



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**MAHARASHTRIYA MANDAL'S CHANDRASHEKHAR  
AGASHE COLLEGE OF PHYSICAL EDUCATION PUNE**

**MUKUNDNAGAR, GULTEKADI, PUNE 411037**

**411037**

**[www.agashecollege.org](http://www.agashecollege.org)**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*The Chandrashekhhar Agashe College of Physical Education (CACPE), Pune was established in 1977, and since then it has been a **leading college in Maharashtra** successfully run under the aegis of the Maharashtra Mandal's, Pune. Today the College 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. CACPE is affiliated to the Savitribai Phule Pune University (SPPU), and is recognized as a Research Centre in Physical Education. It offers a range of Bachelor's and Master's programs in physical education as also an M.Phil and Ph.D. programs. The college is spread over a sprawling area of 32 acres of land, has the requisite infrastructure and facilities and vast play fields and tracks. The college has some **distinct features that help in smooth functioning, seamless administration, productive academic transaction and outstanding performance**. With a very encouraging management, highly qualified faculty, efficient & inclusive administrative structure, the college has performed and continues to develop for the last 44 years. **The conducive learning environment, an array of extension activities** has helped the learners and the faculty to create a **strong leadership in the field of Physical Education**. The college has made its **name throughout the country**, thus, **fetching students from many other states & countries enrolling in our academic programs**. We are proud to mention that enrolment of **female students** has been consistent and their academic performance, sports achievements and placement has been very incremental. The college provides a congenial, safe and conducive environment.*

### 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 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.*

### Objectives

- To develop highly qualified human resource in the field of Health, Physical Education and Sports that will be proactive and accountable to the complete transformation of the discipline
- To equip the potential educator to become involved citizens
- To design the most relevant academic programs which inculcate social responsibilities amongst students and provide entrepreneurship opportunities To develop research culture by establishing a functional research and innovation cell.
- To design and organize professional development programs catering to needs of all the stakeholders

- To provide mentorship, skill development opportunities to the in-house faculties and staff and learners.
- To develop and provide necessary infrastructure that helps in achieving the institutional goals and benefits in general all the components and society.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- **College has Strong historical background (Physical Culture)**
- **Effective and sincere implementation of UG & PG Program**
- **Highly Qualified (All faculty with Ph.D), Experienced and Dedicated staff**
- **Health & Fitness awareness activities/initiative**
- **Benevolent and supportive Management**
- **High reputation of the parent body & the college**
- **Desired infrastructure according to NCTE norms for all the courses (playing courts, sports equipment, equipment for PE lessons etc.)**
- **Use of Student centric teaching and Authentic assessment techniques**
- **Several social and educational activities organised**
- **Library with large collection of books, periodicals**
- **Strong extension activities, Intramural programs**
- **Computers with internet connectivity**
- **High performance of girls students in academics & sports achievement, placement**

### **Institutional Weakness**

- **Restriction on appointment of permanent librarian from government**
- **Falling short of cultivating Research Culture**
- **Alumni support to be further enhanced**

- **Canteen facility in campus to be provided**

### **Institutional Opportunity**

- **PE teachers and school PE Program can be outsourced**
- **Encouraging consultancy Services**
- **Several courses related to fitness and health can be run by college as fitness trend is increased among general people and large demand from society for professionals**
- **Collaboration with Engineering, Physiotherapy, First Aid and Disaster Management Institutions & associations will create more opportunities for our faculties as well as students.**
- **To develop different courses to produce specialized PE, Sports & fitness professionals.**
- **Potential of becoming an excellent PE & Sports Science Centre for Society**

### **Institutional Challenge**

- **Maintaining rapport with Alumni and stakeholders**
- **Private Companies in PE - not all use trained professionals and their approach is more commercial than educational.**
- **State government's marginalized approach to Physical Education in schools and colleges & lack of interest in physical education**
- **No government jobs in future**
- **Financial challenges for development in future as no non salary grant is provided by government**
- **Kind of Pay packages offered to Physical Education persons – does not attract good students pool**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college offers co-education in **Physical Education Teacher Education** discipline at Undergraduate and Postgraduate levels along research programs under the recognized Research Centre. Each staff member has **represented the college on various statutory bodies of SPPU**. The college staff has been instrumental in preparing and restructuring of the syllabus for the University according to the requirements of the stakeholders.

The planning of delivery is done according to the syllabus provided by the home university.

Along with this, college has introduced **several certificate courses** approved by IQAC and the college management committee (CDC). The courses are designed with a view **to add and develop skills and enhance employability**. Some of the courses offered are **developed in collaboration with well-known institutions from the allied areas** in the field. These courses are **curated by highly professional experts** to suit the learning and the industry needs. Students have opportunities to choose from the array of these well-structured courses. Students are **exposed to ground realities through a variety of curricular programs** and events like **internship, practice teaching lessons, intramurals, competitions at different levels, fitness testing, Obstacle, temporary placements in clubs and play groups, Officiating duty workshops, seminars and conferences**, etc. The college also organizes various educational events like **debates, presentations, on field projects**, etc. which help them to achieve professional skill development. The **practice teaching** sessions are organized in various types of schools (**levels, boards, medium, localities, etc**). These variety of events, programs and activities help the students achieve overall development. The **exposures and experiences** they receive during these events and **shared responsibilities** help the students to use their knowledge and skills in becoming a professional. The college has been regularly implementing a **feedback mechanism**. Students provide feedback on teachers and college programs regularly. However, seeking feedback from other stakeholders such as alumni, practice teaching schools, and employers has begun in the last two years. The **feedback received has helped the college to a great extent in understanding the reality and also to make necessary changes** wherever needed. The various programs are mapped with the program learning outcomes, and college's vision & mission.

### Teaching-learning and Evaluation

The college strives to **understand various needs of students through questionnaires, in depth interviews, icebreaker activities and observations during the induction program** conducted at the start of the college. The staff adopts a **variety of effective and innovative teaching and assessment methods** for overall development of the students. **Variety, creativity and shared responsibilities** is a feature of the programs at CACPE. Through different activities like field visits, intramural competitions, practice teaching lessons, and internship the students practically use sports and fitness equipment, laboratory tools which **develop their instructional, organisational and managerial skills**. The college **mentoring process** helps the students to gain more information about each discipline and also **enhances communication and interaction** between student and teacher. The students' performance in the internship program is evaluated through interviews, submission of records, reports and presentation by the student. This process helps the college to prepare the students in becoming a professional teacher.

The college has well qualified faculty involved in continuous updation of knowledge for better teaching-learning and research activity which helps to achieve professional proficiency. The IQAC ensures the **strict implementation of the Academic Calendar** by **monitoring activities and implementation gaps are reviewed periodically**. The college has designed **academic policy** and teaching-learning is carried out according to the policy. Attendance records are strictly maintained and monitored. The college strictly follows the modalities of conducting the **continuous comprehensive Internal Evaluation (CCIE)** as prescribed by the SPPU. The faculty uses a variety of assessment tools and has frequent assessment through additional tools like **open book tests, oral exams, presentations, report writing, take home tests**, etc. as needed from time to time for the students to test their performance and progression towards achieving the learning outcomes. CCIE is **transparent, time- bound and efficient**. The **teaching and learning in the college is aligned with the Program and course learning outcomes**. All the PLOs are also correlated with CLOs and are important for

overall development of the students. There is a **mechanism to deal with Grievances** related to university examination and college examination. The college tries to develop highly professional PE human resource since its inception.

### **Infrastructure and Learning Resources**

The college has **adequate infrastructure** facilities and resources to conduct the curricular, co-curricular, extra-curricular, and research activities. The college has a campus area of 32 acres which consists of **college building with ICT laboratory, Human Performance Lab, well furnished Library and Reading Room, administrative office, Seminar Hall and 5 huge classrooms, multi-purpose hall, multipurpose ground (football, hockey and cricket), 400 m athletics track, 2 basketball courts, 2 volleyball courts, kabaddi field, kho-kho field, gym and aerobics hall, wrestling hall, hostel and mess facility, futsal fields, skating rink, and ample space for physical activities. The new Auditorium hall** has been used by the college for seminars and conferences and for major cultural events. The maintenance of the infrastructure is done by the college and management.

The college has a **partially automated library**. Library has collection of **text books, reference books, e-books, e-journals, CDs, Bound volumes and National and International Journals. Separate reading hall** is provided in the library for students, research scholars and teachers. The staff & student are provided with **remote access to multiple journals and resources through the data base on INFLIBNET**. The **OPAC** module provides access to library members to check on the available library resources. The whole college building has a **WIFI facility and also is equipped with LCD Projection systems**. The ICT resources in the computer laboratory have been sufficiently strengthened with **computers to Student ratio being about 1:10**. The staff have their own laptops and use them to their full capacity for teaching, learning, assessment etc. **Proper filtered drinking water facility** is made available in the college building as well as in the hostel. **Uninterrupted electricity supply** is ensured in the college with the help of the UPS and inverter back up.

The college has its **maintenance policy** in place for maintenance of its different departments like electrical and UPS system, Drinking Water facility, Ground & Equipment maintenance, college building cleaning, toilet cleanliness, etc. For maintenance of ICT related equipment an **AMC** is in place and it functions according to the policy stated.

### **Student Support and Progression**

**Learner centred teaching methods** are implemented by providing a healthy and supportive environment, adequate resources for student progression and wellbeing. The college extensively plans various student activities in areas such as **curricular and co-curricular activities, cultural and extension activities** for their overall personality development. The **Government scholarships** are made available for students. The college helps **economically and socially backward students by providing them with fee concessions, scholarships (Earn & Learn scheme) and support through alumni. Student welfare fund** has been raised and students in need of financial support are helped. The Alumni also help and support students financially and also for **placements**. Students requiring extra help or special needs are also supported and guided by Alumni. Considering the needs of PG students for SET / NET examination a special **workshop** was started in 2016 and has been active since then. Considering the student strength of the post graduate program, **the number of students qualifying the SET and NET examination is very high**. The students are provided support for overall development through competitive examination centre, **career guidance, counselling on career**

**planning, personality development, soft skill development, language lab, remedial teaching, and bridge courses. Grievance redressal cell, Anti-harassment and Anti-ragging committees** are constituted in the college for student grievances. The college has an **active Student Council** and much of the college events and programs are conducted with its support. Representation is given to student council and alumni in committees like CDC, IQAC, Magazine Committee, Student Welfare committee, and NSS committee. The college **Placement cell** is active and has been successful to assist students in on campus and off campus placements. About 19% of outgoing students are benefitted. About 23% students have chosen higher education in the 2017-18 batch. The college has a **registered Alumni Association and regular meetings** are held and activities are conducted. The alumni of the college have contributed to the college functioning through its extended services such as financial support, teaching & coaching, discussion and other activities.

### **Governance, Leadership and Management**

The **vision and mission** of the college is **in tune with the national policies of higher education, based on commitment towards excellence, achieving educational objectives and acquiring competency required to succeed in the 21st century** through activities such as **Soft Skills Development Program, Students Welfare Schemes, Sports**. The institute **imparts high quality education** by recruiting qualified staff. The college practices **decentralization and participative, horizontal management systems** through the CDC, IQAC and committees for administration and welfare of the students. The IQAC designed a **perspective plan (2019-2024)** for the augmentation of academic, administrative and infrastructural facilities. All the AQARs, Academic Calendar, Upcoming events, Future plans are uploaded on the website and the deployment is done through the working of various committees. The college has purchased a **College Management Software** for its better functioning. **E-Governance** is practiced and initiated by the college in various administration, finance, accounts, admissions, examination, library with the different software packages.

The college authorities have taken very important initiatives such as **Green audit, (environment, water, waste, energy), gender audit along with academic, administrative and financial audits**. This practice has led to **appraisal of several existing systems and strategies and has given inputs for future development**.

The performance of the teaching and non-teaching staff is assessed through the **Appraisal System**. The faculty are assessed during their teaching process and at the end of the AY, it is then discussed with the faculty for further improvement. Various **welfare measures** like training programmes, seminars, conferences, workshops are organized for teaching and non-teaching staff which benefit teaching and nonteaching staff for **Professional development**. Faculty are encouraged to participate in these development programs regularly. **The IQAC contributes towards quality assurance strategies and processes** related to academics and administration. There has been a **continuous, incremental growth in the post accreditation period** by addition of new courses, Research centres, organization of seminars, workshops, Career development and placement services, upgradation of hardware and software. **ICT is used effectively** in teaching and learning systems with a progressive increase in the use of New Technology for better teaching learning process and efficiency. The college is **moving towards Paperless documentation**.

### **Institutional Values and Best Practices**

The College has done its **energy audit** and has been always keen on keeping the **campus green and user friendly**. The college and parent body has **restricted the use of vehicles** in certain areas of the campus and has restricted spaces for vehicles. The road inside the college campus is **vehicle free zone** and no vehicles are

allowed. The college also promotes and encourages using public transport or other modes (cycling) while coming to college and few students and staff make use of cycle for transportation. Rainwater harvesting project is implemented with already constructed wells to preserve ground water.

**The code of conduct** for teachers and students are prepared and followed in the college. The policy on Code of Conduct is explained to the students during the start of the college and also is on the college website for reference. **The college has never had any discrimination based on gender and has activities (intramurals, Women empowerment, self defense, ) which will promote gender equity.** Strict actions are taken against individuals who through any means try to harass women. **Separate hostels and common room facilities** are available for girls and boys. College has implemented security and safety measures. **(CCTV cameras and restricted access in hostels)**

The college activities like **ostyrace and intramural programs** are few of the best practices run by the college. The college has also initiated a **Social commitment Activity** during the Diwali Festival. The college students and faculty members collected money and food material which were distributed to deprived and poor people around bus and railway stations, slums, ashram shalas and NGO. This social activity developed social interaction and belongingness into the minds of students and staff. Along with this the college has also started a Student Welfare Fund. Through this fund the financial needs of the students are satisfied. The colleges propagate students to get benefitted through this scheme. The Staff and even the Alumni contribute for the student welfare fund. An amount of Rs.57,600/- has been funded to the students till now.

### **Research and Outreach Activities**

The college staff has been **active in research and promotes research culture** among the students. The College has **successfully completed 24 minor research projects.** College has made dissertation, a mandatory course in PG and introduced research methodology as an essential course in UG thus strengthening the culture. The college also has prepared a **research policy and research committee.** To help PG students regarding research, a **booklet** is prepared in English and Marathi. The college has a **well equipped Human Performance laboratory** fulfilling the testing needs of the students.

Seven of the faculty members are recognised research guides. 44 students are awarded PhD, 99 scholars have received M.Phil and 22 are pursuing Ph.D at the centre. **Considerable increase in the research publications** by faculty members is seen through the journals and seminars, conferences and workshops attended.. Faculty members and students present & publish their work not only in the conference proceedings and also have published more than **160 research papers in recognized, refereed and peer reviewed research journals** in the field of physical education & sports. The faculty has also been writing books and articles for newspapers and magazines. A total of **38 books are published** by the current faculties and **18 books were published by Ex faculties.** Some faculty members have started writing blogs and publishing their experiences and knowledge. The College also has signed MOUs for collaborations with several institutes (ASNFS, Yoga and Ayurveda Prabodhini etc).



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARASHTRIYA MANDAL'S CHANDRASHEKHAR AGASHE COLLEGE OF PHYSICAL EDUCATION PUNE
Address	Mukundnagar, Gultekadi, Pune 411037
City	Pune
State	Maharashtra
Pin	411037
Website	<a href="http://www.agashecollege.org">www.agashecollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sopan Eknath Kangane	020-24261872	9922279151	020-29511474	agashecollegepune@gmail.com
IQAC / CIQA coordinator	Sharad Shankar Aher	020-24261872	9890025266	-	sharadaher3@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-02-1996	<a href="#">View Document</a>
12B of UGC	07-02-1996	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	15-04-2019	100	Permanent recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mukundnagar, Gultekadi, Pune 411037	Urban	32	1627.91

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPEd,Na	24	Graduation	English,Marathi	100	96
PG	MPEd,Na	24	BPEd	English,Marathi	40	38
Doctoral (Ph.D)	PhD or DPhil,Na	36	MPEd	English,Marathi	61	0
Pre Doctoral (M.Phil)	MPhil,Na	24	MPEd	English,Marathi	20	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				13			
Recruited	0	0	0	0	0	0	0	0	8	2	0	10
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				3			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	1				2				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	3	0	0	3
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	4	1	0	2	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		7	1	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	19	5	0	0	24
	Female	10	4	0	0	14
	Others	0	0	0	0	0
UG	Male	54	10	0	0	64
	Female	29	3	0	0	32
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	21	19	14	19
	Female	8	4	3	4
	Others	0	0	0	0
ST	Male	4	2	2	5
	Female	0	0	1	2
	Others	0	0	0	0
OBC	Male	38	36	35	36
	Female	16	14	21	26
	Others	0	0	0	0
General	Male	60	101	130	122
	Female	44	51	53	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		191	227	259	272

## Extended Profile

### 1 Students

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
272	259	227	191	219
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
280	280	280	280	280
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
140	140	140	140	140
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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



2020-21	2019-20	2018-19	2017-18	2016-17
129	123	100	80	133
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
111	123	92	80	128
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
272	259	227	191	219
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	13	15

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

  

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
51.72	48.90	48.74	48.30	49.24

  

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 28

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Planning

**1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Response:**

The planning of the curriculum is done according to the syllabus of the University.

The academic plan is prepared by the teachers for all ground practical and theory courses. 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 & assessments strategies for impactful teaching. **The content is delivered in suitable languages** (English, Marathi/Hindi) so as to reach all the learners. For theory classes, students are divided into two divisions, mainly classified on language proficiency. This enables effective learning and small group interaction, a better student-teacher ratio & an increase in teacher accessibility.

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, 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 necessary pedagogical skills. The faculty makes necessary changes in teaching as per the requirements and changes in the local context.

**The college has initiated different certificate courses**, out of these each student has to take a minimum of 1 course during BPED tenure. These courses are designed as the stakeholders need to recruit skilled trainers.

**The college organizes different activities like academic seminars/conferences, workshops, Industry visits**, which helps to close the gap between real-world and academics. Talks by experts are organized for interaction and understanding the field.

Students are assessed periodically using various strategies, this helps in understanding the learning needs, level, issues, problems faced by learners. **This helps the faculty modify the content as needed**. The students with different learning needs are given remedial teaching to achieve minimum academic benchmarks & improve. The college has a mentoring system that monitors the academic progress of the students.

The internship program is planned in their own hometown as students are aware of the lacunas they have

faced during their schooling. They are aware of the situations in their hometown and they then implement the PE Program in their own ways. They receive local support for conducting the PE program and also can freely share their knowledge about Physical Education and Sports with students in school.

The classrooms are equipped with an internet facility as well as a projection system which can be used for a better teaching-learning environment. The faculty and students can access and avail the facilities of a well-equipped library - books, journals, electronic media, internet - which make the learning process easier.



<b>File Description</b>	<b>Document</b>
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

**Response:** B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

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

**Response:** B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 81.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	26	25	28	28

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	34	34	30	30

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response: 2.8**

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	0	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 42.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
177	63	161	00	91

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 5.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	00	00	00	00

<b>File Description</b>	<b>Document</b>
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment**

**1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

The curriculum contains pedagogy, psychology, content courses, forming a strong theoretical base. It helps in understanding of education at various levels, learning processes, learning-enhancement strategies, learners' needs, technology, and the role of a teacher as a facilitator. Practice Teaching lessons and Internship program is the best way learners get exposed to the real-life school experience, therefore the college insists on internship and practice teaching lessons in different categories of schools (Govt/private, primary/secondary, English/Marathi/Hindi-medium, SSC/CBSE/IB, Rural/Urban). This variety of experiences provides opportunities for the students to acquire & demonstrate knowledge, skills, values & attitudes related to various learning areas. **The college organizes debates, discussions, Presentations, On-field projects for BPED and MPED to share their views and demonstrate knowledge.** This exposure helps incoherent understanding of the field of Physical Education.

**Intramurals Program** is another initiative to provide students with information, skills, knowledge about sports & cultural competitions. Learners participate in the intramural program, to acquire all the necessary skills and values required to be a teacher/coach, organizer, and official. The learners without any participation experience get opportunities at intramurals and have the necessary skills, values, and attitudes. 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 introduces a variety of competitions at different levels giving learners procedural knowledge.

The college organizes Intercollegiate competitions and also participates in competitions organized by



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. Obstacle is also organized by the college which is a unique race for school-children. Volunteering in this event gives the valuable experience of organizing competitions for larger groups.

Students are sent for Officiating at different competitions which equip the students with all the necessary skills and knowledge for becoming a good official. Various organizations, schools, colleges request our college to conduct fitness testing for their groups and individuals. From these events, students know how to organize fitness testing, what skills and knowledge are necessary.

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. The college also organizes seminars, conferences, and workshops, and BPED and MPED learners participate actively in the organization as well as presentations etc. This helps them acquire 21st-century skills. Learners are also sent for Seminars & conferences organized by other institutes. Social activities like health, hygiene, fitness awareness, Diwali Assistance, helps students to instill commitment towards society & dignity of labor, etc. Thus, the college ensures adequate opportunities for students to develop knowledge, skills, values & attitudes to various learning areas.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

#### Response:

The field of Sports and physical education is changing and to keep our students abreast with the changes the college organizes **Practice Teaching lessons and Internship 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 school systems. The corporation schools have different scenarios in terms of socio-economic level, intelligence, academic achievement, socio-environmental factors,** etc. The college hence conducts school practice lessons at these schools and gives these experiences to trainee teachers. Through these experiences, students understand the real job situations they have to face when they get job opportunities in similar schools.

While planning teaching practice lessons the college rotates each group of students to different schools. The teacher trainee has to visit the schools in advance and take a review of the scenario, meet teachers in

schools and take unit of teaching, share experiences of working staff of schools and then plan their practice teaching lessons accordingly. The students also observe teachers' lessons in schools and also become aware of the teaching-learning situations in schools.

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 college tries to provide experience & exposure to students by sending them for school practice lessons and internship during important events like **cultural programs, sports days, events, national programs**, etc. Along With this, the college sends students to schools for conducting after-school activities, running club systems, etc. so that students **get exposure to different workplace situations**.

The internship program is planned in various schools in our **city and also in their own hometown** as students are aware of the lacunas they have faced during their schooling. They are aware of the situations in their hometown and they can design & implement a suitable & need-based PE Program. They receive local support for conducting their teaching plan and also can freely share their knowledge about Physical Education and Sports with students in school. Students have to conduct tests on the school children and keep a record. This helps them understand assessment systems & their variations.

Reaching different diversified schools every time is not possible to all students due to limited time and opportunities, hence presentations, **talks of experienced teachers, workshops on Physical Education in different schools, strategies for changing PE status** etc. are organized to familiarize students with the PE program at International Scenarios. The students also share their experiences about schools' diversities during lectures as well as during their free time. The faculty appreciates and encourages the efforts of students who have performed extra work in these diversified schools. The college seeks feedback on the behavior & performance of our students from practicing schools.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The college conducts different programs to equip the students with all skills required by a PE Teacher. Practice Lessons are an integral part of the student-teacher development program organized systematically.

Every student before conducting Practice Teaching Lessons in schools undergoes an intensive Micro-teaching Program on Peer groups. The students have to conduct a wide variety of lessons - different games/sports, PE topics, different groups/students, Clubs, and academic subject units etc. which makes them ready for actual work.

The college plans and organizes various other events such as Exhibitions, Trips & Visits, camps, Fitness Testing, Health Awareness programs, Sports Competitions, Obstacle, etc. The students gain rich professional experiences helping them consolidate into 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 internship 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 conducting after-school activities, running club systems, etc. so that students get exposure to different working scenarios. Feedback from teachers regarding the behavior of students during Internship or practice lessons is also taken. Apart from practice lessons and internship programs students are sent to schools for conducting PE activities, sports day celebrations, officiating for games and sports, managing sporting events and competitions on requests made by respective schools.

These experiences they receive during the practice lessons, internship, special events in schools are implemented and add great value to the students. The intramurals, athletic meet and Obstacle organized by college help and equips the students with all the necessary skills

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.

The college also participated in the second **Khelo India Games** organized in Pune and most of our students have volunteered for this mega event. This experience was a turning point for them and has given them opportunities to interact with national and international players, coaches, officials, and organizers. Our students interacted with many players, coaches, officials, organizers, bureaucrats, etc. which gave them insights about sporting opportunities, fitness status of sportsmen, the current status of players and sports, expectations from coaches and PE teachers.

Pedagogical practices are learned through theory & practical courses. The college has started a special program on pedagogic practices called teaching physical education practice (TPEP) for students to learn pedagogic skills & be able to apply them. This specially designed program is conducted even though it is not included in the syllabus and is appreciated by many students. The students have suggested keeping this activity running as it helps them to implement classroom teaching with practical implementation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from**

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

**Response:** A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 83.43

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

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

**Response:** 12.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	79	75	87	98

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

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

**Response:** 0.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

### Response:

The entry level assessment helps the college to prepare and strategies to ensure that each student gets the best possible opportunities to be successful in achieving the academic goals. This entry level assessment is important to identify the requirement of the student support activities.

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 centres. These tests assess the student's general knowledge and basic aptitude to become a PE teacher and it also assesses the physical fitness so as to ensure the student's physical readiness. The test is governed by the government rules and norms.

The learning needs assessment takes place when they enter college. The induction program includes icebreakers, personal in depth interviews, observation, need assessment questionnaire and disposition assessment. The segment also provides opportunities for learners to showcase their skills and talents. These activities are focused on understanding the learning needs and readiness to undergo a professional program. The induction program introduces the learners to their respective mentors, senior learners and student council, ensuring that they feel comfortable and open up about their needs and expectations.

This intensive entry-level process helps us understand the learner and optimize our teaching-learning process. Initial days are crucial in terms of getting to know each other better. It helps in developing learner centric programs culminating in developing a professional teacher.

A well designed assessment process is in place at entry level to identify learning needs and readiness of students to undergo professional education, during Covid2019 Pandemic, the college conducted the fitness testing at the time of Govt CET and after finalizing the admissions, college resorted to online self-assessment by preparing a self-assessment tool to gauge the learning needs of the students. Online

orientation program conducted by faculty & senior students led to personal interaction & assessing their readiness & needs.

Previously the entry level assessment was done using physical fitness assessment, cultural displays, introductions, this helped in forming the groups of house system.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

**Response:** E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 23:1

**2.2.4.1 Number of mentors in the Institution**

**Response:** 12

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

### Response:

Every teacher adopts different teaching & assessment strategies for better teaching-learning processes, thus enabling overall development of the student.

**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 practical. Students are asked to implement these in practice teaching/coaching. The college organizes field trips and visits to educational institutions, stadiums, etc. During these visits and field trips the students hold interaction with hosts. The events organized by the college help in experiential learning, helping them understand and implement skills, knowledge in real-life situations.

**Intramurals** are organized regularly by the students guided by faculties. This builds their event organization skill-set. Theory course of Management in Sports and PE provides theoretical understanding. Intramurals, Obstacle, Fitness Testing, provide ample opportunities for students to bridge the gap between theory and actual practice. There are a lot of problem solving projects given to the students. They deal with the problems to provide solutions. Internship program exposes them to work-situation in schools and ample opportunities to use learnt knowledge into practice.

**Participative Learning:** Residential camp provides ample opportunities for students to work in groups to participate, learn & be successful. The college also organizes exhibitions in which master's students organize & bachelor's participate. Intramural & cultural competitions are organized for students to showcase their talents & learn. National programs & days where a rally is organized for the students to visit different institutes and create community awareness. Students actively participate in Fitness related surveys. Theory classes give ample opportunities to participate in GDs/presentations.

**Collaborative Learning:** Most of the activities are collaborative, where students cocreate & learn. Each student has unique way of learning, ideas, and doing things. Group projects, & practical courses, activities make them collaborate & share learning experiences. Working in smaller groups makes students learn more effectively and open up more.

**Online Mode:** The pandemic situation has been demanding for both teachers and students. Both were new to the online mode. The initial few days were tough for teachers but now the teachers have been well



versed with the online mode and are using different online modes effectively to transfer knowledge to the students.

Other: The faculties use **Flipped classroom, Blended teaching, Jigsaw method, debates, project method, group discussions, constructivist learning methods** to make the classes more interactive and student centered. They utilize ICT (google classrooms, edmodo) for teaching-learning processes. Assignments are given on Google Classrooms which allows both staff and students to be active even during the pandemic. Due to use of these tools collaborations among students, teachers, and few parents have become easier. They can communicate and collaborate more effectively. The master's degree students have to conduct compulsory research. The college and staff have been keen on implementing learner-centred, innovative strategies to enhance the teaching and learning process.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 57.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	7	7	6	5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

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

**Response:** 95.22

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

Response: 259

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

The college has a continual mentoring done for developing a variety of professional attributes in students.

1. Mentoring and guidance of school subject and Physical Education subject lessons -All the students of BPEd 1st year students are divided amongst the faculty. These students have one to one interaction with the concerned faculty member. With guidance for lessons these groups of students

also discuss any issues related to academics and administration informally and solutions are sought out. Mentor-student ratio is approximately 1:12/15

2. Mentoring for Research- Master degree students are divided amongst Faculty members for research paper/ guidance. Here also students informal mentoring takes place. With guidance for research work, papers the students get freedom to discuss any issues and suggestions related to academics and administration and solutions are sought out. Mentor-student ratio is approximately 1:4
3. Mentoring for organization of Intramurals -All students get a chance to organize intramurals throughout the year. A faculty member is made in charge of the same. During the intramural the students are mentored regarding the organizing and administration part. Mentor-student ratio is approximately 1:25
4. Seminars and Conference- 2nd year Master's degree students get a chance to attend National/International conference/seminar. For this they are mentored to send and present papers. Some faculty members are allotted to this activity on a rotation basis which are involved in mentoring and guidance. Mentor-student ratio is approximately 1:35
5. Class teacher system-All the class divisions are allotted a class teacher, and a regular class meeting is taken for each class. Here the students formally and freely discuss issues and suggestions related to academics and administration. All the meeting points are discussed with the Principal and required action is taken. Mentor-student ratio is approximately 1:50
6. Student-Teacher Interactions- There is a continual interaction between the teacher and students by which the problems and issues of students are resolved. The students are oriented towards professional development through various courses, activities which will enable them to achieve professional excellence. Guidance regarding placements, job opportunities and requirements, etc. are regularly done.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The teaching learning process is planned with a view to develop students' abilities. Innovative teaching strategies employed develop intellectual and thinking skills in students. These methods emphasise on 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 nurtures creativity and innovation of the students. Staff members have used techniques like to prepare modified equipment which is used in physical education class with minimum facility or available material, choreography of demonstration mass activity, group projects, 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.

The student is seen as an active participant in the process of learning. Different group discussions and collaborative activities conducted during theory and practical classes develop various life skills of the students. The students organizing the intramural competition show developed skills in decision making and problem solving. Various problem based assignments are given by staff to improve their thinking skills. The students show high creative thinking during intramural competitions. The responsibility of the organization develops various abilities which can be seen through innovative invitation cards, set-ups for prize distribution, trophies, etc. The Test & Measurement exhibition is another event where students are given responsibility for setting up their fitness testing station and making it attractive, informative and user friendly. Various creativity, innovative tools, can be seen just because of the responsibility given. The different responsibilities and role plays given to students also develop their leadership skills, communication and interpersonal skills, etc. and assist the college in making overall development of the students.

Many activities have to be collaboratively done by students and in many activities and events students have to deal with a variety of individuals and situations. This practice makes them aware of the real life

situations and also develops empathy in students. The students are given various opportunities to lead their groups or students (student council, camp, trips and visit leaders, group leaders, athletics meet, etc.) and through that they understand and recognize the abilities of teammates and also understand the needs of the group. Camp is such another event which nurtures the students and develops their life skills. Internship is also an opportunity where the students when they are in schools learn and get lifetime experience which overall develops the students. Some of the creative and innovative activities have been done by the students during internships. The college encourages students and sees that various activities, events and programs are organized in such a way that there is overall development in the student with ample opportunities to develop knowledge and life skills. They are always appreciated and encouraged by staff and college which motivates them to further develop as a teacher and individual.

Following are two examples describing how the students implement the theory learnt into a practical experience and develop holistically.

### **Case 1- Organization of Exhibition- Tab The Lab**

Master's student undergo an intensive theory & practical of measurement & evaluation course. This course provides the students with lot of opportunities to perform assessments and evaluations of different aspects. Every year the students after being mentored by the respective teacher organize an exhibition. They work collaboratively and set up the exhibition. It is open for all the BPEd students, other members, people from outside, teachers from school, general population. This project is done in the campus and at times outside the campus. The students have also made assessments of Bus drivers, conductors, rikshaw driver, fitness enthusiasts at different places in the city, during Ganapati festival on various locations.

Impact- This Tab-The-Lab exhibition has proved extremely effective in nurturing our students to develop communication, innovativeness, collaboration and many life skills. This also develops insights into the theory learnt and enables them to utilize the knowledge, skills and their experience. This exhibition has also helped the students to understand the theoretical knowledge better by doing the practical.

### **Case 2- Intramural competition organization**

The college boasts of having a very strong intramural program. Intention of this program is to develop organizational skills, presentation skills, innovativeness, along with the content knowledge. This program includes organization of a number of activities related to sports, physical activities, demonstrations and also cultural events. The intra mural program of every year is finalized and is conducted in a systematic manner. Both BPEd and MPEd programs have this component. Mentor teachers for this program guide the students about organizing events. Each house/group is given opportunities to conduct this event in rotational manner. While all the houses participate in the event, one group takes responsibility of organizing. They conduct meetings, take guidance from the mentors, communicate about the event, and delegate work and successfully conduct the event. They also create handmade and creative invitation cards, trophies and prizes from zero budget. Teachers and mentors provide feedback immediately about the conduct & gives tips about improvements.

Impact- The intramural program has benefitted students to a great extent. Most of the students are able to plan, collaborate and organize events. Students after passing out from the college and now working in schools and clubs have mentioned that because of the intramural program experience, they are able to conduct so many such programs effectively and productively.

Thus, all of the college activities and the teaching-learning process has impacted the creativity, thinking skills, life skills of our students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

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

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

**Response:** B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

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

**Response:** B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above



File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

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

**Response:** C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

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

1. Selection/identification of schools for internship: For internship school allotment, a survey is conducted seeking information regarding student residence, Transport availability, financial status, vicinity of 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 communicates with the school principal/teacher to discuss the internship program & activities to be completed, role of the internee & the school. Telephonic or email communication is done for this purpose.
3. Orientation to students going for internship: 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. A detailed booklet is provided for guidelines regarding attendance record, 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.

4. Defining role of teachers of the institution: The school teachers are given responsibility for assessment/observation/guidance of the lessons & activities to be completed during the internship period. They are interviewed by the internees and provide information regarding school working, systems, expectations, & their own experience. The internees also observe the teaching episodes of the teachers.
5. Streamlining mode/s of assessment of student performance: The college designs need based assessment for the internship. The lessons conducted are assessed mostly by the school teachers, the other activities completed are assessed through various methods such as record books, interviews, personal interaction with college faculty, presentations etc. It is ensured that all the aspects of the internship experience are justified in the assessment of student performance.
6. Exposure to variety of school set-ups: Mostly all the students get to intern in different schools. The college organizes internships at schools affiliated to different boards - Local govt/govt/private, State Boards/ICSE/CBSE/International Schools, Marathi/English/Hindi/Urdu medium, Primary/secondary/both, schools with large numbers of students, facilities & equipment-less/abundant, urban/rural etc. This ensures that the internees are exposed to a variety of set-ups.

During the pandemic, when the schools were not available for internship, the college had to resort to a very unusual but well planned internship-like experience for the college students. The entire internship experience was designed in online mode and students interacted with school teachers, conducted tests for students in vicinity, set exam papers, designed programs. conducted interviews, planned events/national days and completed assignments, presented the work done to college faculties. The assessment was done based on set criteria.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 1.55

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

**Response:** 83

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.10 Nature of internee engagement during internship consists of

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

**Response:** C. Any 4 or 5 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

**Response:**

College tries to adopt an effective monitoring mechanism during 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, 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 and provides necessary guidance and makes changes if needed. Indirect monitoring through photographs and video records of work done by students is done. In addition to this, each faculty member is allotted as mentor to a group of students, who guides, monitors their engagement. These mentors visit the interning schools and observe whenever possible &/or in case of any issues faced.

In some instances, the college has devised additional mechanisms to assess and monitor the internees. 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 has to provide information about the roles and responsibilities performed, activities conducted during internship, lessons conducted, events and programs organized, etc. The students may also provide photos and videos and also records & documents. Along with this, a certificate &/or report is taken from the school principal and PET about the student during internship. The remarks in the report and certificates are considered for final evaluation. The PE teachers or Principals of schools are called in college for get-together to share their observations & expectations. So far the school teachers/principal have expressed very positive feedback, views and suggestions regarding the current and future internship program. Students have also expressed their experiences and learnings during the internship program and also gave valuable suggestions for improvement and smooth functioning of the internship program.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>

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

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**include**

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

**Response:** B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

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

**Response:** 67.37

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** 78.13

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

Response: 10

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

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

**Response:** 13.58

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

Response: 163

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

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

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

**Response:**

The faculty has time and again completed the mandatory orientation and refresher courses. Other than the mandatory courses the faculty is keen on updating their content knowledge about teaching subjects and practical courses through various courses, workshops and seminars. The pandemic situation has allowed the faculty to upgrade their knowledge through online courses and upskill their technological skills.

**1. In-house discussions:**

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 assessment-classroom assessment techniques, Audio-culture, graphology etc were discussed with experts from outside and in-house faculty. A novel interactive workshop on 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.

**2. Sharing of information with colleagues & other institutions:**

The college ensures organizing academic events each year for professional development. Seminars, workshops, conferences, training programs are routinely organized and attended by the college teachers. Teachers participate in the orientation & refresher courses, FDPs, webinars, short-term courses. The faculty members also participate in national, international academic conferences etc. as resource persons, keynote/lead speakers/delegates & present their research work and also promote master's & research students to attend. The teachers go to various states and countries to attend these programs. Master's degree students are taken on an academic tour to various places to attend these PD events. College has conducted

several online & offline programs singly or in academic partnership with other renowned institutions. Every staff member participates on average at least once every year. The faculty members have participated in approximately more than 30 such professional development events. The college has organized national, international level conferences, workshops, webinars during the pandemic.

The college encourages organization & participation by providing facilities, sometimes registration charges, travel expenses etc. The presentations, participation, organization is appreciated in the faculty meetings, giving more inspiration to the members.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

The college strictly follows the university guidelines for the continuous Internal Evaluation (CIE). The college has appointed the College Examination Officer (CEO) who heads the college examination committee. In tune with the reforms made by the SPPU, the internal evaluation system of the college is revised from time to time and is communicated to the students.

- 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. A booklet providing details of the evaluation process is shared with the students.
- For BPed theory courses, the college conducts a minimum of two tests per semester. This year (Online Teaching) the concerned staff has increased the number of internal assessments. Following Assessment techniques were used for Internal assessment: Tutorial, Tasks, Project, Presentations, Online objective Exam, Skits & Dance , Orals, 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. Following Assessment techniques were used: Written test, Case study, Project, Presentations, Online objective Exam, Skits & Dance, Group Discussions, Exhibition, Reviews, etc.
- The question bank is given to the students by concerned faculty. The internal examination schedule and questions are displayed to students minimum 15 days in advance. The results of internal evaluation are displayed one week after the examination. In case of any discrepancy students follow the SOPs - contact exam department, convey discrepancy, review by teacher and exam department,

changes are made if necessary.

- 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. In case of any discrepancy students follow the SOPs - contact exam department, convey discrepancy, review by practical incharge and exam department, in case discrepancy is found - changes are made and displayed to students.
- The faculty take into consideration the CLOs while designing the assessments. The students' progression is monitored by the concerned faculty employing tools like open book tests, oral exams, presentations, report writing, take home tests, etc. The CEO & class teachers monitor student achievement. In case of low performance of the students, they are guided for extra efforts & remedial teaching. Thus monitoring progress of the student and providing ample opportunities for improvement. The transparency and effectiveness of CIE is monitored by the College Examination Committee throughout the year. Any discrepancies or issues in assessment are thoroughly checked and corrected and suggestions for future assessment are given by the committee. The suggestions are positively implemented for further assessments.

Other practices: Faculty share their best practices of internal evaluation in faculty meetings and FDPs. Many novel techniques, or assessment tools are shared and then used by other faculty members.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above



File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The theory examinations for the academic programs are governed by the university Ordinances. The Principal, with the assistance of the CEO conducts the examinations. According to the rules of SPPU the internal assessment is also carried out. The CEO of college regularly consults with IQAC and Principal regarding grievances of the students on evaluation. The following mechanism is followed for Grievance Redressal in Evaluation:

#### Grievances related to university examination:

For errors regarding students' attendance in the examination, the college promptly sends the attendance sheet to assist in locating marks to the University for correcting discrepancies. The grievances related to problems in submission of online examination forms and queries related to mistakes in hall tickets and mark sheets regarding name, course name, programme name are resolved promptly by communicating with university.

Grievances related to the question paper are reported to the university by the CEO and the decision of the university is conveyed to the student immediately. 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 college forwards 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 are 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 grievances related to similar topics are resolved as:

1. Students have to approach the CEO.

2. Students have to communicate with the CEO.
3. The CEO will consult with the respective teacher.
4. After taking an opinion from the teacher the student will be informed accordingly.
5. The process is completely transparent and time bound.
6. The respective teacher deals with the mistakes or discrepancies if any and then makes corrections and conveys it to the student. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members.
7. In case the grievance is not resolved he is suggested to approach the Principal for further resolution. The Principal consults with the CEO and concerned teacher and resolves the grievance.
8. The practical assessment is seen by Ground Incharge who looks after the internal assessment of the practical courses and sessions. Each assessment is done by 2 teachers. Issues regarding attendance are conveyed to the students and teachers before the examinations.
9. In case of grievance in practical assessment the student follows the similar procedure as that of theory internal assessment. The student contacts the Ground Incharge who sees to the grievance redressal.

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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

The academic calendar is prepared at the beginning of the year and discussed in the faculty meeting. The Principal organizes a meeting in July to finalize academic, co-curricular and extra-curricular activities in the academic year. Each department prepares their own plan accordingly and is discussed in this meeting. A General Year Plan is prepared and approved by the faculty. Information regarding the date of opening of the academic year, dates of preparation leaves and examinations, holidays/breaks, extra-intramurals, cultural programs, camp, sporting events, conferences, workshops, etc. is discussed. Each department

presents his plan which is discussed and finalized. The total days with time for teaching subjects and ground practical's are finalized during the faculty meeting. The academic calendar is planned in such a way that students have ample time for learning and exam preparation. The academic calendar considers preparation leave of minimum 2 weeks prior to external examination. No major event or program is planned prior to any examination – internal or external. The college tries to stick to the academic calendar and makes changes only if necessary. The changes in dates are discussed and finalized in the faculty meeting. The changes are updated on notice boards and conveyed to the students. The faculty also prepares teaching plans considering the academic calendar. Timely review of the plan is also taken and necessary changes made.

Internal evaluation dates are discussed and finalized. One faculty member is given responsibility for internal evaluation of academic subjects and another for ground practical. Academic subject's evaluation is done minimum twice in a given semester; the dates of evaluation are announced 15 days earlier. Ground practical evaluation is done after the completion of stipulated time for ground practical. Before the evaluation the student's attendance is considered and defaulters are not allowed to appear for examination. Ground practical activity is evaluated by two faculty members and 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 in the schedule unless unforeseen circumstances arise.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

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

#### Response:

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), Programme specific outcomes (PSOs) for all academic programmes are stated by the Institute as per guidelines of NAAC. The POs are aligned to the learning objectives. The teaching learning process is conducted taking the PLO's and CLO's 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.

The concepts related to Physically educated person are conveyed to the students during theory as well as practical classes. The concepts are regularly repeated by the staff and the students. Through this the students know the concepts and also know when to use them. The staff creates opportunities for students in

such a way that they achieve effective communication skills, knowledge, and other necessary skills for becoming a better teacher. The staff considers that the students are from different backgrounds and are unique and the Teaching - Learning process is organized accordingly. Various other activities are organized in such a way that student's creativity and critical thinking is developed. The staff focuses and sees that students develop the attitude and values necessary to the teaching profession. Each course is designed and implemented in such a way that cognitive domain, affective domain and psychomotor skills are developed. The college organizes different activities like lectures and talks of eminent personalities, workshops to provide practical information and experiences about different related subjects. The paper 104, TPEP and teaching practice of theory and practical aspects help in acquiring knowledge, necessary communication and pedagogical skills and strategies to enhance student engagement & learning. During the teaching practice and internship program students understand the disciplinary content knowledge and ways to apply content knowledge to teaching physical education. The students are encouraged to use appropriate technology to enhance teaching and learning and enhance personal and professional productivity. Various activities and events like Technology Based Teaching, Projects, assignments related to technology develop their technological skills. Every faculty member uses classroom and appropriate technology and students are encouraged to use different online survey tools for their research. They use different presentation tools, SPSS software for data analysis, use different testing tools like pedometer, heart rate monitor, etc. for movement analysis for assessment of fitness. Various events like intramurals, obstrace, etc. are organized to foster relationships with colleagues, community and associated agencies. All the PLO's are correlated with CLO's and are important for overall development of the students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2 Average pass percentage of students during the last five years

**Response:** 94.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
111	92	123	80	128

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

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

#### Response:

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 necessary skills and traits for becoming good teachers before sending them for school lessons. If they are not ready then they are not sent for school lessons. The staff also sees that the syllabus is 100% completed. The college arranges different lectures, talks, sessions by experts to see that they achieve 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 analysed. Along with this analysis the students are also guided in their mentoring group. The students are told about the weaknesses and their strengths. The students who have not achieved the required skills, knowledge and traits are sent for remedial programs.

The remedial program develops the students and creates a favorable environment to achieve necessary traits. Students have gained much through the remedial program. The students who have been identified as slow learners or needy students (on the basis of formative evaluation and teachers observation) are given extra opportunities for assessment. The remedial program coordinator analyzes students' performance on the basis of formative assessment and prepares plans for remedial classes. Remedial program is implemented with the help of some high achieving students and faculty members. Buddy students are attached with needy students and necessary skills are developed. The needy students are assessed through different or other assessment techniques. More opportunities as well as different assessment tools considering the types of learner is undertaken.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

### 2.7.4 Performance of outgoing students in internal assessment

**Response:** 68.99

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

Response: 89

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

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

**Response:**

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 done in class also is helpful to identify their learning needs. Through further formative and summative assessments the student is 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 on smaller groups and peers. More teaching practice is given to these students. The needy students are supplied with lesson notes, guidance on teaching aids and also minor skills are developed. Students lacking in writing skills or presenting skills are given more opportunities and assessed using other methods. Low achieving 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 in the task. This enables them to achieve the learning outcomes based on their own abilities.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.7

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[View Document](#)

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

**Response:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2 Research Publications**

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

**Response:** 1.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	0	1	0



File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 4.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	11	4	21

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3 Outreach Activities

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

**Response:** 8.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	22	12	6	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** 71.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	240	195	185	210

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>

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

**Response:** 60.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	112	195	185	210

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

#### Response:

CACPE supports the wrestling & volleyball coaching center run for the underprivileged students from the community at the college campus. Our alumni run the centres 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 student council & teachers organize social initiatives, they take responsibility for planning & executing the programs effectively. We appeal to students & teachers to help the poor and needy in society in different forms like donating money, books, clothes, food etc. All the donations are collected at campus & systematically distributed to the identified Groups/people from railway stations, bus depots, streets, slum areas by the council & volunteers. The cash donations are used to buy clothes & food for the homeless, street children & NGOs. Students visited an NGO to donate Diwali sweets for small children aged 3 to 12 years. Such events help in sensitizing students to social issues.

The founder member of Eklavya Arogya Nyasa, NGO working to educate needy children was a guest of honor at one of the college programs and they approached us to conduct Physical Education and Sports activities for these needy children. The college happily accepted their request and is providing support of Physical Education and Sports activities. Every day one current student from college goes to their campus and conducts PE & sports activities. This year we also managed their Sports Day at no cost.

PE professionals from schools & colleges faced huge challenges during the COVID-19 lockdown. They approached the college about PE sessions during the pandemic. College faculty conducted an online workshop to guide about 'Online PE' for PE teachers, coaches who teach PE programs in schools, colleges, and play centers. An Online PE program guideline booklet is prepared and published by the college & is available on the college website

The faculty also conducted online lectures to reach out to various sections of society & and guided them about a healthy & active lifestyle, the importance of PE and Sports for better health and fitness. The college organized a talk on National Education Policy by Dr. Sanjeev Sonawane, Dean-Inter-Disciplinary, SPPU to provide guidance to PE professionals about the NEP2020.

Test- Measurement Exhibition is regularly organized for college students, fitness enthusiasts, and the general public. Through this Exhibition different fitness, health, anthropometric physiological, psychological assessments are done free of cost. They are given guidance on exercise & lifestyle by the

organizers. This exhibition develops the Collaboration and communication skills of students.

The Tree Plantation and Plastic Free Parvati program were organized by the college taking environmental aspects into consideration. Through this program, tree plantation was done at campus and neem seeds were planted at Nilkanteshwar hill. The college visits Parvati Hill every year and conducts such activities. A plastic-free Parvati drive was taken during the visit to make the hill plastic-free. The college students, faculty whole-heartedly participated in this drive and collected a huge amount of plastic bags and bottles, wrappers from the hill.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>

## 3.4 Collaboration and Linkages

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response: 5**

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

Response: 5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response: C. Any 3 or 4 of the above**

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered**

**Response:**

The college has infrastructure and facilities as prescribed by the authorities. The college has a separate building dedicated towards various PE & Sports activities and theory classes.

Ground floor: Human Performance Laboratory (HPL) which is equipped with fitness, anthropometric, psychological, physiological, etc. testing facilities, that are used by research as well as other students for gaining knowledge regarding fitness, anthropometric, psychological, and physiological testing.

The Computer Laboratory has 20 computers, a projection system, and an internet facility. The students use the computer laboratory for their Technology-based teaching practical (15 days/group) and get familiar with technology and its use in Physical Education, while MPED students use this facility for research work and project submissions.

The newly furnished college office has updated computers and is well managed by the office staff. The office is moving towards a paperless office and its functioning is appreciable and efficient considering the available infrastructure and manpower.

First floor: The college has a huge hall (200+ seating capacity) with projection and AV system which is used for multi-purpose activities and for common programs.

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 information, complete their projects and thesis, etc. Students make extensive use of the library for gaining 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.

Second floor: The college has a newly constructed floor with 6 classrooms (ample daylight & average 50 capacity) equipped with projection and WIFI facilities dedicated for theory classes. The college has separate rooms with projection systems for methods classes. There are ample classrooms as per the NCTE norms and can fit 2 divisions of each class i.e. First and Second Year.

Sports Fields: The college is established over 32 acres of land and contains sports facilities to cater sports like basketball, football, volleyball, kabaddi, kho-kho, 400 m athletics track, skating, tennis, futsal and other multi-events. The college possesses a gymnasium with free weights, machine weights, and other equipment. The college also has an indoor hall which caters to sports like badminton and gymnastics. 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. The college campus has an auditorium that is managed by the parent institution and is available on request. It has a seating capacity of 500+ and is well-

equipped with audio-video systems and an air conditioning system.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

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

**Response:** 90.91

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

Response: 10

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

Response: 11

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**

**Response:** 11.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.16	7.34	6.28	3.80	4.98



File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

#### Response:

The CACPE library is well recognized for its unique collection of resources on Physical Education, sports sciences, and also various other 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, cataloging which consist of features 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 wise. 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. Circulation is also controlled with bar code labeling. It has the provision of sending mail to readers about return dates and overdue. 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 multi-facility to the students and college. This software provides the facility to create, view, and print records of accession register, subscription list, transaction report, 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, accession number wise. The issue and return modules available in the software are used for issue, renewal, and overdue books. Books Bank link is provided to keep a record of this facility for students. Bar code labels are generated through this software using accession register data of books and circulation of books done through the Barcode system and OPAC facility is made available to the users.

The library office has a computer facility dedicated only to library work. Other than this one more PC has details of the titles, books, journals, etc. in the library reading room which the students and staff can access if required. Other than this the library reading room has 4 more computers which can be accessed by the students for educational purposes. It also has an active internet facility. All the computers facilitate high-speed Wi-Fi and Power backup facilities for interrupted service.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

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

##### Response:

1. Shodhganga Membership: The college has membership of Shodhganga, a reservoir of Indian Theses. Through this the students and teachers gain information and knowledge about researches 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. Remote access to e-resources - The library has a series of e-resources on related topics like Sports, Physical Education, Pedagogy, Anatomy and Physiology, Sports Training, etc. which are made available to students and teachers on request. The Library PC also contains the downloadable e-resources which can be downloaded by the students. The various books come with CD's which are also accessible to students on request.
4. e-books - The e-books and other related documents which are available on the internet and other sources are also available to students and teachers to access. Students are encouraged to access these documents and e-books for gaining updated knowledge.
5. E-journals: The college has five e-journals which 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 international level are also known. The students use the information for reviews in their master's degree research and also for gaining information regarding different other disciplines. Both students and teachers have access and also frequently use the library resources through regularly visiting the library and during pandemic through remote access.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

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

**Response:** 0.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.543	0.630	0.707	0.589	1.227

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.2.5 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**

**Response:** 1.13

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

Response: 72

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

Response: 10

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days)**

**during the last completed academic year**

Response: 79

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

Response: 81

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

Response: 79

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

**4.3.1 Institution updates its ICT facilities including Wi-Fi**

**Response:**

The college has a well-equipped Computer Lab with 20 computers with internet facility. The college has an Annual maintenance contract and the agency sees to the updation and maintenance of the ICT facilities in the college. Along with the computer lab, the college has a few computers in the library that the students

can use for knowledge gaining and submission work. The college also has the SPSS 21 version software which the master's degree students use for writing the thesis, test measurement practical, preparing projects, and other ICT work. The classrooms have updated projection systems and are also maintained by the AMC agency. The college updates the ICT facilities as per the requirements of the students, staff, and office. The internet facility is the need of the hour and for students to use it.

**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 the month of September 2019. This plan was further updated to Fiber silver/upto 300 Mbps till 4500 GB, upto 25 Mbps beyond/Unlimited in the subsequent year.**

The college updates the ICT facilities from time to time and whenever required. Internet facilities earlier were not adequate for speed and data limit and hence it was decided to change the plan and the facilities as mentioned above.

The college updates its projection and AV system regularly and also has Projection systems in almost every classroom. The college also has a spare projection system to be moved wherever required. On the second floor, all the Projection systems & WIFI routers are newly installed.

The college updates the ICT facilities considering the needs of the students, faculty, and office staff. The facilities are continuously under the check of the AMC agency and the college staff and committee decide on updating the same whenever necessary. The office has 4 PCs and has also been updated to cater to the needs of the administrative work. Currently, the college has installed another internet facility separately for the library and 2nd floor. New internet modems have been installed in the classrooms and the library.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 10:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 300

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

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**4.4 Maintenance of Campus and Infrastructure**

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

**Response:** 7.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.85	4.65	3.98	3.875	4.36

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place**

**Response:**

The college has devised systems & procedures for maintaining & utilizing various facilities available.

The college building & campus is maintained & kept clean for daily use by the cleaning staff. On-call computer experts, electrician, plumber, gardener etc maintain the facilities. In addition to this, AMC is made for pest control, water filters, fire extinguishers, printer/copiers, computer lab etc.

The Computer Lab has to be used during lab timings and students take prior permissions to use the Computer Lab. Lab Timing is specified. SOP, rules, and regulations for the use of computer laboratory are informed to the students. The AMC technician checks the functioning and does the repair & maintenance when needed. Students are allowed to use the computers except for the servers from the laboratory and library and follow the rules. Students can convey any requirements regarding apps or software to the IT department. The AMC person reports the status of the PCs and others related to the office and IT department. Any repair of the update is done after confirmation from the IT department & Principal.

Library - 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. Temporary membership is available on a daily or monthly basis for outsiders. In case of a delayed return, loss, or damage to the library resources, rules are in place to manage those.

Sports Complex - 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. The watering, cleaning, and mopping of grounds and fields - athletic track, basketball court, kabaddi and volleyball court etc. is managed. Issues and repairs for waterlogging, level in fields and ground, sandpit, etc. are regularly checked and maintained.

The college members can avail themselves of the equipment and supplies from the sports equipment room and the issue and return rules are followed by them. The equipment room has modular facilities to store and maintain them. Purchase of new equipment is done through the purchase committee. Equipment room in-charge teachers and storekeeper ensures proper utilization of the available resources. Any damage to the equipment is the responsibility of the user and is recovered from them.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

NAAC



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.1.2 Available student support facilities in the institution are:**

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

**Response:** B. Any 7 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>

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

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

**Response:** B. Any 5 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

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

**Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Percentage of placement of students as teachers/teacher educators**

**Response:** 44.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	56	56	63	26

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

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

Response: 47.75

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

Response: 53

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

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

Response: 16.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	12	28	15	34

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

#### Response:

- Student council is an important component of the college and is a binding medium between the students and the faculty or 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 and examinations, conferences and workshops, annual gathering, athletics meet, Camp, Trips, etc. and the views of the council are taken into consideration. The members of the student council are involved in the organizing co-curricular activities of the college.
- CDC & IQAC: A student council member is an active member of the CDC committee and attends meeting and has his opinion. All the major committees like student welfare, sports activities, intramural, etc. have one representative from the council.
- Social Activities - All the social activities are managed by the council along with the faculty incharge. Street plays, health and fitness awareness programs, cleanliness drive, tree plantation and few other social programs are handled by the council. Diwali Celebration & Social Activities 2019-20 & 2020-21 were 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. The student council also decided the areas where the collected food items were to be donated and also looked towards distribution of clothing, bedding and food items for the poor - railway and bus stand and few other selected areas.
- Student induction - The student induction program for the first year has involvement of the student council. The first year students are equally distributed and a member from the student council conducts the college visit and also discusses with the students. This year the college and IQAC thought to have more involvement of the student council and the whole induction process was organized by members of the student council. 2 student council members were allotted to each group of 20 students along with 2 staff members for assistance. The 2 members conducted the full induction program and saw that the students were informed about the syllabus, college facilities and activities and all other necessary information for new students to get acclimatized to the college.
- Planning intramurals & other programs - The student council is an integral part of the intramural program. The student council works together with the intramural in charge faculty to make the program a success. Every intramural program is overlooked by the council members and they are the medium between the students and the faculty incharge. The council also has active participation in planning and execution of different activities and professional programs of the college like the

workshops, conferences, seminars, athletic meet, camp and trips, visits to other educational institutions, Cultural programs, Annual Gathering and Prize distribution, etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

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

**Response:** 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	14	19	20	17

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

Alumni of the College are well placed in all fields industry, education, business, professional fields, entertainment industry, academics and social work. The alumni association of the college is registered to the charity commission in 2018. Name of the Alumni Association is Agashiyan Alumni Association (AAA), As per

the rules the AAA consists of seven members. During the last five years the alumni assisted the college in different ways.

- Sports academies on campus - The sports and fitness academies (football, basketball, athletics, Gym, skating, tennis, yoga, wrestling and Volleyball) in the college campus are managed by the CACPE Alumni. Two of these academies Wrestling and volleyball are run free of costs. 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 costs or at very nominal cost. The Alumni also assist the college in different assessment activities like Internal assessment of practice teaching lesson and specialization.
- Their assistance in the placement process is of great value to the college and they also provide inputs to the departments about the stakeholders and industry requirements. Many have provided placements in their respective schools or nearby institutes while many of them are placed in sports clubs managed by our Alumni. The Alumni are outstanding in publicizing the College and have always been a thriving force.
- Program/Workshop: Alumni has conducted different workshops on topics like PE during COVID, New changes in PE, etc. This year a workshop for physical education teachers and the Director of Physical Education was organised by the Agashian Alumni Association on 22 February 2020. Theme of this workshop was 'Learning Physical Activities Through Fun, recreational, minor and modified games'. The workshop was attended by 61 teachers. Also a seminar on 'Physical Education Scheme for senior college students' was organised for the Directors of Physical Education in senior colleges. The workshop was attended by 55 participants.
- The alumni are also active in Fundraising for student welfare funds. They raise funds for the Student Welfare or provide inputs and assistance in raising funds. Some of the Alumni have donated books, equipment to the college so that their help can assist the needy and also it would help the college to improve on their facilities. One of our batch has donated water purifiers in the name of Shailesh”
- The alumni association organizes ex-student get-together of different batches and is planning on having a combined get-together for all batches and has created a core group which will be seeing to the betterment of this get-together. There has been donations from different batches during this get-togethers
- The CDC and IQAC has one representative from the alumni association as a member. This member can express their views in the meetings and make suggestions on the functioning of the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** B. Any 4 or 5 of the above

File Description	Document
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

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

**Response:** 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	2	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**5.4.4 Alumni Association acts as an effective support system to the institution in motivating students**

as well as recognizing, nurturing and furthering any special talent/s in them.

**Response:**

- The Alumni association has been a supportive hand in all the activities of the college. It has always shown keen interest in fund raising, providing support in whatever manner they can to successfully manage the programs.
- The Alumni is always in search of good talent and then identifies talent during their visits in college to place them at different institutions. Many Alumni have shown interest in funding students by paying their college fees or by managing their stay. The students showing talent and dedication are identified and placed at different clubs, schools and colleges as required.
- Some of the Alumni assists the college during the teaching-learning process by guiding the students. They share their experiences and their knowledge and skills with the students and help them achieve higher performance and acquire skills. Mahesh Bendbhar, Gawade, Kulkarni Madam, Godbole Sir,
- Students are motivated to gain knowledge and skills through various activities outside the college.
- As already mentioned the Alumni has donated for the Student Welfare fund which is a great support for the needy students. An Alumni is a member of the CDC committee and has many times given valuable guidance or views on making the course more effective and updated. Many students have been taken as interns and helped to upgrade their skills. The students are also taken for competitions as officials or volunteers by which the students gain experience and necessary skills for better organization of competition, programs and events.
- Some of the students who want to learn different activities which are not part of the regular syllabus are sent to clubs and institutions which are managed by our Alumni and the Alumni assists them in learning the activities. Pratik MPED specialization
- The Alumni also assists 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. Pramod, Ranjit, Sumit, Anthony,
- The alumni also support the internship program by providing schools for internship programs. The alumni nurtures the student and helps in getting used to the different roles and responsibilities during the internship program and helps the student become a wholesome teacher. Many of the students undergoing the internship program are placed in the same schools and this is due to the support of Alumni.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

**Response:**

**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 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.

Considering the vision & mission formulated the college performs, organizes, and guides many in the field of Physical Education and Sports. The College is known for quality physical education in Maharashtra.

The college has started its own e-journal named *Gatiman Sharirik Shikshan* which 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. The articles from various experts from the field of Physical Education, Sports, Fitness, and allied areas are invited and the received articles are reviewed and evaluated by the editorial board and then selected for publication. The college has received a massive response for the Journal. The college has successfully published 2 editions and is preparing for the 3rd edition. A total of 936 individuals have downloaded the 2nd edition from the college website.

The college also organizes various seminars and workshops for PE teachers on subjects related to Sports and Physical Education, health, Fitness, etc. Through this, the college plans to reach many PE professionals, Fitness enthusiasts, and the general public.

During this period, the college has achieved its aims and objectives satisfactorily. At present, it has to its credit pioneering efforts after making quality physical education available to students. By adopting the principles and philosophy of the Association, the present leadership of Maharashtra Mandal's provides a clear vision and mission to the college. The leadership endorses teamwork towards a common vision, and to direct individual accomplishment towards organizational objectives. During the last 44 years, the achievements of the college have been noteworthy. The students are satisfied and feel happy with the present environment and the opportunities available to them to develop their personalities. All academic and administrative units are governed by the principles of transparency and participatory management. Our leadership has taken distinctive decisions to start various value-based self-financing courses at undergraduate, postgraduate, and research levels that make the students competent in the era of globalization. Thus to achieve the goal in tune with the Mission and Vision of the Institute, the Management provides facilities required for effective implementation of the program which includes advanced technological facilities like modern Laboratory equipment, IT facilities, excellent physical infrastructures such as laboratories, library, sports facility, classrooms, and other allied infrastructure. The funds of the college are optimally allocated and efficiently utilized by a proper budgeting system. The leadership and governance have led to the achievement of administrative and academic excellence.

Many staff members write blogs, articles in newspapers and magazines. They also have been into writing chapters in State Board PE textbooks published by Bal-Bharti.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

#### Response:

The decentralization and participative management is mainly done by formation of various committees for smooth functioning of the college.

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 – Sports Material, Library books, ICT and Human Performance lab, and stationery related to the lesson department.

#### Internal Complaints Committee

The details of the Internal Complaints Committee Members' names and their phone numbers are displayed

in the college office & are visible to all. Students are briefed about the working of the committee at the start of the year. They are ensured that grievances will be resolved with honesty and confidentiality maintained. The committee has resolved the complaints systematically and proper justice is made.

### **Anti-Ragging Committee**

At the start of year, all the students are briefed about the anti-ragging policy of college as well as government, UGC, and University rules regarding the same. They are made aware of the consequences arising in case of ragging complaints against them. They are shown videos as ordered by the government. Further, they are asked to fill online consent and pledge forms against Anti Ragging. The details of the Anti-Ragging Committees Members' names and their phone numbers are displayed on the walls of the college office so as to be visible to all.

### **Attendance Committee**

It looks after the attendance of students, gives timely notices to students who default attendance, and encourages them to maintain desirable attendance. The final decision is taken by the committee members after studying the records of the defaulters.

### **Purchase committee**

The Purchase department for Sports material, Library books, ICT and Human performance laboratory ask for requirements for the current academic year through notice or mail to all faculty members. Regular meetings of the committee finalize the purchases. The committee considers the available stock, feedback from users, budgetary provisions before making the final purchases.

### **Obstyrace Competition**

The yearly Obstyrace competition is organized after discussion and feedback from all the stakeholders. The dates for the competition, the obstacles for competition, sponsors, and funds for the competition are finalized after discussion with management and all other stakeholders.

### **Diwali Celebration**

This year Diwali was celebrated in the college (Prior to actual Diwali days and Diwali holidays). All the stakeholders were invited. Cleanliness drive & decoration of the college was undertaken by students, teachers, and all the stakeholders contributed for gift items, sweets, clothes etc which were donated to the poor, homeless people, street children, NGOs etc.

### **Extension work of College Building**

It was proposed to extend the college building, before the planning the management took into consideration of all faculty members' demands regarding architectural necessities.

Apart from this, the participation of all stakeholders has enabled the achievement of the following:

- Library books and partial automation of library

- Curriculum designing for courses/programs
- Parking facility development
- Full-fledged internet connectivity
- Use of MY Class classroom app.
- Activities planning for sports academies running in college

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The institution follows rules and regulations placed by affiliating University, government, and the management. The college has prepared its own rules and regulation and policy for better functioning, an effective teaching-learning process, and transparent work. Any queries, discrepancies, or complaints by the students or staff are looked into, rectified (if found), and then notified to the concerned.

**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. Due diligence and availability of supporting documentation at the time of making payments ensure ease in the audit. The fee structure is explained, displayed on the notice-board. The college recommends students pay fees through the cheque or direct transfer to the account and a receipt for a fee in cash is provided immediately. The utilization of fees is done according to the heads mentioned in the fee book. The statutory audit of the college is carried out regularly. No adverse remarks are mentioned in the audit report as regards maintenance of accounts and bookkeeping.

**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. The college sees that none of the students is at a disadvantage due to its policy. For better transparency among different committees, the reports of the meeting and events are readily available to staff.

**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. In addition, optional activities for the overall development of the student are conducted. The faculty is actively involved in the teaching-learning process and finishes the allotted syllabus in the stipulated time. The staff confirms their presence for scheduled lectures and in case of inability to conduct lectures adjusts with other staff and tries to compensate by taking extra lectures. The peer feedback and student feedback on teachers are collected and conveyed to concerned faculty for improvements in each semester.

**Evaluation:** The college follows the University rules and regulations regarding examinations and attendance. Internal Examination schedules are displayed in advance on the Notice Board. Practical internal evaluation is done by two examiners to ensure fairness in evaluation. The result of the internal examinations is displayed on the notice board. No malpractices in internal as well as external examination are permitted and strict action is taken against defaulter students.

**Attendance:** The college manages Attendance through CMS. The attendance record is visible daily to the students. 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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

**Response:**

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.

The IQAC takes a major step in preparing the year plan and action plan of the academic year. The roles of different departments and their detailed plan is prepared with the help of IQAC, which suggests and monitors the programs. The academic plan is prepared by the respective teacher for all ground practical and theory courses. The college conducts faculty meetings (semester wise) where the faculty presents their academic planning and accordingly the time-table is planned and prepared. We also have formulated a Curriculum Delivery policy and follow the same. During the Students Induction Program, the Principal and faculty convey information about curriculum and the general academic plan. Different teaching styles and strategies are suggested by IQAC for better teaching. The staff is encouraged to make use of different media for content delivery. Faculty makes use of different technological platforms and software for teaching purposes.

The initiative of the Teaching plan and teacher diary was methodically followed during the year 2020-21 and 100% of plans and diaries from the teaching faculty are received. The college has strived to achieve 100% results and uses different student-centric methods in achieving 100% results.

While preparing the Academic calendar various aspects like practice teaching lessons, internships, ground practical and theory classes, cultural programs, are taken into consideration

IQAC regularly monitors the plans and conducts post-program/event follow-up meetings. At the end of year a follow-up meeting is conducted to take a review of the programs and events organized and conducted.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

**Response:**

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 the 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 a) 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 & some 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, service rules mandated by the governing bodies such as NCTE, UGC, Govt of Maharashtra, SPPU.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

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

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

**Response:** A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The college emphasizes on taking collective decisions. Important development ideas are proposed and discussed in various committees. The usual mechanism for making decisions and implementing the same effectively includes deliberation, trials, feedback, implementation, and follow-ups.

One such decision taken by the IQAC is presented below:

The meeting of the college IQAC was conducted online on the 20th June 2020 at 11 am. The IQAC coordinator suggested in Agenda 4 to conduct the administrative & academic audit from an external agency. Members discussed the proposed idea and resolved that such AAA from the external experts would be extremely beneficial for ensuring efficient academic and administration practices. It was suggested that this audit would not only assess the present practices but also enable the college to take up new and more efficient measures in academic and administrative practices. Dr Tapkir & Dr Atul Gaikwad seconded this resolution.

The college IQAC coordinator contacted members of IQAC cluster India and sought guidance to conduct the academic & administrative audit. It was decided that the audit would be conducted in the month of December 2020. The audit committee comprised external experts viz. Dr Bharat Kangude, Dr Parag Shah of the IQAC cluster India, and Dr Umesh Bibwe from the field of Physical Education. The AAA committee provided formats for data of the college and suggested making available documents required for the process. The college provided all the suggested information to the members.

The committee mentioned above visited the college and conducted this audit on the 3rd December 2020. The AAA Committee members briefed the college faculty and staff about the audit processes and relevance of the audit. The IQAC coordinator gave a presentation about the functioning of the college and discussed with the principal and the coordinator about the various aspects. The committee then discussed with the staff and faculty members on one basis wherever required. The committee verified the documents during the visit and assessed the administrative & academic components as available in the data.

The committee presented AAA report, which was discussed thereof, in all the committees and staff and all the college members were made aware of the observations. Considering the suggestions given by the committee, the IQAC immediately took steps and implemented corrective measures and a follow-up action plan. Immediate action was taken on as many suggestions as possible. There were a total 20 suggestions given by the AAA committee, and the college has fulfilled 18 suggestions from the list given.

The action taken report on the AAA was presented by the IQAC coordinator in the subsequent IQAC meeting dated 18th December 202 at 11:00 am in the college. Detailed discussion was conducted and suggestions were given by the members. The AAA report was also presented to the faculty and staff and discussion was done.

The attached minutes of the meeting, AAA report and action taken report is the outcome of the effectiveness of the college IQAC committee in taking collective decisions, implementing resolutions and reinforcing action effectively.



File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The financial welfare i.e. payment, leaves, etc of the staff and non-teaching 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.

Encouragement is given to faculty for doing part-time Ph.D. or academic improvement. There are 10 faculty members who have completed their Ph.D. work. and the college has provided support in terms of equipment, library, human resource, and duty leave. Faculty members in this category are also given on duty when they go for a consultation with their guides and for attending research methodology courses organised by the concerned universities. They were also sent on duty to appearing for their examinations as well. One non-teaching faculty completed his BA degree while performing duties in college.

**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. Gym and other infrastructural facilities for fitness and sports which are governed by the college or mother institute are freely accessible for the staff.
2. The support staff is provided with two pairs of uniforms yearly.
3. Non-teaching staff who have improved their qualifications with the help of the college on part-time were given on duty leave for attending the classes which have been specified by the institution

concerned.

4. Medi claim-Health Insurance, Employees State Insurance - ESI provides socio-economic protection to staff drawing the salary less than 21000 per month.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

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

**Response:** 34.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	8	0	1	1

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>

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

**Response:** 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	4	1	2	3

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>

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

**Response:** 64.06

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	2	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

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

**Response:**

**Teaching staff:**

A good performance management system works towards the improvement of the overall organisational performance of teams and individuals for ensuring the achievements of the overall organisational mission

and vision. An effective performance management system plays a crucial role in managing the organisation in an efficient manner. 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 s are 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

These are called Academic Performance Indicators (API). College strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, together with all amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

- The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.
- The Institute accords appropriate weightage for these contributions in their overall assessment through criteria 2.

The faculty members are informed well in advance of their due promotion. Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee. Initially the CAS was organized by the University and the staff had to apply for the same. Since 2021 the CAS is to be organized by the college itself and the college completed CAS of 6 faculties in July 2021 and 2 faculties in October 2021.

#### **Non-teaching staff:**

All non-teaching staff are 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.

The comprehensive Annual Confidential Report comprises 19 parameters. Each one of them is graded on a four-point scale. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD.

The Annual Confidential Report has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

The financial statutory audit of the college has been regularly carried out. In the month of April as per the schedule received from the management the work of 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 in 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 Government of Maharashtra for the granted course.

For government funds, audits are conducted as per their norms. The utilisation certificates verified and audited by authorised Chartered Accountant are duly submitted. Audit clarifications, objections if any are resolved immediately and anomalies 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.

Adequate controls have been exercised on the physical handling of cash, timely deposition of cash into the bank, recovery of fees from the students etc. due diligence and availability of supporting documentation at the time of making payments has been ensured at the time of audit. Accounting treatment as to capitals receipts/ payments and revenue receipts /payments has been also examined at the time of audit. No adverse remarks are mentioned in the audit report as regards to maintenance of accounts and bookkeeping done. As per the suggestions from the Auditor the college deadstock is maintained online (on App). The college has created an App and the data is maintained on the server. The physical verification of the same has been done yearly after the year end.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

CACPE is a semi-government institution. The salary funds for aided program are received from the State government for payment of 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 Contribution, etc. The college has formed a purchase committee and it takes decisions on every purchase. All the major financial decisions are taken through the permission from management.

Institutional budget is prepared by the Principal every year taking into consideration recurring and non-recurring expenditures. Accordingly, all the administrative and academic heads are requested to submit the budget required for the financial year. A budget for that academic year is prepared considering the requests made from different departments and necessity. 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.)

Recommendations of the Purchase Committee:

- Quotations are called and discussed
- Negotiations are done on the same and finalized
- Purchase orders are placed

- Each faculty/committee member ensures that suitable equipment with the correct specification is purchased.
- Payment is released after delivery of the respective goods it is done as per the terms and conditions mentioned in Purchase order.
- All transactions have transparency through bills and vouchers. The bill payments are passed after testing & verification of items. Only authorized persons operate the transaction through the bank.

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

#### Response:

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

**Policy & Procedures** - In the academic year 2020-2021, policies and procedures were written for various components of the college with the initiative of IQAC. Detailed policies and procedures for the components of Consultancy, Curriculum Delivery, Evaluation, Extension, Mentoring, Practice Teaching, Research, Sports, Student Welfare and Technology were written by various committees. These policies and procedures were discussed and finalized at the IQAC meeting and approved by the College Development Committee (CDC). The finalized policies and procedures are displayed on the college's website.

**Academic and Administrative Audits** - For the first time since the establishment of the college, an academic and administrative audit was conducted with the initiative from IQAC. The academic audit was conducted in December 2020 by IQAC Cluster India. Immediate and appropriate action was taken on the suggestions and recommendations given by this audit committee.

**Green Audit** - IQAC took the initiative and decided to conduct a green audit during this academic year.. For this, the audit was done through Greenvio solution, in partnership with IQAC Cluster India. The

IQAC has been monitoring the whole process closely. A certified auditor collected the required data for completing energy, environment, water, waste and green audit. Practices of the college were appreciated and such a certificate was awarded to the college. The audit reports are given to the college with remarks and recommendations. The college has already taken up working on the recommendations.

**Gender Audit-** The IQAC initiated the idea of conducting a gender audit. A gender team was created, which studied the audit procedure and completed 2 phases of gender audit. The reports of the audit were submitted to IQAC and which were discussed and accepted. Practices of the college were appreciated. The audit reports are given to the college with remarks and recommendations. The college has already taken up working on the recommendations.

**Code of Conduct** - The Code of Conduct for Teaching, Non-Teaching Staff and students was prepared and finalized to maintain the quality and professionalism of the College.

**Collaboration** - collaborations have been done with different stakeholders and iqac has a major more in these collaborations. A total of 5 collaborations - Association of Nutrition and Sports Sciences, Fit2 Sports, Yog & Ayurved Prabodhini, Age Sports and Dream Sports have been functional.

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

**Feedback** - The feedback has been taken from different stakeholders like students, teachers, practice teaching 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 taken accordingly.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

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. General observations and suggestions were provided and conveyed to the teaching faculty.

Faculty observation - Since 2019-20 the teaching of faculty members were evaluated by two senior professors (outside the college) Dr. Dattatray Tapkir and Senior Rtd. Professor Mr. B. S. Godbole). The



faculty members were randomly evaluated by these eminent professors during subject teaching. After the evaluation Dr. Dattatreya Tapkir interacted with the faculty members and suggested tips, tools and methods for better teaching and also appreciated the interactive teaching method employed while teaching.

Student Feedback on Teacher - 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.

Workshops / Development Program - The faculty has always felt the need to upgrade themselves in the new teaching learning methods, techniques and practices. In order to gain more information and make the teaching learning process more student centric the 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 teaching learning process:

- Workshop on “From Teaching to learning”
- Teaching style in Physical Education

An International Workshop on ‘Spectrum of Teaching Style’ was organized on April 1, 2021 to make the various teaching styles of physical education known to all and to be implemented in our regular teaching process. International Expert Prof. Sara Ashworth, USA. guided the faculty and other invited experts (total 22 members) during this workshop.

All 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. The format was shared to all the professors by IQAC and maintenance of records was confirmed.

IQAC has initiated using more technology into the teaching learning process. For the same the IQAC has conducted interactive and training sessions on learning technology based tools for evaluation - Workshop on Use of Google classroom. Due to this workshop all faculty members have started using Google Classroom for evaluation, and other teaching learning processes.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>

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

**Response:** 14.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	12	15	9	10

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:** A. Any 4 or more of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

**Response:**

College was accredited by NAAC first in 2002-03 for the first time. The college has successfully implemented quality initiatives based on observations made by NAAC.

**Following are two examples of the initiatives taken by the college after the first cycle.**

1. The NAAC had suggested exploring the possibility of having **short term job oriented certificate courses**. The college through extension wing initiated certificate courses, gym instructor, aerobics trainer courses and several students have benefited from these courses. The courses were designed and developed by collaborating with the experts from the industry and renowned health clubs and alumni involved in this field. The courses comprised theory and practical components and offered updated knowledge and skill development. Many students completing these courses either got job opportunities or started their own businesses. Further to this, more certificate courses were added such as yoga instructor. Most of these courses along with the new additions such as outdoor fitness trainer course, play centre certificate course, sports nutrition course, skating etc are being offered. A large number of students and people from outside are certified. The college has collaborated with professional bodies for initiating job oriented short term courses. The college encourages students to complete at least one certificate course alongside their education.

2. **Research culture** has become one of the priorities to 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 PhDs. All the faculty has been trained to mentor the master's research students, this mentorship has added to development in research culture.

UG and PG curriculum includes research methods as an essential course thereby orienting all the students with theoretical knowledge about research. All the PG students conduct a research project and utilize their research skills, study skills, academic writing skills, data analysis skills and write a research report, they are also encouraged to present their research in conferences if any. The mandatory aspect of the research project certainly is challenging but it helps in understanding the rigor and helps a lot of students by motivating them to take up further higher studies & research. CACPE has grown into a research centre of high quality research work. It is evident from the increased number of publications in the form of research articles in a number of reputed journals and books on various topics. The faculty and the students are keen on participating in national and international conferences, seminars, where they present their research papers. The college has also started publishing its own research journal and a magazine pertaining to Physical Education and allied areas.

Number of students enrolling for PhD has risen and the college has seven in-house research guides and seventeen associate research guides approved from the university. Number of scholars completing MPhil and PhD has grown substantially. The college has also developed its research policy for promotion and development of research.

The faculty development programs are conducted to upgrade research knowledge and skills. The college provides resources and facilities for 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.

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### **For second and subsequent cycles:**

1. **Innovative student centric teaching** - Teachers are exploring various innovative approaches to teaching-learning. They ensure student centric, active learning strategies in their teaching . eg Methods like problem-based learning, group discussion, constructivist-learning, cooperative -learning, active learning, flipped classroom, MOOC, blended, self directed learning. The IQAC encourages, educates the faculty to

be innovative. Teachers have been using the modern approaches, and the IQAC felt the need to update faculty members about those. It is with this intent, a FDP 'From Teaching to Learning " was planned between 28th September to 8th October 2020. It included presentations by teachers, discussion and brainstorming sessions. This workshop focused on modern teaching methods used efficiently for theoretical courses in higher education. This workshop proved to be highly beneficial for the faculty. This FDP proved to be highly fruitful as it was seen that most teacher-educators were exploring the use of innovative teaching methods by including them in plans and processes.

Teachers were also introduced to the Spectrum of teaching styles in another FDP. The workshop was 4 session for 2 days where they were introduced to the variety of teaching styles from the spectrum. The session on 5th January to 7th January 21 comprised theoretical orientation followed by practical implication and discussion session. This activity culminated in an interactive workshop with the international expert Prof Sara Ashworth from the Spectrum institute USA on 1st April 2021.

All these sessions provided the teachers with the opportunity to understand, implement and explore innovative teaching styles in theory and practical courses. This worked effectively in pre-pandemic period and online teaching during the lockdown period.

## 2. Infrastructure development & improvement in the learning facilities-

Since the second cycle, the college with our management support has continuously tried to upgrade the facilities and infrastructure. There has been a great development in the sports infrastructure and learning facilities. The college has upgraded and developed various sports infrastructure such as tennis courts, skating rink, futsal arena, cricket ground, yoga studio, wrestling facility, hockey arena in addition to the existing sports facilities, Sports equipment room, faculty restroom etc. Some of these facilities such as volleyball courts and Kho-Kho field were renovated and the rest was developed in a phased manner. The newly developed sports facilities have been extremely useful not only for our students but also for the community at large. The new sports equipment room has been designed in a way that ensures ease in handling, issuing and preserving the resources. The management has also provided us with the most modern auditorium with all the necessary facilities.

Recently, the college has developed the second floor and built six new classrooms. These classrooms include modern facilities such as projector, wireless internet facilities and spacious, well ventilated teaching-learning space.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements**

**Response:**

The 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 Air-conditioner in the entire 35,706 sq. ft. of Built-up area. However, given the ambience 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 are practised at present, the inbuilt power saving mode in every Computer is functioning, there are no Ultra-violet lights and any other harmful lights used in the premise, there are awareness signages regarding energy conservation.**

The Institution is soon going to install Solar Panels which will further help it in meeting the energy requirements which at present is consumption of 1,633 units on an average (Monthly basis). Though it is comparatively moderate given the design of the premise the energy load is quite less as the natural ventilation eliminates the major requirement of artificial energy consumption excluding months such as Monsoon climate and so on.

Furthermore to reduce the electrical consumption steps shall be taken by the Institute to replace the existing appliances with star-rated energy efficient appliances in future.

**CACPE has put in place a very basic Energy policy and plans to keep on improving the document and practices.**

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

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 in the premises.**

Thereby there are huge quantities of dry leaves and twigs that generate on a regular basis, **in order for a smooth functioning of waste management the Institute has constructed a permanent compost pit in the premise.**

**During 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.**

Furthermore the **Green Audit Team made an observation as per the study that the college reuses the papers.** It was informed newspapers were given in bulk to Raddi and not to Municipal Corporation thereby not adding to landfill sites. **Ample measures are taken to maintain hygiene. No smell problem or health related issues due to the waste are there. There are adequate numbers of bins present in all parts of the building. The waste does not pollute the ground or surface water. The wastes from toilets are discharged to main drains through underground covered channels (Safety Tanks) thus avoiding any incident. There is no problem of air pollution from waste.**

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

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3 Institution waste management practices include

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

**Response:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

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

**Response:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

**Response:**

The college has appointed an agency Greenio Solutions through IQAC Cluster India to conduct the Green audit of the premises. Audit Team conducted the site visit of the premise on 15 September 2021 as part of the process. The Green Building Consultant has shared her valuable guidance to make the campus greener, healthy and pollution free. In addition the College is in process to sign an MOU with the Greenio Solutions for Green Building Consultancy Services and other activities in the long run.

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 Greenio 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 in the near future.

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 observations of the External Green Audit Team. There are designated parking spaces where the students park their vehicles.

The College has received a Letter of Appreciation for implementing the recommendations suggested during Green Audit Process awarded by the External Green Audit Team – Greenio Solutions for the activity of printing and putting up awareness posters related to Cleanliness, Energy, Waste, Water, Save Environment. The College has got additional posters designed and put up at multiple locations on the premises.

As far as the pollution is concerned it was noted by the External Green Audit Team that the college compound lights are not upward-looking thus eliminating light pollution. The premise has efficient water management in terms of operations and maintenance. The wastewater does not mix with groundwater and gets directed to stormwater drains.

As per the technical understanding as part of the physical site visit by the external Green Audit Team it was observed that the college has natural rainwater harvesting system. It is done through groundwater recharging and upgrading the water quantity for borewell recharging. During site development of the premises, the water table was achieved at only 20 feet becoming a boon for the Institution. Though no particular system is adopted for harvesting the water gets recharged and the water table is maintained naturally. The areas of gardens, tracks do not have any kind of flooding, and water is percolated on its own.

Cleaning of the campus is looked after regularly, adequate toilets, 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 the campus every day to reap the benefits of this environment and become healthy.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

**Response:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>

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

**Response:** 0.44

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component**



**during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.9735	0.02	0.035	0.011	0.04

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

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, 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 the campus.

People coming from humble backgrounds are allowed to use the facilities on request without charges with prior permission. The wrestling and the volleyball center are run for underprivileged children from the community. These children get to spend quality time & develop holistically. Positive changes in behavior are noticed & have kept them away from anti-social activities. This community service is based on the vision of the founder Hon. Late Capt. Shivrampant Damle - to nurture the youth to become physically and mentally healthy, strong, motivated, spirited, and addiction-free. Some of the special population competitions are also organized by various institutions and the college does not charge for the same. Various social programs and community service activities are conducted at no cost.

Green Audit Team, in their observations, stated the following note to the College - "The most special part about Community development measures adopted is the street plays which are conducted by the College for generating awareness. A lot of effort gets involved right from planning to execution. The main motive behind these is social welfare. This kind of thought process is highly admirable. We respect and congratulate the Institute for the same".

The college Library and knowledge resources are also made available for the general public and other research students. Many scholars make use of the library facilities for their research work.

The various academies like Yoga, Gym, Gymnastics, football, futsal, athletics, police training, skating, basketball, volleyball, etc dedicatedly conduct their training for the general public on the campus. The Yoga and therapeutic center on campus caters to the needs of the individuals requiring therapies and rehabilitation. The players and locals benefit from the yoga therapy center for injuries, postural deformities.

Government institutions, offices like PMC, LIC, Police Dept., Fire Dept., conduct their sporting events on the campus. The campus is made available to governmental authorities for different national activities like elections, awareness programs, the conduct of exams. The campus is restricted to activities other than sports or fitness, but special community-oriented programs of corporators, social institutions, NGOs, are organized considering the welfare of the community in mind.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

## 1. Diwali Celebration for Deprived Children

### Context:

To sensitize students with social attachment and dignity of labor the college has initiated this practice through the student council and IQAC. Through this practice, the students come in contact with needy people in society.

### Objectives of the practice :

- Helping students to sensitize towards society
- Motivating to do social work
- Creating an environment for molding good human beings to happen

### Practice :

The students were appealed by the Student Council to assist through feasible mediums to help the needy society. during the Diwali festival. The students can provide assistance through cash money, clothing, and selective food items. All these were collected from students before the Diwali festival and were then distributed to the needy persons in society. The distribution was done through college students in two channels:

1. Poor people on Streets, railway stations, and slum areas were distributed with mattresses, bedding, shawls etc.
2. An NGO was visited by our students and Food items (Diwali sweets) were distributed to small children in the NGO aged 3 to 12 years.

### Impact of the practice :

- Students and Faculty members are motivated towards society and social work.
- students know the status of society and have changes in their behavior.

### Resources required:

- A place to store the equipment and food items
- Money to buy sweets and other arrangements
- Manpower

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## 2. Student welfare Fund

**Context:**

The student welfare fund was started in order to assist low-income students with educational funds.

**Objectives of the practice**

To assist needy students with their educational needs.

**Practice :**

The faculty members had some prize money and decided to start this welfare fund to support the low-income students. The amount was insufficient and hence all the faculty members contributed to the fund. Some of the Alumni also contributed to the fund. The fund gathered amounts to assist a few low-income students. Funds were given to needy students and then some controversies came, eg. students didn't return funds, eligibility to receive funds, funds were given to students who were not in that much need of funds, etc. Then later on policy was decided and since then the functioning is smooth.

**Obstacles faced:**

- Initially, it was hard to collect funds and faculty had to ask for donations.
- The funds were inadequate for the number.
- The students who received loan funds didn't return causing shortness of funds.
- Initially, the process of eligibility of the funds was not decided and so it was difficult to decide between needy students.

**Strategies:**

- With increased donations from faculty, alumni, and contributors, the funds are increasing day by day.
- More students are benefited from regular conveying of information about the availability of funds.
- A committee is formed to allocate funds and the policy decision. The policy is updated as per new experiences.

**Impact :**

Many students have benefited from the Welfare Fund amounting Rs. 57600.

**Resources required**

Donations, banking support, office support, record-keeping

The bank account statement is attached to the documents.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

The college envisions Social Transformation through Health, Physical Education, and Sports and is on the 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. 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 an organization of feature annual event called the "Obstyrace".

Obstyrace was conceptualized with a view to providing an opportunity to 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 is invented by the college members and is evolving continuously.

This is unlike other sporting events, where all the participants participate individually & as a team simultaneously. This event includes very basic resources and the ardent will to be physically active. All the students and teachers in college volunteer to promote this event that brings with it engagement in value enriched activity. This promotes lifelong physical activity participation and nurturing of healthy habits. Teachers and students from a multitude of schools and colleges get benefited in terms of active engagement, appreciation, feeling of achievement & success. They go back with a very positive and inspired outlook about regular participation in health-enhancing activities. This event becomes unique as it involves girls, boys of varying age groups, and also different fitness levels. This inclusive approach not only brings about belongingness but also integrity and ethics.

Volunteers in this event benefit from the experience largely in terms of knowledge creation and generation of innovative ideas. They develop a repertoire of skills that they can use in their professional careers. It is seen that they have started similar activities in their places of work and thus are contributing to our vision.

This Obstacle has been a very distinctive feature that has enabled us to achieve our mission in a highly tangible manner. Each year the number of participants has increased and the students are looking forward to participating in this event and are regularly practicing for it. This entails the development of a healthy and active future generation. Thousands of participants and their teachers and parents have also shown interest in this activity and have asked to conduct such an event for them as well.

Thus, we can say that along with all the other activities, this Obstacle event performs exceptionally well in terms of reaching vision by catering to the priority and thrust area of health and fitness of the individuals. The institution has thus performed uniquely and contributed to the vision.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Distinctive Characteristics of the Institute

1. **Regulatory Body:** Maharashtra Mandal, which is the parent body of CACPE, has truly given all its support to the institution. Its benevolent yet non-interfering approach to the management has been instrumental in the progress made by CACPE.
2. **Infrastructure:** CACPE was awarded a space of 32 acres by the Government on a perpetual lease, in the prime locality of the Pune city with the explicit objective of conducting the activity of a training college of trainers in physical education.
3. **Faculty & Staff:** The College has qualified, experienced faculty and support staff who are eager to keep pace with the new approaches and dimensions in Physical Education. We are indeed proud to have academic staff with a high proportion of PhD degrees (almost 100% teaching staff with Ph.D).
4. **Learning Environment:** the learning environment provided and nurtured at the institute is democratic and learner centered and disciplined & free at the same time.
5. **Extension Activities** provide a range of experiences and train the students further professionally. Add on courses, sports academies, health awareness campaigns are some of the activities under this section.
6. **Leadership:** The College has provided leadership to the discipline of Physical Education by providing expertise to the Government, University, State Board of Education. The college faculty has been closely associated with the University Bodies by heading BOS, becoming Deans, HOD, and Director BCUD and other such prestigious positions.

***“WE ARE PROUD TO STATE THAT OUR COLLEGE WAS GIVEN THE "PROFESSIONAL EXCELLENCE AWARD- BEST COLLEGE- URBAN” BY THE ROTARY CLUB, PUNE***

### Concluding Remarks :

CACPE since its inception has strived to **develop academic discipline** and also making **noteworthy contributions to society**. Keeping in mind the vision of Shivakaka (Late Capt.Shivarampant Damle), the founder of the institute to make the generation Healthy and Fit and addiction free, and recognizing Physical Education as a scientific discipline, the college has designed and implemented several programs and initiatives.

The college has been instrumental in bringing about **radical change in the outlook towards Physical Education & Sports at the societal level**. All the members of the college work in tandem with a changed attitude and a scientific outlook towards the field.

All the components carry a similar vision regarding the field & its development. The members emphasize & insist on spreading this vision and thereby **upliftng the marginalized status of Physical Education**, wherever, they function.

The college has focussed on creating & disseminating knowledge & has successfully developed high quality human resource related to the field of Physical Education, Health, Wellness, Yoga, Physical Activity, Physical Literary, & sports. **Huge amount of literaure in regional language** is developed by the faculty members of the college, this makes the spread of the real knowledge very smooth. In the forty four years since its start, the college has **extensively worked for masses, community at large and also for giving Physical Education its true stauts.**

The college has a **strong reputation for providing high quality Physical Education Teacher Education** and producing excellent professionals. A huge number of schools, colleges, institutes, universities from the state of Maharashtra and outside **prefer employing our students, who carry the values, knowledge and work ethic** thus enabling us to achieve our vision.