



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NSSR,S COLLEGE OF PHYSICAL EDUCATION, BEED

NAVGAN SHIKSHAN SANSTHA RAJURI COLLEGE OF PHYSICAL
EDUCATION, NAGAR ROAD, BEED TQ. BEED DIST. BEED. MAHARASHTRA.

431122

www.copebeed.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our College has Estblishe in 1982 at that time only B.P.Ed course has started on non-grant basic after that in 1989 M.P.Ed course has also started non-grant basic than 01 june 2011 in our College B.P.Ed course has 100% grantable through Government of maharashtra.

As per NCTE New Dilli rullles regulatioin and intake of B.P.Ed course student intake 100 capasety and M.P.Ed course 20 students intake capasety.

Our College has permation of NCTE New Dilli and Affilitated to our Dr. Babasaheb Ambedkar Marathwada University Aurangabad.

The College is spread over a sprawling area of 07.28 acres of land area , has the requisite infrastructure and facilities and play fields and track .the College has distanct features that help in smooth function semless administration productive academic transaction and out standing perforams . Collerge has performed and continues to develop for last 41 years .

Vision

Our Vision

Social

Transformation through Health, Physical Education and Sports.

Mission

Our Mission

Physical

Activites to improve the Physical, Social, Mental, Healthier Safer and wellbeing of People, with Sports.

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 & Fitnes awareness activities/initiative
- 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.)
- Library with large collection of books, periodicals

- Strong extension activities, Intramural programs
- Computers with internet connectivity

Institutional Weakness

- Restriction on appointment of permanent Teaching Staff from government NCTE Noms
- Alumni support to be further enhanced

Institutional Opportunity

- Physical Education teachers and school PE Program can be outsourced
- 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
-

Institutional Challenge

- Maintaining rapport with Alumni and stakeholders
- Private Companies in Physical Education - 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

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers co-education in Physical Education Teacher Education discipline at Undergraduate and Postgraduate levels. Each staff member has represented the college on various statutory bodies of BAMU. 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.

The courses are designed with and develop skills and enhance employability.

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, and play groups, Officiating duty, 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 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 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. At College of physical Education Beed 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 as prescribed by the Dr. BAMU Aurangabad. The teaching and learning in the college is aligned with the Program and course learning outcomes.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources to conduct the curricular, co-curricular, extracurricular, and research activities. The college has a campus area of 07.28 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 volleyball courts, kabaddi field, kho-kho field, gym and aerobics hall, for physical activities. 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, National and International Journals. Separate reading hall is provided in the library for students and teachers. The OPAC module provides access to library members to check on the available library resources. The whole college building has a WIFI facility. Proper filtered drinking water facility is made available in the college building. The college has its maintenance policy in place for maintenance of its different departments like electrical and UPS system, Drinking Water facility, Ground and 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. Students requiring extra help or special needs are also supported and guided by Alumni. Considering the needs of PG students for SET / NET examination 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, remedial teaching, and Grievance redressal cell, Anti-harassment and Anti-ragging committees are constituted in the college for student grievances

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, activities such as Program, Students, and Sports. The institute imparts high quality education by recruiting qualified staff. The college practices decentralization and participative, horizontal management systems through the , IQAC and committees for administration and welfare of the students. The IQAC designed a perspective plan (2017-18 to 2021-22) for the augmentation of academic, administrative and infrastructural facilities.Academic Calendar, Upcoming events, Future plans are 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.The college authorities have taken 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 IQAC contributes towards quality assurance strategies and processes related to academics and administration.

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.

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 College has implemented security and safety measures. (CCTV cameras and restricted access)

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.

Research and Outreach Activities

The college staff has been active in research and promotes research culture among the students.

The 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. The college has a well equipped Human Performance laboratory fulfilling the testing needs of the students. Three of the faculty members are recognised research guides. Considerable increase in the research publications by faculty members is seen through the journals and seminars, conferences and workshops attended.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NSSR,S COLLEGE OF PHYSICAL EDUCATION, BEED
Address	Navgan Shikshan Sanstha Rajuri College Of Physical Education, Nagar Road, Beed Tq. Beed Dist. Beed. Maharashtra.
City	Beed
State	Maharashtra
Pin	431122
Website	www.copebeed.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ravindra Marutirao Kale	02442-9421280433	9403927769	02442-2022641	copebeed@gmail.com
IQAC / CIQA coordinator	Bhima Haribhau Mane	02442-2022641	9421280433	02442-202241	bhimamane2012@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

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	Dr. Babasaheb Ambedkar Marathwada University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-09-2002	433	

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	Navgan Shikshan Sanstha Rajuri College Of Physical Education, Nagar Road, Beed Tq. Beed Dist. Beed. Maharashtra.	Urban	7.28	139.417

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPed,Bped	24	Any Other Graduation	English,Hindi,Marathi	200	169
PG	MPed,Mped	24	BPED Graduation	English,Hindi,Marathi	40	40

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	0	0	4
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	0	0	3
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	113	0	0	0	113
	Female	25	0	0	0	25
	Others	0	0	0	0	0
PG	Male	29	1	0	0	30
	Female	9	1	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	12	11	7	21
	Female	4	1	0	5
	Others	0	0	0	0
ST	Male	1	2	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	31	13	5	25
	Female	10	3	2	3
	Others	0	0	0	0
General	Male	92	52	19	40
	Female	20	18	6	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		170	100	40	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution has been working on the vision/plan of transforming itself into a holistic multidisciplinary institution. The Institution has a very positive approach towards the integration of allied areas in the interdisciplinary faculties and education and preparing programs with combinations. The institution offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary physical education. . The Institution has applied good practices to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.
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2. Academic bank of credits (ABC):	The Institution has taken initiatives to fulfill the requirement of Academic bank of credits as proposed in NEP 2020. The institution is planning to register under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen Programme. The institute is ready to implementation of NEP-2020 and implement the guidelines given by parent university. The institute has planned to register in academic bank of credits (ABC) in next year and motivated to students open their ABC accounts in Dg locker.
3. Skill development:	The institute is planning to design a credit structure to ensure that all students take at least one vocational course before graduating. Engaging the services of Industry veterans and Master Craft's persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. The institution is planning to run few short term courses in future the college offers several add on courses that cater to skill development and increased employability there of. Apart from the personality development and soft skill course in graduation, we offer extra curricular courses in gym instructor, yoga teacher, outdoor fitness trainer, sports nutrition, these courses enhance the skills and provide for employability.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college is planning to develop the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) The faculties already provide the classroom delivery in bilingual mode (English and vernacular). The institution still decided to train its faculties to provide the more effective classroom delivery in bilingual mode (English and vernacular). All degree courses taught in Indian languages and bilingually in the institution. The institution has a thought to preserve and promote the Indian languages, Indian ancient traditional knowledge, Indian Arts & Indian Culture and traditions. The institution is ready for the appropriate integration of the Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.
5. Focus on Outcome based education (OBE):	At present the college is follow the curriculum given by the university. institution is ready to converts the curriculum is outcome based as per the NEP-2020. The present curriculum revolves around the program

	learning outcomes and each course has its course learning outcomes. Both the outcomes are overarching the vision, mission of the college and programs are evaluated on the basis of these outcomes. College authorities ensure computing the outcome achieved at the end of the year. Each course teacher prepare the plan directing towards the outcome.
6. Distance education/online education:	The college faculty is working on developing own online self-study courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	100	40	99	107
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
240	140	40	140	240
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	38	14	52	51
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	20	20	79	27
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	60		59	70
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	100	40	99	107
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
04	04	04	05	05

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	06

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1761897.01	1576705.90	3604842.75	585827.95	1391006.85

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

3.2

Number of Computers in the institution for academic purposes..

Response: 12

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The planning of the curriculum is done according to the syllabus of the Dr. Babasaheb Ambedkar Marathwada University Aurangabad. 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. The curricular content is reviewed and discussed timely. The college faculty tries to adapt the course content to suit the local contexts, e.g. 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 is planned for students. 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 B.P.Ed. tenure. These courses are designed as the stakeholders need to recruit skilled trainers. 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 Study Report Include By our College Teaching learning Documents Scanning in this program of Navgan Shikshan Sanstha Rajuri College of Physical Education Beed. faced during their schooling. 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, electronic media, internet - which make the learning process easier.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: E. Any 1 or none of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

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

Response: C. Any 2 of the above

File Description	Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

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

Response: 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

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

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

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 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:

in our college from curriculam inrichment programm in this academic programm in this programm

students sports skills practice, students inter collegiate tournaments, students intramurals tournaments, students learning practice programme and practice examination programme and tree plantation programme in our college areas.

File Description	Document
Photographs indicating the participation of students, if any	View Document

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

Response:

No

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:

Navgan Shikshan Sanntha Rajuri`s

College Of Physical Education Beed.

Our college students take training and skills and practice in all games as well as measurement and rules and regulation etc. will be obtained by them and good sports coach and sports take prepared and also they given information about sports good players and good coach be prepared.

Student through sports a good players are prepared those student who are prepared in sports extramural in collegiate in university and national level are participating a good player is prepared by our colleges students the man power is the game which helps in becoming all developer skills for them players sportsman ship will be help ten to national integrator from them social and national integrate our colleges students in future they will do this.

Our college students learn about other they subject in the future at school in our college students will going the training of theory subject among them Marathi, English, Hindi, History, Geography, Science, Math, school subject tanning will be conducted in our college that type work in our college students make this.

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: E. Any 1 or none of the above

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

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

Response: C. Feedback collected and analysed

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: 71.51

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

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

Response: 98.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	32	14	52	52

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

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

Response: 1.16

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

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

Response:

Entry level assessment process is based on a multi-pronged approach.

The admission process consists of an online theory examination which

is conducted by the Govt agencies and the fitness evaluation

at specified centers. These tests assess the student's general

knowledge and basic aptitude to become a PE teacher and it also

assesses physical fitness so as to ensure the student's physical

readiness. The test is governed by government rules and norms. A well-designed

assessment process is in place at the entry-level to

identify the learning needs and readiness of students to undergo

professional education, the college conducted the fitness testing at

the time of Govt CET and after finalizing the admissions, the college resorted to online self-assessment by preparing a self-assessment

tool to gauge the learning needs of the students. Self

assessment at both UG and PG program makes us aware of the learning needs of our students, this test leads to developing innovative teaching learning strategies.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

Response: C. Any 3 of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 43:1

2.2.4.1 Number of mentors in the Institution

Response: 04

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

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 wellversed 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 learnercentred, 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	View Document
Any other relevant information	View Document

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

Response: 90.91

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

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. 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

5. 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	View Document

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

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 selflearning

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 wellexplained 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 lifesituations 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.

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

2.4 Competency and Skill Development

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

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

Response: D. Any 2 or 3 of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response: C. Any 3 of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

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/ Schools, Marathi/English/Hindi/Urdu medium, Primary/secondary/both, schools with large numbers of students, facilities & equipmentless/ 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 donebased on set criteria.

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

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

Response: 11.43

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

Response: 07

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring

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

Response: D. Any 2 or 3 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

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 have 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	View Document

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

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

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

Response: D. Any 1 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

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

Response: 73.33

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 68.18	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 03	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 0.75	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year	
Response: 3	
File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through	
<ul style="list-style-type: none"> • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations 	
Response:	
No	

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
Any other relevant information	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Annual Institutional plan of action for internal evaluation	View Document

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 Dr. BAMUA, 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 Dr. BAMUA. 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	View Document
Any other relevant information	View Document

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	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

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.

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	20	20	79	27

File Description	Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

The college in the last 41 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	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 65

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

Response: 52

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

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

Response:

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	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

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

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

Response: E. None of the above

File Description

Document

Data as per Data Template

[View Document](#)

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and

transfer of knowledge that include

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

Response: E. None of the above

3.2 Research Publications

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

Response: 3.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	02	04	01

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

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

Response: 1.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	01	00

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..				
Response: 6				
3.3.1.1 Total number of outreach activities organized by the institution during the last five years.				
2021-22	2020-21	2019-20	2018-19	2017-18
7	6	5	7	5
File Description	Document			
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document			
Data as per Data Template	View Document			

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years				
Response: 100				
3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
170	100	40	99	107
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:** 100**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
170	100	40	99	107

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

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

Nssr's supports the Kabbadi & Athletics 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 Gajanana 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 Pimparguane phata hill. The college visits Shivdhara Hill every year and conducts such activities. A plastic-free Gajanana 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	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

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

Response: 0

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

years

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

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has a separate building dedicated to various Physical Education & Sports activities and theory classes.

Human Performance Laboratory (HPL) is equipped with fitness, anthropometric, psychological, physiological, etc. for gaining knowledge regarding fitness, anthropometric, psychological, and physiological testing.

The Computer Laboratory has 05 computers, a projection system, and an internet facility.

The college library has one of the finest collections of books, journals, etc.

The college is established over 7.5 acres of land and contains sports facilities to cater sports like basketball, football, volleyball, kabaddi, kho-kho, 400 m athletics track, tennis 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. The sports equipment room as per NCTE Norms possesses a variety of equipment.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

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

Response: 20

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

Response: 1

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

Response: 5

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
1761897.01	1576705.90	3604842.75	585827.95	1391006.85

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

4.2 Library as a Learning Resource

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

Response:

The College library is well recognized for its collection of resources on Physical Education, sports sciences, and also various other subjects. The Library is partially automated through **LIBMAN** software developed by Mastersoft ERP Solutions Pvt. Ltd. LIBMAN includes the standard modules serial control, circulation, and cataloging which consist of features such as accession register, library membership, Item reservation, issue, return. resintly know we are fidding library data

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 contains the following modules (Library Category Master, Item Management, Subscription Management, Library Membership, Item Reservation, Issue Item, Return Item, etc.) which provide multifacility to the students and college. This software provides the facility to create, view, and print records of accession registers, subscription lists, transaction reports, membership reports, etc.

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

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

Response:

No

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: E. None of the above

File Description	Document
Data as per Data template	View Document

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

Response: 0.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.40725	000	0.4050	0.14656	0.30573

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

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

Response: 19.31

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: 240

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: 479

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: 711

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: 866

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: 1064

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document

4.2.6 Efforts are made to make available National Policies and other documents on education in the

library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The college has a well-equipped Computer Lab with 5 computers with internet facility. Along with the computer lab, the college has a Two computers in the library. 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.

4.3.2 Student – Computer ratio for last completed academic year

Response: 14:1

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

4.3.3 Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 37.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
1161592	924680	112666	1088412	73325

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

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

Response:

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
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document

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

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate**

statutory/regulatory bodies

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

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 6.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	5	5

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

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

Response: 56.92

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 71

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.

Response: 3

File Description	Document
Upload any additional information	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 1.88

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

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

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

5.3 Student Participation and Activities

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

Response:

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 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.

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

Response: 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	15	14	20

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

5.4 Alumni Engagement

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

Response:

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 tothe charity commission in 2018. Name of the Alumni Association is Navgan Alumni Association (NAA), As per the rules the NAA 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 Nssr 's cope 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 specializationTheir 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 publicicing 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 Nssr's cope 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 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.

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: D. Any 1 of the above

File Description	Document
Documentary evidence for the selected claim	View Document

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

Response: 7

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

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

File Description	Document
Data as per Data Template	View Document

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The Alumni association 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. Dr.Hanif Sayed, Dr.Shankar Dhande, Deshmukh madam Dr.Jahiradar 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. Milend 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. Ankush, Santosh, Anthra, prdhnya patil, 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.

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:

OUR VISION

Social Transformation thught Health Physical Education and Sports

OUR MISSION

Physical Activites to improve the Physical, Social, Mental, Healthier Safer and wellbeing of People, with Sports.

As per our vission and mission our college is going to oir aims.

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 also organizes Physical Activities on subjects related to Sports and Physical Education, health, Fitness, etc.

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

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

Principal

	Voice Principal	
M.P.Ed. Course	HOD B.P.Ed. Course	Librarian
Course Assist. Prof.	BPEd Course Assist. Prof.	HOD
Students	Seniorn Clark	M.P.Ed.
	Junior Clark	
	Peon	
	Ground Man	
	Students	
As per our Managment Plan We have Given Athority to Employse		

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

In our college institute has maintain the transparency for finiced academic and administrative and other function wehave organise difirant commite`s for each section.

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 teachinglearning

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	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

our institute has organising the academic yearly plan for our education and physical education development.

The five year Prospective plan was prepared by IQAC (2017-18 to 2021-2022). 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.

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

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

Response:

In our Institute we have function ther efficient Bodies (Commite) for very us educational commite that is i.e. that is

NSSR's College Of Physical Education, Beed 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 by our BAMU in the Maharashtra state university act 2016. The following Executive committees are formed to deal with the various administrative and academic aspects.

- 1) woman Redresial Commite
- 2) Anty Ragging Commite
- 3) Grivence Redresial Commite

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

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

- 1.Planning and Development**
- 2.Administration**

3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The 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

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

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

Response:

No

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document

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

Response: 0**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response: 0****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**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: 45.45****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	2	0	0

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

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

Response:

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. (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 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.

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. Each one of them is graded on a four-point scale. The overall assessment is based on the cumulative grade by the Reporting Office. 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	View Document

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 March. Even if the audit is done twice in a year the final yearly auditor report is generated annually.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response:

No

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 2017-2018 to 2021-2022 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 various committees. These policies and procedures were discussed and finalized at the IQAC meeting and approved by the College Development Committee (CDC).

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 the first Academic Audit was Conducted in 29/05/2019 by IQAC from our Unvirity the committee action was taken and givan by **B grad** for our College.

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 COPE Beed.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

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

Response:

The IQAC 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.

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.

the Institute has running the Acadmic Plan for Teaching and Learning Processes Periodically through it.

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

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document

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

Response:

Our College has Completed IIQA Permatation from NAAC Office And This time SSR Working in this Stage

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

No

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. highly appreciated the efforts of the College staff in regular maintenance of the entire premise. Furthermore 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.

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

7.1.3 Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document

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 Greenvio 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 Greenvio Solutions for Green Building Consultancy Services and other activities in the long run.

The 7.24 -acre campus has more than 400 trees and plants on the premises. A detailed audit was done for 320 plantations. 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.

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 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.\

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	View Document
Any additional information	View Document

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

Response: C. Any 3 of the above

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

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

Response: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
4980	2000	00	00	00

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

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

Response:

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. Sports programs like Major Dhyanchand(Kirda Divas Sports Day) are organized on the campus. People coming from humble backgrounds are allowed to use the facilities on request without charges with prior permission. The Kho-kho and the Football 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. Dr. Bharathbhushan kishrsagar 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., 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 various academies like Gym, football, futsal, athletics, police training, basketball, Kabadi, Kho-kho etc. dedicatedly conduct their training for the general public on the campus. The campus is made available to governmental authorities for different Sports activities like Tournament, Msrtc, Mahila Bal Vikas DSO Army Selection 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	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

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

Response:

True to its name as the festival of lights, Diwali marks the time when households across the country decorate their homes with lit diyas, or little clay lamps, and other festive lights. Buildings and streets are also illuminated with colorful lighting. Temples and public institutions, as well as individual households, celebrate by hosting spectacular firework displays and making this auspicious moment and helping needy ones celebrating Diwali in a special way, The faculty and students of NSSR'S COPE together decided to help the people who are from below economy class and are needy. This year we celebrated Diwali with Vanchit Adhar NGO and Joy of Life NGO who are working for the kids of red light area workers and also for the people from below economy class. Faculty & students of NSSR'S COPE collected all the stationary items or

collected Money from faculty and students and purchased stionartas well as some games and donated it to the Nirahadhar NGO and Joy of Life NGO. We thank all the students and teachers of of NSSR'S College of Physical Education, Beed. for their valuable contribution. The true meaning of Diwali is making others Happy and we Agashians believe in it.

Place: Niradhar NGO and Joy of Life NGO. The festival of Diwali marks the victory of good over cvil. The festival of lights, love andhappiness brings much-awaited hope and excitement in people's home. Everyone decoratestheir homes with Lights, Diyas, Flowers and also burst many crackers. It marks the beginningof cheerful moments to be spent with friends and family. So on this auspicious moment we are celebrating Diwali in a special way as we celebrate every year... This year we celebrated Diwali with Shri Swami Samarth Sevekari students by giving them various sweets and gift such as Chakali, Shev, Chivda, Moti Soap, Clothes and etc. We thank all the students and teachers of

NSSR'S The true meaning of Diwali is making others Happy and we Agashians believe in it. Diwali, the festival of lights is indeed the most awaited and the most celebrated festivals of india. People in every nook and cranny of the country welcome the festival with enthusiastic gestures. Diwali is a festival that fills our life with colours With onset of the month of Diwali, whole of the india gets completely involved in the celebratory mode. The faculty and students of NSSR'S COPE together decided to make this Diwali more special by

celebrating it with the people who are from below economy class and are needy. So we celebrated Diwali by giving various sweets and gift such as Bundi,ladu,jamun, Bharfi, Chakali,Shev, Chivda and educational material to all the students and people from Prakash

Also the material like Blankets, Chadar and T shirts were distributed amongst the people staying roadside. We thank all the students and teachers of NSSR'S College of Physical Education, Beed. For the

valuable contribution. The true meaning of Diwali is making others Happy and we Agashians believe in it.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

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

Response:

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 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 "Barrier". Barrier 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 Barrier 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 to 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 Barrier 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	View Document

5. CONCLUSION

Additional Information :

Characteristics of the Institute

1. Regulatory Body: Navgan Shikshan Sanshta Rajuri's, which is the parent body of College Of Physical Education, Beed 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 College Of Physical Education, Beed.

2. Infrastructure: College Of Physical Education, Beed was awarded a space of 7.28 acres by the Government on a perpetual lease, in the prime locality of the Beed 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: Students Performences and Learning outcomes

5. 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 other such prestigious positions.

Concluding Remarks :

College Of Physical Education, Beed since its inception has strived to develop academic discipline and also making noteworthy contributions to society. Keeping in Mind the Vision of Sow Kesharbai Sonagirao Kshirsagar 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. the 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 one 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 Big 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.