is on a mission to develop sensitive human resources catering to health, physical education, and sports in transforming society through service, innovative strategies, academic programs, and cutting-edge research and also to lead the community in creating knowledge about health, physical education, and sports. The college boasts of multiple activities & programs to achieve its vision, some of the distinctive features are excellent execution of the academic programs, research, and unique innovations. One distinctive feature of the college is the organization of a feature annual event called the "Obstyrace". Obstyrace was conceptualized to provide an opportunity for a large number of students to participate in a single competitive event, this obstacle race was designed as a group and also an individual activity to showcase physical strength and mental grit. The design of the obstacle race is unique and invites participants to move across more than 12 obstacles of varying difficulty levels. This obstacle design was invented by the college members and is evolving continuously. This Obstyrace has been a very distinctive feature that has enabled us to achieve our mission in a highly tangible manner.

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