



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION

**BHARATIYA KREEDA MANDIR, NAIGAON CROSS ROAD, SAHAKAR NAGAR,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Bombay Physical Culture Association (BPCA) was established on 29th June 1935, by three eminent personalities namely *Late Padmashri Dr. Krishnaji Shripad alias Bapusaheb Mhasker, Late Namaskaracharya Shri. J. K. alias Bhausahab Soman and Late P. H. alias Nanasaheb Khadilkar*. These founders were initially inspired by the *Akhil Maharashtra Sharirik shikshan Mandal*, an Association which was established in 1927 at Pune and working in the field of Physical Education in Maharashtra State. In the same year, they established “**Bombay Physical Culture Association**” informally, which is also known as “**Mumbai Sharirik Shikshan Mandal**” in *Marathi version*. In the year 1960 the institution has acquired the area administered 9152 sq. yard from Mumbai Municipal Corporation on permanent lease at Naigaum Cross Road, Wadala, Mumbai-31, where the institution has provided an ideal infrastructure and facilities including *playground, stadium, laboratory, hostel, administrative building* etc. under one roof, which is popularly known as **Bharatiya Krida Mandir**. At present the “**Bombay Physical Culture Association**” is a registered public trust under the Bombay Public Trust Act of 1950 as well as it has been also registered under the Societies Registration Act of 1860. The Association has today on its role more than its 1000 active *institutions, clubs, akhadas, schools, colleges and gymnasiums* representing the vast multitude and cross section of the cosmopolitan public of Greater Mumbai.

Vision

Our vision is ‘‘???? ?ç?????’’ that means strength for nation building ... by empowering youth with physical, mental, intellectual, emotional and social fitness blended with integrity and harmony

Mission

Our Mission is Facilitating Physical Education, par excellence, preparing a cadre of professionals matching global standards who are not only physically fit but have quest for intellectual excellence through world class research and above all have ability to produce good citizens with healthy body and sound mind having human values with civic responsibilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institutional Strength

- *College has strong historical background (Physical Culture).*
- *Effective and well planned UG, PG and Ph.D. programs.*
- *Highly qualified (all faculty members with Ph. D. degree), dedicated and experienced staff.*
- *Health, Fitness and wellness awareness initiatives and activities.*
- *Supportive and compassionate management.*

- *Well qualified and reputed parent body and the college.*
- *Infrastructure is in accordance with NCTE norms for all the courses.*
- *Student centric teaching learning process and correctives assessment techniques.*
- *Organization of various social cultural and educational activities*
- *Well-furnished and computer assisted Library with large collection of books and periodicals.*
- *Administrative building with internet connectivity.*
- *100% placement opportunities*

Institutional Weakness

1. Institutional Weaknesses

- *Restriction on appointment of permanent staff from Government of Maharashtra.*
- *Need to improve alumni support.*
- *Falling short of conducting Major Research Project.*
- *Canteen facility on the campus to be provided.*

Institutional Opportunity

1. Institutional Opportunities

- *Encouraging consultancy services.*
- *Establishing linkages with TEIs in Physical Education to enhance research culture*
- *Developing various diploma and certificate courses to produce qualified Physical Education, sports and fitness professionals.*
- *Facilitating faculty to undertake Minor and Major Research Project in Sports sciences for community.*
- *Potential of becoming an excellent physical education, sports science and research centre for society.*

Institutional Challenge

- *Maintaining contact with alumni and stake holders.*
- *To control private companies and agencies with untrained professionals entering in the professions.*
- *No government job in future.*
- *Nonprofessional approach of state government toward physical education in schools and colleges.*
- *Financial challenges for development in future due to non-salary grants by Government of Maharashtra.*

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- **Curriculum Planning and Implementation**

The college is recognised by NCTE & Govt. of Maharashtra and permanently affiliated to University of

Mumbai for conducting UG & PG program in Physical Education. Thus curriculum is as per the syllabus formed by the University of Mumbai. The curriculum is designed so as to complete it in stipulated time as per the NCTE (100 days per semester, excluding examination). To implement the said program the institution prepared yearly plan & formed various departmental committees, such as, examination, internal evaluation, and intramural, time table and extension activity. These committees gave their respective plans in the beginning of the year and accordingly initiatives were taken by the head of the institutions. The teaching and evaluation plans were discussed at length in the IQAC meeting and if necessary the changes were made accordingly in the plans. The institute ensured that the curriculum of the various programs being conducted by the college has some thrust on various national issues like National Integration, Health, Fitness and wellness, Environment, ICT, Social Harmony, Value Education which have been introduced in the curriculum in the form of units, sub-units in theory, practical's, co-curricular, extra-curricular activities.

- **Introduction of Courses**

The institute being the pioneer in the field-initiated University approved certificate course in Personal Fitness Training (CCPFT) and Certificate Course in Fitness Centre Management (CCFCM) as well as various value added courses are being introduced by the institution.

- **Academic Flexibility**

The UG & PG programs are having choice based system wherein students are having choice to opt the options for examinations as per the syllabus which is of CBSGS pattern of the University of Mumbai.

- **Curriculum Enrichment**

As per the need of the hour and to enrich students' ability in officiating and conducting various competitions the institute has introduced value added courses in association with affiliated Associations of Games and Sports viz. Kabaddi, Kho-Kho, Langadi, Athletics, Volleyball and Wrestling to certify students by way of conducting district level official classes and examinations. The certified students get an opportunity in the organizational setups of above-mentioned associations as per their ability.

- **Feedback Mechanism**

There is formal mechanism to obtained feedback from various stakeholders of the institute. The feedback received from the stakeholders is discussed in the IQAC meeting and necessary changes are made which helps the institute for better functioning and improving the output quality.

Teaching-learning and Evaluation

- **Student Enrollment and Profile**

The whole of process of B.P.Ed and M.P.Ed. admissions are being conducted and monitored by the Government of Maharashtra through **State Common Entrance Test (CET)** cell, Maharashtra state, Mumbai.

The admission notifications are published well in advance by Govt. of Maharashtra through CET cell on their URL <https://cetcell.mahacet.org> which gives the details of the application procedures of B.P.Ed. & M.P.Ed. programs. The students qualified for the said program are allotted to the various colleges as per the Norms prescribed by Govt. of Maharashtra, category wise. The link to this information is available on our College interactive website www.bpcacpemumbai.org. Also the college has established CET cell monitored by faculty and alumni to help aperiient students seeking admission to UG and PG programs mentioned above.

- **Mentoring System**

For supervising, coordinating, controlling and understanding the college has housing system. The faculty members act as a mentor for these houses. The student having problems with respect to learning, academic and physical education activities are being given extra attention after the college hour by respective faculty and alumni. All facilities Viz. Library, Computer Lab, Laborites are made available for these students after the working hours and special guidance are provided to them to overcome their problems.

- **Evaluation Process and Reforms**

The college has well qualified faculty which are continuously involved in updating their knowledge to render quality teaching and research activities so as to achieve professional proficiency. The IQAC of the college ensure strict implementation of Academic Calendar by monitoring activities and reviewing them periodically for change if necessary. The college follows various modalities of conducting continuous internal evaluation (CIE) as prescribed in the respective syllabus of UG & PG. The college has also adapted variety of assessment tools such as open book test, oral exam, presentations, discussion, symposium, report writing etc. The teaching and learning in the Institute is aligned with the program and learning outcomes. The feedback is collected from students pertaining to the teaching – academic and physical education activities, college facility and practice teaching. The feedback received is discussed in IQAC meeting and necessary actions are taken and implemented in the planning of the next academic year Calendar.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The College has adequate infrastructure, facilities and the resources needed to conduct curricular, co-curricular, extra-curricular and research activities. The college campus area is 7669.04 sq. mts. Which consists of Administrative building with Lecture hall, ICT Lab., Human performance lab., well-furnished Library and Reading room, Administrative office, Multipurpose halls, Multipurpose ground, Gymnastic centre. The maintenance of the same is done by college and Management.

The college has partially automated library. Library has collection of text books, references books, e-books, e-journal, CD's, National and International Journals. Separate reading facility is provided in the library for research scholar and faculties. The students and teachers are provided with remote access to multiple journals and resources through the data based INFLIBNET. The OPAC modules provide access to library member to check on the available library resource. The entire administrative building has Wi-Fi facility and also equipped with LCD Projection system. The ICT has been sufficiently strengthened with computer to student's ratio 1:5. The staff members have their own laptop and used them with full capacity for teaching learning and assessment

purpose. A proper filtered drinking water facility is made available in the administrative building. College has hostel facility for boys and girls.

The college has its maintenance policy in place for maintenance of various departments like drinking water facilities, ICT related equipment, UPS system. AMC is also placed and its functions according to the policy stated in it.

Student Support and Progression

Learner centered teaching method are adopted and implemented to render quality education by way of providing conducive, healthy and supportive environment. The college has land for various students' activities such as Curricular and co- Curricular activities, cultural and extension activities for the overall development of students. Various Government scholarships are made available for students. The college also helps economically and socially backward students by providing them finance through "Earn and Learn" scheme, ANGIC (Association of non-Government colleges) Scholarship and "Maratha Bhagini Samaj" Scholarship. Considering the eligibility qualification in higher education the NET & SET examination classes and workshops is initiated from the year 2015-16 and has been active since then. The student are provided the support for overall development through career guidance, Counseling, soft skills development, remedial teaching etc. Grievance redressal cell, anti-ragging committee, Women's Grievance redressal cell are constituted in the college for students Grievance cell. The college has an active student council and much of the college events, activities and programs are conducted with their support. The college Placement cell is active and has been successful in assisting students on campus and off campus placement. More than 40% of outgoing student are benefited about 40% student have chosen higher education in last three academic session. The college has alumni association, the regular meetings are held and activities conducted the Gymnastic center of the institute is being functioned through alumni.

Governance, Leadership and Management

The Vision and Mission of the institute is in tune with the education policy of higher education based on commitment toward excellence, achieving educational objectives and empowering youth with physical, mental, intellectual, emotional and social fitness blended with integrity and harmony for nation building. The college practices decentralization and participative management system through CDC, IQAC & committees for administration and welfare of students. The IQAC designed perspective plan (2019-2024) for augmentation of academic, administrative and infrastructural facilities. All the AQAR's, Academic Calendars, upcoming events and future plans are in place and uploaded on the website and deployment is done through the various committees.

The college authorities have taken very important initiatives such as Green Audit (Environment, Water, Waste, and Energy) along with academic, administrative and financial audits. The performance of the teaching staff is assessed through the appraisal system. The faculty members are assessed during the teaching process and at the end of the academic year, if necessary it is discussed with the faculty for future improvement. Various welfare measures like FDP, Seminar, workshops, and conferences are organised for teaching staff for the benefit of teaching for professional development. Non-teaching staff of the college are also encouraged to participate in training programmes, and workshops related to various administrative software. The ICT used effectively in

teaching and learning system with progressive increase in the used of new technology for better teaching learning process and efficiency. The college has implemented paper less documentation process.

Institutional Values and Best Practices

The institution campus is green, clean, user friendly & conducive. The college promotes and encourages using of public transport and restricted the use of vehicle. The college celebrate National days, organizes Patriotic group singing training, celebrate National Sports day, Constitution day, Marathi bhasha Gaurav din, International day of Yoga, and conduct Scout & Guide training camp for the promotion of National Integration, Patriotism, Social Values and Ethics. The code of conduct for students are explained to students in the beginning the academic year to make them aware about their behavior conduct during their presence on the campus.

The college activities like Intramural program and MoU with practice teaching school to help in conducting their various sports and other activities. A few best practices are run by the college. College also has very well planned and executed mentoring system. The student and faculty participate in activities like competition for visually impaired students as a part of social commitment.

Research and Outreach Activities

Research and Outreach activities

College has Research Center affiliated to University of Mumbai. The teaching faculty is actively involved in conducting and promoting research culture among the students. During last four years the college has completed Eight Minor Research Project funded by University. The student has choice of opting Research Project as dissertation in PG & introduced research methodology as an essential course in PG thus strengthening the culture of research. College has Research Advisory Committee (RAC) to help control and monitor the research work being done by the students of research centre. A special booklet is prepared by the institute providing necessary information about the rules and regulations of the research centre. The College has well equipped human performance laboratory to fulfill the testing needs of the students. 8 faculty members are recognized Guide of University of Mumbai. Till date 58 students have been awarded Ph. D. degree and 28 students are pursuing their Ph.D. related research at the centre. About 150 research papers have been published in recognised, referred and peer reviewed research journals in the field of Physical Education and Sports Science.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION
Address	Bharatiya Kreedha Mandir, Naigaon Cross Road, Sahakar Nagar, Wadala, Mumbai
City	Mumbai
State	Maharashtra
Pin	400031
Website	www.bpcacpemumbai.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. G. K. Dhokrat	022-24168609	9930295833	022-24172457	bpcacpemumbai@gmail.com
IQAC / CIQA coordinator	Rajendra Rangnath Dhakne	022-26316213	9821316213	-	drirdhakne@gmail.com

Status of the Institution	
Institution Status	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	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-07-1994	View Document
12B of UGC	05-07-1994	View Document

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	31-05-2015	12	As per the guidelines of NCTE th institution is submitting PAR every year allongwith neccessary disclosures therefor recognition is contened

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	Bharatiya Kreedha Mandir, Naigaon Cross Road, Sahakar Nagar, Wadala, Mumbai	Urban	1.895	3525.75

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, Under Graduate,	24	Graduation	English	100	96
PG	MPed, Pg, PH YSICAL EDUCATIO N	24	BPed	English	25	24
Doctoral (Ph.D)	PhD or DPhil , Doctorate,	36	MPed	English	30	30

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				2				8			
Recruited	0	0	0	0	1	0	0	1	5	3	0	8
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	2	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	5	3	0	9
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	1	0	0	5	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	5	3	0	9
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	1	0	0	5	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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	56	0	0	0	56
	Female	43	0	0	0	43
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	23	0	0	0	23
	Female	6	0	0	0	6
	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	5	8	10	8
	Female	3	2	6	6
	Others	0	0	0	0
ST	Male	7	6	1	1
	Female	2	1	6	7
	Others	0	0	0	0
OBC	Male	14	8	14	13
	Female	9	11	10	10
	Others	0	0	0	0
General	Male	37	57	53	32
	Female	23	24	22	12
	Others	0	0	0	0
Others	Male	5	4	7	19
	Female	0	3	4	15
	Others	0	0	0	0
Total		105	124	133	123

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>MULTIDISCIPLINARY/ INTERDISCIPLINARY</p> <p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the college. A discussion among the faculty members were initiated on the key principles of NEP such as _ ? Diversity for all curriculum and pedagogy with technological innovations in teaching and learning, ? Encouraging logical decision making and innovation, Critical thinking and creativity. In view of the NEP, college is initiating new interdisciplinary courses in collaboration with the department of Physical Education University of Mumbai viz. Diploma in Yoga, certificate courses in sports biomechanics,</p>
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	<p>Sports Nutrition etc. in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by the University. It can be said that the College is proactively working towards implementation of the suggestions given in the NEP.</p>
2. Academic bank of credits (ABC):	<p>ACADEMIC BANK OF CREDITS (ABC): CUSAT is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, CUSAT is uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live for the academic year 2021. CUSAT follows a choice-based credit system for all of its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. CUSAT will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies.</p>
3. Skill development:	<p>SKILL DEVELOPMENT: UGC has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B. Voc certificate Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. Vocational programmes are introduced based on National Skill Qualification Framework (NSQF) which aims at providing quality vocational education through DDUKK combining class room centered formal education and training with experience with internships in variety of schools (VIZ. State Board, SBCE, ICSE, IB Hindi, English and Hindi). The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth. Teaching and training methodology of courses offered under DDUKK are designed accordingly. Our UG & PG programme is designed in such a way to mould future teachers thoroughly conversant with the application of tools</p>

	and techniques of modern practices.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	APPROPRIATE INTEGRATION OF INDIAN KNOWLEDGE SYSTEM (TEACHING IN INDIAN LANGUAGE, CULTURE, USING ONLINE COURSE): College encourages learning of regional and national language by offering UG, PG & Ph. D. Programmes including webinars and seminars are offered to encourage regional learners and understand the cultural values permeated by the literary works in Marathi.
5. Focus on Outcome based education (OBE):	FOCUS ON OUTCOME BASED EDUCATION (OBE): All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation.
6. Distance education/online education:	DISTANCE EDUCATION/ONLINE EDUCATION: Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. The institution has paved the way of adopting hybrid mode of education called as 'PHYGITAL' combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties and students are encouraged to offer MOOC courses and other self- courses in their interested subjects / courses.

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
275	272	274	257	228
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	125	125	125
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	62	62	62
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..

2020-21	2019-20	2018-19	2017-18	2016-17
119	122	122	105	93
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..**

2020-21	2019-20	2018-19	2017-18	2016-17
119	122	122	105	93
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..**

2020-21	2019-20	2018-19	2017-18	2016-17
124	125	113	97	125
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..**

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

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..**

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

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)..**

2020-21	2019-20	2018-19	2017-18	2016-17
7.85	20.46	20.19	16.97	20.35

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

3.2**Number of Computers in the institution for academic purposes..****Response: 42**

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 university of Mumbai.

The academic plan is prepared and developed by the teachers for physical activities and the theory course. During the faculty meetings the respective Incharge present their academic planning and accordingly the timetable planned and prepared. While planning the curriculum the priority is given to the syllabus of state board, schools of Board of Delhi and some International schools. During the student induction program the principal and the Incharge of the respective programs gives the detailed information about curriculum, assessment process and academic plans. The content is delivered in three languages (English, Hindi & Marathi). For practical session the students are divided into 3-4 groups so that teacher can give attention to every member of the group. For theory classes the students divided into two divisions for imparting knowledge effectively, better student teacher ratio and accessibility of teacher.

The curricular content is reviewed and discussed from time to time and necessary changes and modification are done with the help of competent authority like BOS of the parent University and NCTE guidelines periodically.

The college has initiated various add on certificate courses so that the learner will be benefitted along with their UG & PG programs. To understand the present scenario and the status of Physical Education in the country the college organised various curricular and co-curricular activities such as seminar, conferences, workshops, industrial visits & lecture series by Luminaries of the field, to make student aware of the field with the latest information.

The students are assessed periodically with various modes/strategies which helps in understanding the need, issues, problems faced by the learner during their academic achievements, this also help faculties to modify their teaching learning methodology as per the need of the learner. The students with the issues/problems pertaining to the practical and theory aspects are given special remedial teaching classes to minimize/overcome their problems and improve their achievement. The college has well established monitoring system which observe & monitor the academic progress of the learners. The internship program is planned and implemented with the help of nearby schools. After the program the feedback is taken from the respective schools and necessary changes are made for improving teaching learning ability of the learner. *'During last 20 to 22 months due to pandemic and the Lockdown of the schools in the Mumbai the institution tried to incorporate its own internship strategies by way of conducting practice teaching lessons in peer group only (Learner residing in same locality) and accordingly monitored the practice teaching lesson online and necessary guideline/suggestion were provided'.*

The classrooms are well equipped with internet facility, LCD projector and have conducive environment for effective teaching learning. Both learner and faculty can avail the facilities of computerized library, ICT Lab and other facilities for better and effective implementation of various courses and programs.

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

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
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
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 15.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	02	02

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

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

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	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: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	09	09	09	09

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

1.2.3

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

Response: 33.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	99	97	79	68

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 17.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	79	68	87

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

The curriculum content pedagogy, psychology, science based content courses which forms a very strong theoretical base. It helps in understanding education at variety of level, learning processes, enhancement of learning strategies and learner needs in technology as well as role of teacher as facilitator. To impart real life school experience practice teaching and internship are the heart of teaching learning process. The college insist on internship and practice teaching in the school of different boards as well as different medium i.e. Government/ private, primary/secondary, SSC, CBSE, ICSE etc. This experience of the school internship provide opportunities to the students to acquired and demonstrate knowledge, skill, values & attitudes related to various learning areas. The college also organizes debate, discussion, presentation, field project for B.P.Ed. & M.P.Ed. students to share their views and demonstrate knowledge. This will gives a clear insite in understanding of the field of Physical Education allied disciplines.

The another initiative taken by the institution in providing students with information, skills, knowledge about sports, cultural and national integration intramural and inter-house programme are the integral part of the syllabus. Participation in above mentioned programme is inculcate all the required skills and values to be a teacher/coach/organizer and official. The whole organizing part is learner-centric and they actively participate in the same under the guidance /direction of the faculty as Incharge of the above-mentioned programme. The students prepare schedule, poster and invitations using their creativity. The college also organize some of the inter collegiate competition/tournaments and also participate in this competition organize by the home university. This provides an opportunity to the students to compete at competitive level. Students are also exposed to work as volunteer at national and international marathon organize by the club/association. The students are also given exposure to work as an official at different

competitions organize by various schools, DSO Competitions, MSSA Competitions to equipped students with all the required and necessary skills, knowledge for becoming a good official.

The college also provide knowledge to conduct fitness testing, skill testing for the groups as well as individual to understand the procedural part of the fitness testing and skill testing. The college also organizes seminar, conferences and symposia, workshops in which the B.P.Ed and M.P.Ed learner actively involved in organizational setups. They are also provided an opportunity to present the topics in the seminar, conferences, symposia, workshops etc. The social activities like Athletic competition for elderly people, competition for blinds, blood donation camp, fitness awareness programme inculcate the social responsibility and dignity of labor in the learner.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

To live up to particular standard in the changing and competitive atmosphere in the field of Sports and Physical Education. College organizes practice teaching lessons and internship with the schools of state government and central government. The college tries to provide students to conduct the practice teaching lessons in the schools with diversified system such as socio-economic level, intelligence, academic achievement, socio environment factors etc. Through these experience learner understand the real job situation that they are going to face in future.

College adopt rotational system of groups of the students to different schools. The group of the trainee teachers are made to visit the allotted school in advance to take a general review of the scenario, meet teachers in the schools for unit of teaching and to meet the working staff of the school for getting help during the internship so that they can prepare and practice their teaching lesson accordingly. The learner conduct their lesson in schools with diversity i.e. primary/secondary, education/Co-education, regional language i.e. Marathi, English & Hindi medium schools. They are also provided experience with schools having no/small/large play field area and with less/sufficient equipment schools to enhance their creativity in conducting Physical Education Activities. The college also take initiative to provide the experience by way of allotting students in important event like cultural programme, national programme, sports day & other social activities.

The internship programme are planned in such a way that the learners are exposed to have an experience in working with the schools located in city as well as Urban area so as to understand the problem that they are going faced to the in future. The student have to conduct various tests prescribed in the syllabus

and keep the record of the same. This help them to understand assessment system and their variation.

Apart from providing experience of working at diversified schools the college also organizes presentation programme, talks by experts/experienced teachers, workshops on Physical Education to understand the changing strategies in Physical Education to familiarize students with physical education programme at national as well as international scenario. The college also seeks feedback from practice teaching schools about the performance of the learners.

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

1.3.3

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

Response:

The college conduct variety of programme to impart experience and to acquired & acquaint the skills required to be a good Physical Education Teacher. Practice lessons are the integral part of student-teacher development programme organize systemically. Before exposing students in real life school teaching experience they are made to undergo systematically planned micro as well as macro lessons programme on peer groups. Under the micro teaching the student have to conduct variety of lessons on the optional teaching subjects as well as games and sports to professionally prepare them before actual practice teaching lesson.

College plans and organizes various curricular as well as co-curricular events such as English Speaking course, educational visit, Camp, Fitness and Skill testing, Personal fitness and Gym Management Cert. course etc. The learner gain professional experiences so as to understand and deal with the situation and consolidate into their professional acumen and strong skill set. Apart from practice teaching lessons, internship programme, curricular and co-curricular activities college also take initiatives to identifying schools and allotting students to these school for conducting physical education activities, sports day celebration, conducting sports and games and managing sporting events and competitions of these schools on their request. To enhance and inculcate the creativity the organizational, managerial skills and communication skills the theory and practical courses are planned to monitor and create a conducive environment for the development of the above mentioned skills. Pedagogies practice are learnt through theory and practical courses. (The college has initiated special programme on pedagogic practices which is named as **Teaching Physical Education Practice (TPEP)** for learner to learn pedagogic skills and also apply them in classroom teaching situations.)

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 93.44

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
Any other relevant information	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: 73.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	40	50	45	45

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

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

Response:

The entry level assessment process developed by institution is in place to check the physical abilities of the needy admitted learner helps the college to prepare and planned strategies to ensure that each student gets the best opportunities to be successful in achieving the academic goals. Needed to become competent teachers the entry level assessment is important to identify the requirement of the student support activities.

The admission process consists of online theory and offline practical examination conducted by state Government. The theory tests assess students general knowledge and basic aptitude to become Physical Education teacher and physical fitness assess students physical readiness to become P.E. Teacher. The norms and standard of passing this entry level examination is governed by State Government.

The learning need assessment takes place when student enter college. During the induction program the students are made aware about the new environment, a detail information about institutional educational policies, processes, practices and educational and cultural activities. In the beginning the students are divided in to groups and are allotted their Mentor. Student's induction cover a number of different aspects (SAGE).

- **Socializing:-** Meeting other new students, understanding social and cultural background of the students as well as economically status of the newly admitted students.

- **Association:-** Visit to various department, various labs and library to form association with the teachers and librarian.
- **Governing:-** The student are made aware about the rules, regulation which are made for their support and helping them in achieving the academic excellence.
- **Experience:-** The newly admitted students are given experience about subject lecture, physical activity, importance of communication and other universal human values.

The purpose of the induction programme is to enable student to become familiar with physical and intellectual resources of the institute. To enable student to understand and have better relationship with the faculty members to have fruitful teaching learning experience. The **Mentor-Mentee** system enable students facing problem related to academic, physical & psychological problem through well-structured **M-M** network.

This intensive entry level process helps the institution in understanding learner and optimize institutions teaching learning process. It helps in developing learner centric programme and developing professional teachers of higher understanding of Sports and Physical Education field.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

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

Response: D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: Only when students seek support

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 34.38

2.2.4.1 Number of mentors in the Institution

Response: 08

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
Any other relevant information	View Document

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The college ensures the use of student centered method and adopt various teaching and assessment strategies for better teaching learning approach, enabling overall development of the students. The following activities are been regularly conducted by the college to make the learning activities more

student centric.

- **Experiential learning:**

The teaching learning process at the institution is focus on experiential learning. The various courses / subjects that learnt by the students are then practically applied in controlled setting during Physical Education lesson and ground activities. The college organizes field trips & visits to well-known and outstanding educational institutions, modernized & well equipped sports facilities, sports stadium to get experience and during the visit the students held interaction with the authorities of the institution so has to understand and to get latest information about the tools equipment's and their applicability. The above mentioned events organize by the college helps in experiential learning, understanding and implement skills, knowledge in real life situation. The organization of intramural by the students guided by faculties builds organizational skills & managerial skills in students. The theory course of management in sports and physical education provide theoretical understanding about organization and management of the events. The organization of fitness, skill & physiological testing provide ample opportunity for students to bridge the gap between theory and actual practice. There are lots of problem solving projects such as statistics, measurement and evaluation, sports injuries & biomechanics given to the students. They deal with this problem solving projects and provide solutions. The internship programme exposed them to work in real life situation and provides an opportunity to use the various learnt skills in to practice.

- **Participatory learning:**

The college is utilizing participatory learning so that students can effectively associate with the learning cycle. In this learning various strategies like group discussion, assignment and projects are given to students so that they can improve the quality such as communication skills, co-operative learning and leadership qualities. The organization of cultural activities, National days, National sports day, S anvidhan din, Prerana din, Marathi Rajbhasha din provides an opportunity to the students to show their talent and inbuilt qualities. The cleanliness campaign, sports for blinds, elderly people and tree plantation inculcate the quality of social responsibility among the students

- **Collaborative learning:**

Most of the activities are collaborative wherein, students learn and co-create. Each students has his own unique way of learning ideas, doing activities and skill application. The group projects, internship groups and activities make them work in collaboration and share the learning experiences. Working in a small group makes student learnt more effectively with creative ideas.

Online mode:

The pandemic situation has been demanding both teacher and students with new online mode of teaching. Initially this mode was difficult to utilize as not all the teachers are familiar with the technology but at the time passes both teacher and students have been well versed with the online mode of the teaching learning and are using different online mode effectively to transfer to the students.

The college and staff have been in to implementing learner centered, innovative strategies to enhance teaching learning process

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

2.3.2

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

Response: 0

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

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

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: 80

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

Response: 220

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

The college has well planned and continual monitoring system to reduce stress of the students and for developing professional attributes.

- Mentoring and guidance of optional subject and Physical Education subject lesson- the students of B. P. Ed. Admitted in first year are divided in to groups with faculty as a mentor. These students have one to one communication with the concern faculty member. They seek the guidance pertaining to physical education lesson as well as school subjects. The concern faculty member discuss the issue raised by the mentee and accordingly solved the issues. The mentor-mentee is ratio is to approximately 1:15/17

- **Mentor for Research:**

Master degree students are divided among the faculty member for research guidance, paper presentation & poster presentation. The informal meetings are held regarding the guidance of research topics selected by the students for their dissertation work. As and when there is conference, seminar & workshops. The students are instructed to participate and necessary guidance for paper as well as poster presentation are provided to them. The mentor-mentee is ratio is to approximately 1:3

- **Mentoring for organization of Intramural:**

The students gets chance to organize intramural, inter-house competition, athletic meet and other curricular activities throughout the year. The respective faculties as activity Incharge discussed the administrative and procedural part about the organization the above mentioned events/programmes. The necessary inputs are given to the organization group for effective and successful organization of the

events. The mentor-mentee is ratio is to approximately 1:15/16

- **Students-teacher interaction:**

The mentor mentee system is planned such a way that there is continual interaction between mentors with the allotted mentees. During the interaction the mentor encourages mentees to participate in the event, activities and programme specifically organize for them. Mentor also take care of the week students (both in theory and practical). Such students are given additional guidance for their professional growth and developments. The mentor keep in touch with the parents on – attendance, performance of the test/examination and overall development of their child.

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

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students..

Response:

Innovation and creativity in education encourages teacher and students to explore, research and use all the tools to uncover something new it involves a different way of looking at problem and solving them. The thinking process that goes into it will help students developed their creativity and problem-solving skills.

The teaching learning is planned with a view to develop student ability. The innovative teaching practices and strategies develop intellectual and thinking skill in students. The teaching learning process in the college is beyond the four walls wherein students are exposed to learn much by going into real life situation and applying the knowledge they have learned. By engaging in various projects by college students improves various life skills such as communication, interpersonal relationship, critical thinking, leadership & decision making etc. The innovative technique used in internal assessment process nurture creativity and innovation of the students. The social awareness activities conducted by the college such as health, fitness, cleanliness campaign, tree plantation, yoga classes, Sanitation, competition for blinds elderly people improves the social responsibility among the students. During the practice teaching lessons of physical education and school lessons and their creativity and innovativeness can be seen in preparing the modified, attractive and technology-based lesson plans, teaching aid. During organization of intramural, inter house competition, athletic meet and other curricular activities developed quality such as leadership, creativity, innovative, and decision making etc. Camp is such another event which helps students to develop their creativity, innovativeness, and thinking skills by way of engaging various plays, scenes, human model, soil model etc. The college encourages student and see that the various activities, events and programme are organize in such a way that they these activity nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

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: D. Any 2 or 3 of the above

File Description	Document
Documentary evidence in support of each selected activity	View 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: C. Any 2 of the above

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

2.4.4

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

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

Response: C. Any 2 of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

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

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

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	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: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Education is a noble profession, through this profession teacher can give shape to his country & the world as well. Teachers are not born but they can be made by teacher education. Teacher education is divided into pre-service teacher education programme and in-service teacher education programme. Internship is an important component of pre-service teacher education programme to provide field experience to the trainees. The college provides experiences of practice teaching an opportunity to participate in activities of the school like a regular teacher. College has planned this program by considering it's important to shape the trainees into an effective teacher of tomorrow. To maintain the quality of teacher education the college has made mandatory to the learner to participate in practice teaching and internship for at least 15 days in Secondary and Higher Secondary schools. All related records pertaining to the practice teaching and internship program are maintained and certified by the Principal /Head of the Institution.

Systematic control over of internship: -

The learner should maintain following record

- A file containing notes of lesson given and criticism made therein.
- Observation Notebook of Practice teaching lessons observed in school
- Practice teaching Records of Micro teaching, Simulation lesson, Demonstration lesson, Unit allotment, Timetable, Distribution of Supervision, Evaluation Sheets and Cumulative Records are maintained by the institution/Department.

It is compulsory to the learner to remain present in the practice teaching schools throughout the session of the day and apart from his/her own lessons he/she should be given exposure by giving assignments from time to time to the other aspects of academic and administrative areas of the school functioning such as preparing time table, yearly/monthly/weekly/daily planning, attendance, fees, dead stocks registers, meetings, progress cards, maintenance of infrastructure and facilities, tie-up activities, interclass competitions, interactions and feedback from the teachers, students, and other stakeholders of schools, resource management, governance and other programmes /activities related to school functioning.

During practice teaching and internship, the learner should conduct at least 15 practice teaching lessons (including simulation lessons and school lessons) and he/she will be evaluated for marks out of 100, out of which 10% weightage of marks should be given to other relevant aspects of internship (as mentioned above) except actual practice teaching.

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: 19.83

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

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	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:

During internship the college tries to adopt an effective monitoring system. Due to the time limit and the workload though it is not possible to involve all the faculties in internship therefore the teachers are rotationally given duties for regular monitoring of the trainees.

The lessons were observed based on the criteria and the components set by the college. The mechanism is also enforced to monitor the behavior and conduct of the trainees during their practice teaching activities. As and when required the coordinator or the monitor provides necessary guidance and make changes accordingly with the permission of the school authority as well as the college. Indirect monitoring, he is also enforcing wherein video recording is made and the same is projected to all the students and feedback were given, after the feedback be necessary corrections are made with the help of guiding teachers and are incorporated in the next lessons. The feedback is also obtained from the respective schools to enhance the student's ability in the teaching methodology as well as the overall performance in practice teaching.

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: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
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: 90.91

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:** 90**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 09

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:** 20.7**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 207

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**

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

Response:

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

1. In-house discussions:

The college organizes regular in-house upgradation programs. IQAC conducts Faculty Development Programs on a regular basis with the help of in-house faculty & few outside experts. We ensure that we include field related topics and other essential topics from allied areas in the discussions and activities. Topics such as Google classroom, constructivism, from teaching to learning, Innovative teaching methods, teaching styles, research & academic writing, National Education Policy, new NAAC process, Authentic assessment, classroom assessment techniques, Audio-culture etc were discussed with experts from outside and in-house faculty.

1. Sharing of information with colleagues & other institutions:

The college ensures organizing academic events each year for professional development. Seminars, workshops, conferences, training programs and FDPs are routinely organized and attended by the college teachers. Teachers participate in the orientation & refresher courses, FDPs, webinars, short-term courses. The faculty members also participate in national, international academic conferences etc. as resource persons, keynote/lead speakers/delegates & present their research work and also promote master's & research scholars to attend. The teachers go to various states and countries to attend these programs. Master's degree students are taken on an academic tour to various places to attend these PD events. College has conducted several online & offline programs singly or in academic partnership with other renowned institutions. Every staff member participates on average at least once every year. The faculty members have participated in approximately more than 23 such professional development events. The college has organized national, State level conferences, workshops, webinars during the pandemic.

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

The institution ensures that the student teachers develop proficiency for working with children from diverse background and exceptionalities through the teaching of individual differences, inclusive education, equality of educational opportunities, removal of gender disparities from theoretical standpoint of the curriculum transaction. And through the organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum from practicum standpoint. The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways. Through the Information Board and Notice Board of the institution. From the members of the managing committee,

Teaching and Non-teaching staff of the institution, Personal meet with the principal of the institution, Through the participation in the academic and cultural programs of the institution, From the website of the institution which is functioning in up-to-date form. The teacher educators collect more information from websites to find useful teaching ideas, or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched. Exploring our own classroom practice is yet another innovation that is under experimentation.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

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 in-charges separately for theory and practical internal as well as University examination. In tune with the reforms made by the Parent University. the internal evaluation system of the college is revised from time to time and is communicated to the students.

The respective in-charges prepares the internal examination timetable and presents it in the Planning meeting for finalization & information to all. The college strictly follows the calendar and for any unwarranted situations, changes are made & conveyed to all. The procedure providing details of the evaluation process is discussed and shared with the students.

For B.P.Ed 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: Project, Presentations, Online MCQ test, oral test Group Discussions etc. In addition to internal assessments the college organizes different seminars, workshops and conferences, testing programs to monitor student learning.

For M.P.Ed courses, the college conducts a minimum of four internal tests. Following Assessment techniques were used: Written test, Project, assignments Presentations, Online MCQ Exam, Group Discussions 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 in charge 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 Incharge, principal and the respective course teachers monitor student achievement and progress. In case of low performance of the students, they are guided for 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.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View 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
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	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 Incharge conducts the examinations. According to the rules of Parent University, Principal takes decision of grievances of the students on evaluation if any. The following mechanism is followed for Grievance Redressal in Evaluation:

Grievances related to university examination:

Any Grievances related to 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 is resolved promptly by communicating with university.

Grievances related to the question paper are reported to the university by the Incharge 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 photocopy 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. The grievances are sorted out by the Incharge as per the rules of college policy. All internal examinations are conducted adhering to the norms of Mumbai University. The grievances related to similar topics are resolved as:

1. Students must approach to the in charge.

2. The Incharge will consult with the respective teacher.
3. After taking an opinion from the teacher the student will be informed accordingly.
4. The process is completely transparent, and time bound.
5. 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.
6. In case the grievance is not resolved he is suggested to approach the principal for further resolution. The principal consults with the in-charge and concerned teacher and resolves the grievance.
7. The practical assessment is seen by in charge 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.
8. In case of grievance in practical assessment the student follows the similar procedure as that of theory internal assessment. The student contacts the practical 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
Link for additional 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. The Incharge of the practical and theory 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, examinations, holidays/breaks, intramurals, cultural programs, camp, sporting events, conferences, workshops, etc. is discussed. Each department resents 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 practical. Academic subject's evaluation is done minimum twice in a given semester; the dates of evaluation are announced 15 days earlier. 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 courses 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, skin fold calliper etc. for assessment of fitness. Various events like intramurals, Athletic meet, curricular / co-curricular etc. are organized to foster relationships with colleagues, community and associated agencies. All the PLO's are correlated with CLO's and are important for overall development of the students.

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

2.7.2

Average pass percentage of students during the last five years

Response: 98.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	116	98	110	106

File Description	Document
Result sheet for each year received from the Affiliating University	View 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 43 years has tried to created its unique 'BPCA' brand within the jurisdiction not only in the Mumbai but also in the State. 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 practicing schools.

The staff also sees that the syllabus is 100% completed. The college arranges different lectures, talks, sessions by experts to see that the learner achieve necessary skills to become a competent 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 guided for remedial programs. The remedial program develops and creates a favourable environment to achieve necessary traits. The students with Socio-academic background 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 teacher's observation) are given extra opportunities for assessment. The remedial program coordinator analyses 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 assessment techniques. More opportunities as well as different assessment tools considering the types of learners is undertaken.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 84.03

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

Response: 100

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
Any other relevant information	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 as well as during practical sessions & identify the students on the basis of their achievement & program. 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 to 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
Any additional information	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: 3.78

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: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	06

File Description

Document

Sanction letter from the funding agency

[View 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: 3.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	19.00

File Description

Document

Sanction letter from the funding agency

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	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: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document

3.2 Research Publications

3.2.1

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

Response: 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	03	11	15	05

File Description	Document
First page of the article/journals with seal and signature of the Principal	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:** 2.7**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	18	09

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	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:** 2.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	04	04	04

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View 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: 24.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	103	111	111

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

3.3.3

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

Response: 43.49

3.3.3.1 Number of students participated in activities as part of national priority programmes

during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
122	121	103	111	111

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:**

BPCA CPE supports the training and gymnastic coaching centre run for the students from the community at the college campus. Our alumni run the centres to coach and guide the trainees with no loss no profit base. The Gymnastic centre is a collaborative approach of the institution with **Ajay Gym Club** with modern sophisticated equipment's coach the outstanding Gymnast to progress at higher level.

The student council & teachers organize social initiatives; they take responsibility for planning & executing the programs effectively. For sensitizing student's tom social issues, the students are made to participate in SUCHHA BHARAT ABHIYAN, CLEANLINESS CAMPAIGN, Eco. FRIENDLY CAMPUS the college also organizes competitions for blinds, conducts yoga classes for elderly citizens.

The college also supports the nearby schools to conduct their Physical Education and Sports activities on their request. The college happily accepted their request and provides support of Physical Education and Sports activities. Every day one current student from college goes to school campus and conducts PE & sports activities as per the request of the school.

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 as well as offline workshop to guide about 'Online PE' for PE teachers, coaches who teach PE programs in schools, colleges, and play centres.

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 in collaboration with CACPE Pune organized a talk on National Education Policy by Dr. Sanjeev Sonawane, Dean-Inter-Disciplinary, SPPU to provide guidance to PE professionals about the NEP2020.

The Tree Plantation and Plastic Free surrounding program were organized by the college taking

environmental aspects into consideration. Through this program, tree plantation was done at campus. A plastic-free surrounding drive was taken during the visit to make the surrounding area plastic-free. The college students, faculty whole-heartedly participated in this drive.

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: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	01	01	00

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 2

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

Response: 02

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	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 infrastructure and facilities as prescribed by the authorities.. At first floor it has Human Performance Laboratory (HPL) Anatomy Physiology lab and Athletic Care lab, which is equipped with fitness, anthropometric, psychological, physiological, Sports Medicine etc. testing facilities, that are used by research as well as other students for gaining knowledge regarding fitness, anthropometric, psychological, and physiological testing. The Computer Laboratory has 26 computers, a projection system, and an internet facility. The students use the computer laboratory as per timetable for their Technology-based teaching practical and get familiar with technology and uses it during practice teaching lessons, assignments, projects etc. while M.P.Ed students use this facility for research work, advance coaching lessons and projects and assignments purpose.

The college has a huge lecture hall (100 seating capacity) with LCD projector and AV system which is used for multi-purpose activities and for common programs. The college library has one of the finest collections of books, journals, magazines, etc. It has 4 computers with internet facility which are used by students for research, complete their projects and thesis, assignment etc. Students make extensive use of the library for gaining knowledge and information. The BPED and MPED students also use the computers in the library for completing their assignments or for gathering more information through the internet and available e-resources.

The **optimum utilization** of the infrastructure of the institution is done as

under:

- **Library facilities** are availed by the students (present & past), the faculties as well as outsiders attend every day from 10.30 a.m. to 6.00 p.m. on all working days. This facility is also available during Diwali Vacation, Winter break as well as summer vacation. The library facility is also extended to research scholars of the University of Mumbai as well as S.N.D.T. University for referring research literature.
- The **playground** as well as activity hall of the institution apart from PE activities of the college are extended to various organizations/Associations /Schools/ Colleges for conducting their various sports and games competitions. The infrastructure of the College is mainly utilized for various courses and Research center from 7.30 a.m. to 6.00 p.m., every day excluding Sundays and holidays.
- Along with busy schedule of theory lectures, the **classrooms** and lecture halls of the institution are fully utilized by many other organizations/ institutions for conducting seminars, workshops,

and meetings for the social and educational purposes.

- **Gym facility** and multipurpose halls are also being utilized for conduction counseling services, and training purpose (Fitness & Yoga) for the community during 6.30 am to 7.30 am and 6.00pm to 8.30 pm.
- Our **sports stadium** is utilized throughout the year during intramural competition and other competitions being organized as per the course of study. This facility is also optimally used for conditioning programmes of the College students during rainy season. It is fully used during National, State, District level competitions in Kabaddi, Volleyball, Gymnastics, Mallakhamb, Chess, Taekwondo, Jodo, Kho-Kho, Wrestling etc. During the vacation period this infrastructure is utilized for conducting various sports training camps and competitions.

The institution has the following laboratories with sophisticated facilities and equipment's.

1. Information and communication technology lab/computer lab.
2. Anatomy, Physiology and Health education/sports medicine and human performance and athletic care lab.
3. Education technology and sports psychology lab.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	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: 100

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

Response: 04

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

Response: 04

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

4.1.3

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

Response: 53.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
46.2	0.032	00	00	00

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 library is well recognized for its unique collection of resources on Physical Education, Sports Sciences, and also various other subjects. Through OPAC, the books can be easily searched by title, accession number, author, keywords, and subject wise.

The library office has a computer facility dedicated only to library work. Other than this one more PC

has details of the titles, books, journals, etc. in the library reading room which the students and staff can access if required. Other than this the library reading room has 4 more computers which can be accessed by the students for educational purposes. It also has an active internet facility. All the computers facilitate highspeed Wi-Fi and Power backup facilities for interrupted service.

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:

B.P.C.A.'s College of Physical Education library provides access to N-LIST (the college component of E-ShodhSindhu), Databases, Shodhganga, E-Books and some E-journals.

- The N-LIST is a college component of the E-Shodh Sindhu for which the access has been enabled since 2014. The N-LIST resources are used by the faculty and students for their research work. Through this the students and faculty have been accessible to 6,000+ journals, 1,99,500+ ebooks under N-LIST and 6,00,000 ebooks through NDL.
- Access to online theses and dissertations under “Shodhganga” which is an online repository under INFLIBNET, is available in open access domain to the institution. However the membership is not available to colleges as per the INFLIBNET rules.
- The College access e-books under the N-List program which are available to the faculty

and students through remote access.

- The College library has subscribed 02 E-journals, which are used Staff and by the B.P. Ed, M.P.Ed. and Ph.D. Students

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

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

Response: 1.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.21	1.25	1.52	0.69	1.20

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
Any additional information	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: 0.86

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: 35

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: 42

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: 71

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: 98

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: 00

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

4.2.6

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

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

4.Documents are obtained as gifts to College**Response:** 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 A total of 27 computers with latest Hardware and software configuration with internet facility (Lan Card as well as WiFi). The college has an annual maintenance contract, and the agency sees to the updation and maintenance of the ICT facilities in the college. Along with the computer lab, the college has 04 computers in the library that the students can use for knowledge gaining, Educational Material searching, searching of review of related literature, Dissertation, data analysis and thesis completion work and for Assignment submission work. The college also has the PAW SPSS 18 and SPSS 21 version software students of PG (M.P.Ed. & Ph. D.) use for various purpose of dissertation and the thesis, test measurement practical, preparing projects, and other ICT work. The classrooms are having Smart Board facility with LCD projection systems and are also maintained by the AMC agency. The college updates the ICT facilities as per the requirements of the students, staff, and office. The internet facility is the need of the hour and for students to use it.

The college initially had limited internet access for the students in library only but considering the increase in online teaching and requirements the whole building has WIFI facilities with updated plans and modem.

College initially had only three routes in college 02 in college building and 01in Association office to avail internet on ground too. A new 05 Wi-Fi routers of 100 Mbps speed with unlimited data per month was installed in the month of February 2021.

The college updates the ICT facilities from time to time and whenever required Earlier the ICT facility were not adequate and sufficient but in the year 2019 the college has received grant from RUSA, the college has purchased new 26 computers and updated the lab.

The college updates its projection and AV system regularly and also has Projection systems in classrooms with the help of RUSA Grant. The college also has a 01 mobile LCD projection system to be used wherever required. On the First floor of college, all the Projection systems & WIFI routers are newly installed in February 2021.

The college updates the ICT facilities considering the needs of the students, faculty, and office staff. The facilities are continuously under the check of the AMC agency and the college staff and committee decide on updating the same whenever necessary. The office has 05 PCs and has also been updated to cater to the needs of the administrative work. Currently, the college has installed internet facility separately for the office, IQAC, ICT and library. New internet modems have been installed in the Office, IQAC and ICT and the library.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.55

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 96.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.40	20.49	20.19	16.02	20.35

File Description	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:

procedures for maintaining physical facilities: - for maintaining college premises and some physical facilities, Bombay Physical Culture Association has given contract to Rhythm Hospitality. other facility like laboratory, library, Sports Complex, Computers computer rooms classroom etc are maintained by following way

1. **Laboratory:** the college has 3 laboratories namely Education Technology Laboratory, ICT Laboratory and Anatomy, Physiology Human Performance and Athletic Care Laboratories with all and necessary amenities. All the laboratories have fully equipped with necessary equipment. this equipment is maintained and repaired after the annual physical verification. equipment's those are damaged where right off and equipment those are repairable be repaired in the next academic year. documents related to physical verification of equipment are maintained by college time to time.
2. **Library:** - college library is situated on second floor, it is maintained by librarian under the guidance of library committee. All related documents of maintenance of library. Whenever needed, with the permission of the authority college librarian called a meeting of library committee. Library committee discuss on the agenda and take discission. In the meeting the committee has decided purchase of new books, write off damaged books and purchase of new necessary books and software. Responsibility of maintenance of the documents like book lending, book lost, students visiting register are of the librarian.
3. **Sports Complex:** - The college has its own Sports Complex in the premises of college namely gymnasium hall, audience stadium, multipurpose halls for the game like badminton table tennis, wrestling, etc. gymnasium hall is fully equipped with the international standard gymnastic equipment, and it is maintained by the college. Every year in the month of March/April college has organised physical verification. after physical verification equipment's those are damaged kept in front of the committee to take decision of write off. if the equipment is repairable the college made necessary arrangement to repair the equipment from local venders.
4. **Computers:** - college has 27 computers kept the in-ICT lab. These computers are used to give ICT training to the student. every year the ICT lab are physically verified by the Incharge of ICT lab. To maintain the computers and other ICT related facilities college has given contract to INMAC computer services. ICT Incharge who has enough knowledge and information about maintaining the computer and software. Detail information related to maintenance of computers, software, Internet facilities are recorded. The AMC technician cheeks the functioning and doe repair and maintenance as and when needed. Students are allowed to use the computers by following the rules and regulations laid down by the respective labs. Students convey any requirements regarding the application/software to the ICT department.
5. **Classrooms:** - in the college classroom has modern teaching equipment has installed. smart boards, overhead projectors and public address system. smart boards send its related software's are maintained and updated bye the company from which the whiteboard is purchased. Library.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more 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: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

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

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 27.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	46	42	28	38

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

5.2.2

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

Response: 31.09

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 30

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

Response: 00

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

Response: 07

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: 2.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	03	02	00	02

File Description	Document
Upload any additional information	View 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 beholden medium between the students and the faculty or college and even to the 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, visits, etc. the views of the council are taken into consideration. The members of the student council are involved in the organization of all the programmes, events and activities organised by the college as well as institution

CDC and 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 – most of the social activities are managed by the council along with the faculty Incharge. Swaccha Bharat Abhiyan, health and fitness awareness programs, cleanliness campaign, tree plantation and few other social programs are handled by the council under the guidance of the Incharge.

Student Induction – During induction program for the first year newly admitted students. The members of students Council are involved 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 and Other Programs - The student council is an integral part of the intramural program. The student council works together with the intramural Incharge 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 in-charge. 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 visits to other educational institutions, Cultural programs, Annual Gathering and annual Prize distribution function.

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

5.3.2

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

Response: 10.8

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

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

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	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 though it is not registered but is very much functional and active.

- During the last five years the alumni assisted the college in different ways. Sports academies on campus - The sports and fitness academies (Rhythmic Gymnastics, sports training center, Gymnastic Centre) in the college campus are managed by the Alumni. Through these 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 for conducting technical Officiating classes and Examination (Volleyball, Kabaddi, Kho-Kho, Athletics, Langadi and Wrestling). Alumni also helps in the extension / Value Added courses (CCPFT and CCGMT). They attend the regular sessions and guide the students free of costs or at very nominal rate. The Alumni also assist the college in different assessment activities like Internal assessment of practice teaching lesson and specialization. They also help in organisation in intramurals, athletic meet, national days and other extracurricular activities
- Their assistance in the placement process is of great value to the college and they also provide inputs to the departments about the stakeholders and industry requirements. Many have provided placements in their respective schools or nearby institutes while many of them are placed in sports clubs / gyms. The Alumni are outstanding in publicizing the College and have always been a thriving force.
- Program/Workshop: Alumni has conducted different workshops / conferences on various topics related to Physical Education and sports. during COVID, the alumni has conducted conference on yoga for stress management on 21st June, 2020. The workshop was attended by 70 teachers and 48 general people. Also a seminar on Statistics and research methodology was organised for the Ph.D. scholars of the Institution, Mumbai university, Students of SNDT University and others. The workshop was attended by more than 87 participants.

The CDC and IQAC has one representative from the alumni association as a member. This member can express their views in the meetings and make suggestions on the functioning of the college.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. Motivating the freshly enrolled students

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	03	02	02

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

5.4.4

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

Response:

The Alumni association has been a supportive hand in all the activities of the college. It has always shown keen interest in providing support in the way the college needed for the successful organisation of 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. 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 way of assisting faculty in PE activities, training in research, conducting pre and post-test etc. guiding in conducting PE lessons the students. They share their experiences and their knowledge and skills with the students and help them achieve higher performance and acquire skills.

Students are motivated to gain knowledge and skills through various activities outside the college.

As already mentioned, the Alumni is a member of the CDC committee and has many times given valuable suggestions 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.

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.

The alumni also support the internship program by providing schools for internship programs. The alumni nurture 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.

The Alumni also assists the staff members during intramurals, Athletic Meet, organization of Conferences, Seminars and workshops.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The VISION of the institution is ??? ?????????? ?????? means strength for nation building – by empowering youth with Physical, Mental, Intellectual, Emotional and Social Fitness blended with Integrity and Harmony, Whereas our MISSION is facilitating Physical Education, per excellence, preparing a cadre of professionals matching global standards, who are not only physically fit but have quest for intellectual excellence through world class research and above all have ability to produce good citizens with healthy body and sound mind having human values with responsibilities. Although the Physical Education has been accepted globally as a profession with better academic status through university education. This gave birth to BPCA's College of Physical Education in 1978, with a view to prepare qualified and competent teachers in Physical Education as well as for promoting research in Education, Physical Education and Sports Sciences, and for rendering Health-Fitness related services to the community.

The goal and objectives of our intuition are aligned with its mission and vision. The goals and objectives of the institution clearly reflect its mission. Considering the objectives, the institution is preparing qualified professionals by rendering excellence services, taking into account the needs of the schools, colleges and various organizations. Along with such objectives, this institution traditionally aims at the need of producing good citizen with human values to build up a healthy nation.

Though the college has achieved its aims and objectives satisfactorily and as **BPCA BRAND** as well as a unique standard and is still striving hard to uplift the progress in all the field of Sports Science and Physical Education. At present, it has to its credit pioneering efforts after making quality physical education available to students. By adopting the principles and philosophy of the Association, the present leadership of Bhartiya Kreedha Mandir provides a clear vision and mission to the college. The leadership endorses teamwork towards a common vision, and to direct individual accomplishment towards organizational objectives. During the last 44 years, the achievements of the college have been remarkably significant. 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 Management provides facilities required for effective implementation of the program which includes advanced technological facilities

like modern Laboratory equipment, IT facilities, excellent physical infrastructures such as laboratories, library, sports facility, classrooms, and other allied infrastructure. The funds of the college are optimally allocated and efficiently utilized by a proper budgeting system. The leadership and governance have led to the achievement of administrative and academic excellence.

By taking the cognigence of the achievements and the contribution of the college in the field of Physical Education and sports the college has receive Grant of Rs. 2,00,000,00/- (Two caror) by Rashtriya Uchhatar Shiksha Abhiyan (RUSA) under their scheme of “Infrastructure Grant to Colleges” for upgrading the facilities and infrastructure of the college for quality education.

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
Any additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

All most all the activities and function of the institution are carried out by the various administrative and academic committees involving teachers and students at the College. The coordination of the activities, programme, events etc. controlled by the various committees and is done well under the administrative head of the College by conducting the meeting of the teaching faculties and non-teaching from, time to time. For running various academic and administrative functions efficiently and effectively, the decision taken by the concern committees and sub- committees are considered in the staff meetings.

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

Few examples:

- CDC
- IQAC
- Internal Complaints Committee

- Anti-Ragging Committee
- Students Grievance Redressal Committee
- Career/ Guidance / Counseling/ Consultancy / Placement cell
- SC-ST cell/OBC cell/Minority cell
- Attendance Committee
- Mentoring Committee
- Research advisory committee
- Extension Activity committee
- College Beautification Committee
- Hostel Committee
- Purchase committee – Sports Material, Library books, ICT and Human Performance lab, and stationery related to the lesson department.

Internal Complaints Committee

The details of the Internal Complaints Committee Members' names and their phone numbers are displayed in the college office & are visible to all. Students are briefed about the working of the committee at the start of the year. They are ensured that grievances will be resolved with honesty and confidentiality maintained. The committee has resolved the complaints systematically and proper justice is made.

Anti-Ragging Committee

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

Attendance Committee

It looks after the attendance of students, gives timely notices to students who default attendance, and encourages them to maintain desirable attendance. The final decision is taken by the committee members after studying the records of the defaulters. If needed in some cases the strict action/s are initiated as per the guidelines of the university.

Extension work of College Building

A special grant of Rs. 2,00,00000/- from RUSA was sanctioned out of which Rs. 1,00, 00000/- was received in the first phase under the scheme of “Infrastructure grant to colleges” the outer structure of the administrative building is renovated. The internal structure i.e. Classroom, Labs, Hostel will be renovated after receiving the remaining grant of Rs. 1,00,000,00/- in the second phase.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

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

Financial:

The college has created a payment gateway 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 noticeboard. The college recommends students pay fees through the cheque or fee in cash and a receipt of the same 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 with regards to 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. 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 as well as during library orientation programme. All the activities in the syllabus are conducted and completed. In addition, optional activities for the overall development of the student are conducted. The faculty is actively involved in the teaching-learning process and finishes the allotted syllabus in the stipulated time. The staff confirms their presence for scheduled lectures and in case of inability to conduct lectures are adjusts with other staff and tries to compensate by taking extra lectures. Some value-added courses during also made part and parcel of the academics which is conducted in holidays, vacations and after college hours. The peer feedback and student feedback on teachers and college facilities 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. The schedule of Internal Examination are displayed in advance on the Notice Board. Practical internal evaluation is done by two examiners to ensure fairness in evaluation. No malpractices in internal as well as external examination are permitted, and strict action is taken against defaulter students.

Attendance:

The college follows strict attendance practice through daily attendance record. The monthly report of the Attendance - practical and theory are maintain and of the students whose attendance is found below 75% in the respective months as per University guidelines are intimated through letter and accordingly the action is initiated against such student/s.

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:**

The changes resulting from the action plan are accomplished and sustained by providing necessary requirements from time to time, and for this fund are generated through collection of fees, grants, donations, development fund and outright grants from the management. Human resources (if required additionally) are made available with the consultation and approval of management on temporary /Ad hoc/contract basis.

Academic planning is done by the various committees and concern faculties under the leadership of the head of the institution. The procedure of developing and deploying the academic plan is as follows:

- The academic calendar for every academic session is prepared well in advance, and well before the commencement of next session. It is prepared by the faculty Incharge of theory, practical, practice teaching and extension activities, with taking in to account preplanned programmes and activities.
- Further, separate annual plan is developed for theory, practical's, practice teaching and ICT, by considering its place in the annual calendar and relevant various components of the said activities.

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 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.

During the year 2020-21 a different online method for transaction of the syllabus was planed by the faculty. The college has strived to achieve 100% results and uses different student-centric methods in achieving 100% results.

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

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

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

BPCACPE has a basic administrative set-up and organizational structure for efficient decision-making procedures. The management of the institute provides leadership and guidance to the college without interfering in the daily functioning. The I/C principal of the college heads all the executive committees and provides guidance and a systematic administrative mechanism. The college administrative setup is based on guidelines given in the Maharashtra state university act 2016. The following Executive committees are formed to deal with the various administrative and academic aspects.

1 CDC- College Development Committee

2 a) Student Development Cell

b) Students' Grievance cell

3. IQAC

4. Internal Complaints committee

5. Anti-ragging committee

6. Minority Cell/SC-ST/OBC cell

7. Purchase committee

8. Attendance Committee

9. Mentoring Committee

10. Research advisory committee

11. Extension Activity committee

12. College Beautification Committee

13. Hostel Committee

The executive committees and the respective committees are responsible for developing policies for effective academic & administrative functions. All the stakeholders are acquainted with the policies and procedures from time to time. BPCACPE adheres to the rules and regulations for appointment, service rules mandated by the governing bodies such as NCTE, UGC, Govt of Maharashtra, and University of Mumbai.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	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. Some such decisions taken by the IQAC is presented below:

1. The meeting of the college IQAC was conducted online on the 4th July, 2020, at 11 am. The IQAC coordinator suggested in Agenda 3 that due to the Pandemic situation and the financial crunch to the most families to consider the payment of fees to be collected in slots of Rs.2000/-, Rs.3000/-, and Rs.5000/- whichever is suitable to students. Members discussed the proposed idea and resolved that such flexibility in paying the fees will definitely help and reduce the burden on the families further, it was also decided that this decision should be continued till the normalization of the situation. Dr. Maru and Dr. Hotkar seconded this resolution.

1. In the meeting of the college IQAC held on 10th August 2020 The IQAC coordinator read a letter written by some of the staff members mentioning their problems and difficulties in online classes. The coordinator suggested in the agenda no. 4, that we should organize two days online guidance to all the faculty to make them familiar with online teaching technology at the earliest. The senior faculty Dr. Dhokrat took the responsibility to make an arrangement of the two days guiding session for the staff. It was resolved that the two days guidance session should be conducted in the third week of June, 2020. Dr. Shelke and Dr. Joshi seconded this resolution.

1. In the said meeting the coordinator suggested in the agenda 5, that every faculty should conduct at least two online mock MCQ and descriptive tests to make students aware about the online examination, as well as they should also prepare the question bank and subsequently post the same on the respective official what app groups. After the discussion it was decided to prepare the question bank in the three languages, get it checked by the course coordinators and the prior to the two weeks of the University examination it should be posted on the students' official what app groups. Dr. Kawade and Dr. Asai seconded this resolution.

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

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The financial welfare i.e., payment, leaves, etc. of the staff and non-teaching faculty is provided as per the government guidelines and Policy. Employees Provident Fund as per PF rules. All the teachers are given PF benefits right from the day of their joining in the college. This is done as per requirements by NCTE and keeping in view the financial safety of employees or their dependents. There is a provision for receiving a pension monthly and a lump sum based on PF rules in force.

Encouragement is given to faculty for doing part-time Ph.D. or academic improvement. There are 09 faculty members who have completed their Ph.D. work and the college has provided support in terms of equipment, library, human resource, and duty leave. They were also sent on duty to be appearing for their examinations (if any). One non-teaching faculty completed his BA and B. Lib degree while performing duties in college.

SERVICE GRATUITY:

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

LEAVE FOR STAFF MEMBERS

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

Other Benefits:

1. Gym and other infrastructural facilities for fitness and sports which are governed by the college or mother institute are freely accessible for the staff.

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

3. Non-teaching staff who have improved their qualifications with the help of the college on part-time were given on duty leave for attending the classes which have been specified by the institution

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

6.3.2

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

Response: 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

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

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

6.3.3

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

Response: 0

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

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

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: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	01	00	02

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:

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 authority's viz. Performance Based Appraisal System (PBAS). In this scheme, the performance s are classified into three categories

1. Teaching, Learning and Evaluation related activities
2. Co-Curricular, Extension and Professional Development related activities
3. 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, Measures for the Maintenance of Standards in Higher Education, together with all amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

- The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution receives the grants from the Grant-in-aid authority (i.e. state govt.) In addition, the institution also receives fees from the students as prescribed by the University and Government. The budget allocation is done on the basis of Income & Expenditure of the institution. The budget allocated for the past five years for various programmes is as under.

The accounts of the institution are audited regularly by the internal auditor (i.e. Chartered Accountant appointed by the Governing Body) as well as external auditor appointed by the Grant-in-aid authority. The audit is done by following standard procedure of the auditing, such as checking Cash book, Ledger, Fees Receipt Register, Expenditure Vouchers, service/ Bank passbook, Receipt and Payment account as well as issuing the audit report and audited statement by the auditor. There are no pending audit paras, objections regarding the audit of the institution.

For government funds, audits are conducted as per their norms. The utilization certificates verified and audited by authorized Chartered Accountant are duly submitted. Audit clarifications, objections if any are resolved immediately and anomalies cleared with utmost care and by promptly producing all required documents, bills, etc. There is a transparent and proper utilization of all allocated funds by the college as indicated by the Audit Reports received in the last five years. The college has been conducting auditing since its beginning i.e. 1978 and no irregularities or fraud have been detected in the audit.

Adequate controls have been exercised on the physical handling of cash, timely deposition of cash into the bank, recovery of fees from the students etc. due diligence and availability of supporting documentation at the time of making payments has been ensured at the time of audit. Accounting treatment as to capitals receipts/ payments and revenue receipts /payments has been also examined at the time of audit. No adverse remarks are mentioned in the audit report as regards to maintenance of accounts and bookkeeping done.

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)

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

BPCACPE is a semi-government institution. The salary funds for aided program are received from the State government for payment of salary of teaching and non-teaching staff. The funds generated through the fees paid by the students are utilized according to the different heads allotted. Additional funding is obtained through leasing out the infrastructure facilities, ground facilities, add-on courses, consultation, University funds, UGC funds, Alumni, etc. The college has formed a purchase committee and it takes decisions on every purchase. All the major financial decisions are taken through the permission from management.

Institutional budget is prepared by the principal every year taking into consideration recurring and non-recurring expenditures. Accordingly, all the administrative and academic heads are requested to submit the budget required for the financial year. A budget for that academic year is prepared considering the requests made from different departments and necessity. The college utilizes its funds in a transparent manner as per the heads prepared for utilization (teaching-learning process, infrastructure development, library, laboratories, sports and fitness equipment, study material, uniform, college programs and events, etc.)

Recommendations of the Purchase Committee: Quotations are called and discussed Negotiations are done on the same and finalized Purchase orders are placed

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

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

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

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

The college has Campus Environmental Audit (Green Audit) to Navy Blue Energy, Navy Blue Resources Integration and Solutions Pvt. Ltd. for energy audit, water audit, waste disposal audit, Environmental Quality Audit, Renewable Energy Feasibility and Green audit of the premises. Audit Team conducted the site visit of the premise during 7th to 10th March, 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 Navy Blue Energy, Navy Blue Resources Integration and Solutions Pvt. Ltd. and other activities in the long run such as,

- **Green Practices**

- Plastic-free campus
- Paperless office

Plastic-free campus: the institute provides resources and tools to educate students & communities on the environmental and health benefits of going plastic-free campus to minimize plastic consumption and pollution in the premises and the surrounding environment. The Plastic Free campus initiative aims to reduce single-use plastics in campus by encouraging students & faculties to make plastic-free commitments. The syllabus and other study material to the students. Moreover, most of the office communication is done paperless through email communication. Also, WhatsApp groups are created class wise to communicate any kind of important message related to examination to the students. The usage of papers is restricted in every possible way

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.

Cleaning of the campus is looked after regularly, adequate toilets, water coolers on every floor are available. The campus is known for its cleanliness, open spaces, and pollution free environment.

- **Code of Conduct –**

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

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

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

Feedback is also collected from different workshops, programs, conferences, seminars and other programs and events organized by BPCACPE and actions are taken accordingly.

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

Faculty observation - Since 2019-20 the teaching of faculty members were evaluated by two senior professors (outside the college) Dr. Manmath Gharote and Senior Prof. Dalvi. The faculty members were randomly evaluated by these eminent professors during subject teaching. After the evaluation Dr. Manmath Gharote interacted with the faculty members and suggested tips, tools and methods for better teaching and also appreciated the interactive teaching method employed while teaching.

Student Feedback on Teacher - The IQAC takes feedback from students about each faculty and their teaching courses. A review of the feedback received is conducted by IQAC & Principal and then conveyed to each faculty.

Workshops / Development Program - The faculty has always felt the need to upgrade themselves in the new teaching learning methods, techniques and practices. In order to gain more information and make the teaching learning process more student centric the IQAC has taken different initiatives like conducting workshops on teaching methods, regular discussions with faculty about best practices in teaching, circulation of articles on best practices by other faculties and institutes, etc. The following Faculty development programs were organized on teaching learning process:

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

All the professors in the college have been preparing teaching plans for their respective subjects IQAC has initiated using more technology into the teaching learning process. For the same the IQAC has conducted interactive and training sessions on learning technology-based tools for evaluation - Workshop on Use of Google classroom. Due to this workshop all faculty members have started using Google Classroom for evaluation, Zoom for conducting lectures and meeting with stakeholders and other teaching learning processes.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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: 3.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	4	4	6	5

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

College was accredited by NAAC first in 2004-05 for the first time. The college has successfully implemented quality initiatives based on observations made by NAAC.

Following are two examples of the initiatives taken by the college after every cycle of NAAC

- The NAAC had suggested exploring the possibility of having short term job-oriented certificate courses. The college through extension wing-initiated certificate courses, gym instructor, aerobics trainer courses and several students have benefited from these courses. The courses were designed and developed by collaborating with the experts from the industry and renowned health clubs and alumni involved in this field. The courses comprised theory and practical components and offered updated knowledge and skill development. Many students completing these courses either got job opportunities or started their own businesses. Large number of students and people from outside are certified. The college has collaborated with professional bodies for initiating job oriented short-term courses. The college encourages students to complete at least one certificate course along with their education.
- Research culture has become one of the priorities to institutional development. BPCACPE has started implementing successful practices for developing a research culture. “**Research Training Drive**” College provides the necessary resources and training to the stakeholders to become proficient in research. All the faculty members have successfully completed Ph.D. All the faculty has been trained to mentor the master’s research students; this mentorship has added to development in research culture. UG and PG curriculum includes research methods as an essential course thereby orienting all the students with theoretical knowledge about research. All the PG students conduct a research project and utilize their research skills, study skills, academic writing skills, data analysis skills and write a research report, they are also encouraged to present their research in conferences. The mandatory aspect of the research project certainly is challenging but it helps in understanding the rigor and helps a lot of students by motivating them to take up further higher studies & research. BPCACPE has grown into a research centre of high-quality research work. It is evident from the increased number of publications in the form of research articles in a number of reputed journals and books on various topics. The faculty and the students are keen on participating in national and international conferences, seminars, where they present their research papers.
- Number of students enrolling for PhD has risen, the college has eight in-house research guides approved from the University of Mumbai. Number of scholars completing PhD has grown substantially. The college has also developed its research policy for promotion and development of research.
- The faculty development programs are conducted to upgrade research knowledge and skills. The college provides resources and facilities for research. SPSS 22 software is available in the computer library. The library has subscribed to highly reputed journals also INFLIBNET for accessing good quality resources.

For second and subsequent cycles:

- **Innovative student centric teaching** - Teachers are exploring various innovative approaches to teaching-learning. They ensure student centric, active learning strategies in their teaching. eg Methods like problem-based learning, group discussion, constructivist-learning, cooperative-learning, active learning, self-directed learning. The IQAC encourages, educates the faculty to be innovative. Teachers have been using the modern approaches, and the IQAC felt the need to update faculty members about those. It is with this intent, a FDPs was organised during Pandemic period. It included presentations by teachers, discussion and brainstorming sessions. This workshop focused on modern teaching methods used efficiently for theoretical courses in higher education. This workshop proved to be highly beneficial for the faculty. This FDP proved to be highly fruitful as it was seen that most teacher-educators were exploring the use of innovative teaching methods by including them in plans and processes.

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

- Infrastructure development & improvement in the learning facilities

Since the second cycle, the college with our management support has continuously tried to upgrade the facilities and infrastructure. There has been a great development in the sports infrastructure and learning facilities. The renovated new sports equipment room has been designed in a way that ensures ease in handling, issuing and preserving the resources. The management has also provided us with the most modern auditorium with all the necessary facilities.

For Third and subsequent cycles:

- Research publications and certificate courses improvement in the overall facilities for quality education are the given emphasis after the second cycle of NAAC. All the faculty has completed MRP funded by the University of Mumbai.

- More workshops on research methodology and statistical Procedures were conducted under the guidance by Dr. D. N. Sansanwal for faculty, UG, Ph. D scholars as well as the scholars of University of Mumbai and SNDT. As per the guideline of NCTE the college has established Human Performance and Athletic Care lab.

The college has renovated the library and increases the sitting capacity as well as included number of books and added computer and internet facility.

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:

The Institute is very well designed from an Architectural perspective. It acts as a major benefit as the classrooms and staircases are ventilated using natural light and fresh air. The Institution has adopted various measures towards Energy conservation such as switch-off drills are practiced at present, the inbuilt power saving mode in every Computer is functioning, there are no Ultra-violet lights and any other harmful lights used in the premise, power saving tubes and lights were installed in all the rooms. The Institution is soon going to install Solar Panels which will further help it in meeting the energy requirements which at present is consumption of around 2000 units on an average (Monthly basis). Though comparatively the premises energy load is quite more as other lease offices are located in the premises it is the need of an hour to go for Solar Panel.

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

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

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 in the city like Mumbai and considering population of the city the Institution has enough and standard facilities to impart quality Education. The institution has enough space and the ground is surrounded by more than 45 trees and plants.

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.

The College is Appreciated for its steps towards awareness for putting up posters related to Cleanliness, Energy, Waste, Water, Save Environment. 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 number of fitness enthusiasts are on the campus every day to reap the benefits of this environment and become healthy.

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: E. None of the above

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: E. None of the above

7.1.5

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

Response:

The College makes conscious efforts to keep the campus clean, beautiful and pollution free. For this, the faculties and student-teachers are also given responsibilities. In fact, both the human as well as physical resources of the College are utilized. Moreover:

- A separate portfolio for 'Beautification' is maintained for keeping the College premises clean and green. All the rooms are provided with dustbins. The corridor is decorated with indoor plants, which helps to reduce the level of pollution.
- Environment and pollution messages are regularly displayed on the notice board.
- Parking of vehicles is not permitted in the campus.
- Talking loudly in the corridor and library, is strictly prohibited.
- The institution always emphasizes on a clean and hygienic environment in its campus. Annual physical verification of library, laboratory, sports equipment, furniture and electrical equipment takes place, every year. The non-usable things are disposed off after the verification, every year.
- The teaching and non-teaching staff, students' council as well as students are given various assignments for keeping the premises of the institution neat, clean and tidy.
- The institution keeps its campus neat, clean and pollution free to prevent health hazards

To maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment the institution had taken following steps_

The college has Campus Environmental Audit to Navy Blue Energy, Navy Blue Resources Integration and Solutions Pvt. Ltd. for energy audit, water audit, waste disposal audit, Environmental Quality Audit, Renewable Energy Feasibility and Green audit of the premises. Audit Team conducted the site visit of the premise during 7th to 10th March, 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 Navy Blue Energy, Navy Blue Resources Integration and Solutions Pvt. Ltd. And other activities in the long run such as,

- Green Practices
- Plastic-free campus
- Paperless office

Plastic-free campus: the institute provides resources and tools to educate students & communities on the environmental and health benefits of going plastic-free campus to minimize plastic consumption and pollution in the premises and the surrounding environment. The Plastic Free campus initiative aims to reduce single-use plastics in campuses by encouraging students & faculties to make plastic-free commitments. The syllabus and other study material to the students. Moreover, most of the office communication is done paperless through email communication. Also WhatsApp groups are created class wise to communicate any kind of important message to the students. The usage of papers is restricted in every possible way

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
Link for 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: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	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: 0.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.0137	0.085	0.018	0.031	00

File Description	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:

Our institution is located in prime location of Mumbai, nearby in the area, there is no source available for physical fitness and health development. By considering this, institution puts forth efforts to leveraging local environment and provide health and fitness developmental facilities. Accordingly, our institution established a standard Gymnastic training centre, Gym facilities and Yogic practices facilities for public and students. All these centres are run by alumni of the college. For the celebration of sports days and athletic meet of schools, corporate offices like Bharat petroleum, Satara Bank etc., our institution made available the facility in concessional rates in vacation period or during holiday. The auditor of green audit of the college has recommended about establishment of solar power energy source accordingly our institution has made initial meetings with the different solar power service provider vendors, and we are proud to inform you that earliest solar power panels will be installed on the roof of college stadium and gymnasium hall. Extra power will be sold to BEST. In addition to these activities, our institution actively associated with many social and educational institutions and charitable trusts in Mumbai for over 30 years.

The Institution mainly promotes research in Physical Education, Yoga and Sports Sciences and allied discipline. The institution is a pioneer institution of Physical Education and Sports and it have an University approved Research Centre. Various research scholars are visited to the institution to collect reviews of their related research work and to collect research tools/questionnaires, accordingly all these are made available to them to the admitted and outside Ph. D. Scholars and researchers without any cost.

Institution has number of sporting equipment stored in the college sports equipment storeroom. Some necessary cultural activity equipment like Dhole, Tasha, Zanz, Lezium are made available to the nearby public and various schools during their cultural and sports day.

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: D. Any 1 of the above

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

7.2 Best Practices

7.2.1

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

Response:

1. Helpdesk Approach for Student Admission

The Context:

The College follows Centralized Allotment Process (CAP) in the admission procedure. Since the college stands for the academic aspirations of the youth, we have evolved a supportive mechanism for helping the aspirants especially to the tribal area.

Objectives of the Practice:

To help students with respect to admission

Goal:

A supportive mechanism to ensure transparency of admission process and to provide accessibility to the students who are not user friendly to the technological aspects by way of _

1. Registration to the CET examination offering assistance to fill the examination form.
2. Consultancy for clarifying doubts regarding the entire admission procedure

The Practice

In the beginning of every academic year an admission committee, The committee starts functioning from the moment the admission notification is released in government website and continue to function till the

closure of admission procedures.

The students who get admission through the admission portal can directly approach the helpdesk.

Obstacles faced / Problems Encountered:

The helpdesk comprises teaching as well as non-teaching staff members of the college. Their service in their respective area of job is hindered slightly during admission time.

Impact of the Practice/ Evidence of Success

The helpdesk started functioning in 2015 and since then it has been instrumental in making the admission process an easy task for the students, parents, and the college staff.

1. Title of The Practice: Mentoring System For Students

Objectives of the Practice:

To minimize dropouts, improve performance and reduce stress of the students through personal counselling

The Context

During the programme students face various personal, academic, physical. It creates a lot of stress, especially to students with poor economical background and those who are residing in the hostel and are away from family for the first time. Students from educationally weak background feel complex and hesitations in class and unable to perform which may result in dropout. Considering the student-teacher ratio in classrooms, therefore, one solution is a 'Mentor' who can form the bond with students in the true sense in all respect.

The Practice.

- *Each teacher is assigned around 12-13 students for the complete duration of their study.*
- *They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.*
- *The mentors encourage the students to participate in co-curricular and extracurricular activities as well as sports.*
- *Their academic performance and other activities are all recorded.*
- *When the students have any problem, mentors speak with the respective staff and sorts out the problem.*
- *Mentors take special care of weak students, who are given advice on how to study and clarify the doubts and also given notes to study.*

- *The head of institution takes the progress of counselling of students by mentors.*

Problems Encountered and Resources Required

This practice requires committed teaching staff who has the desire to help students beyond teaching hours. There are no limitations or constraints faced during implementing the program.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institute provides inclusive physical education, 100% faculty have Ph. D. degree. Most of the school PE teachers/trainers, Instructor, Director of Physical Education are from BPCACPE. To gain additional knowledge add on courses is implemented. Institute provided students prerequisite training for the placement. Institute provides holistic education to develop skills, knowledge, and values through well-structured curriculum. Mentoring scheme has developed aspects of personality developments, Communication Skill, Presentation Skill, Teamwork, leadership qualities to face the challenges in the profession. Lab consisting various Psychological, Physiological and Fitness equipment provide maximizes opportunity to students to learn latest procedures in assessment of sports person

The college develop sensitive human resources catering to health, physical education, and sports in transforming society through service, innovative strategies, academic programs, and 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.

Objective: To train the students to face the outer world with the right values, and attitude.

Our institution focus on extracurricular activities and Value Education along with academics. Physical Education is a lifelong process and one's personality development starts from extra-curricular activities. Here, Physical Education refers to Physical, Mental, and social as well as moral Value Education.

Our college aims at training the students to face the outer world with the right values and attitude. This is a process of the overall personality development of a student, i.e. Character, personality, citizenship, and

spiritual as a part of Value Education. A good Physical Education training when added with Value Education sessions can change the character of a person drastically. This helps students in all dimensions so that they can serve their country more democratic, cohesive, socially, and responsibly.

The Practice:

1. In order to improve the professional qualities of the students Value-added courses are added in training.
2. By taking the cognizance of fitness and the interest of the society towards exercise and overall health two Certificate Course i.e. in CCPFT & CCFCM were introduced by establishing well equipped Gym & collaborating institute with Gayo fitness academy.
3. To calculate love for Nation every year the patriotism awareness programme and Indian flag code training is implemented

Evidence of Success:

1. The success in the district level technical Official classes evident that the learners were given opportunity to officiate in interschool and sports day competitions organize by DSO and various nearby schools.
2. The certified students in CCPFT AND CCGMT gives an additional way of income to the learner every year 40% to 50% students who goes for Higher education been appointed as a part time trainer in various gym of Mumbai.
3. The purpose of the two practices brought change and awareness among the learners towards their role and responsibility as a good citizen. They also learn the importance of National Flag and its code in their service.

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

5. CONCLUSION

Additional Information :

Nil

Concluding Remarks :

Overall the college enjoys a good reputation in the jurisdiction of University of Mumbai, Maharashtra state & Society. Apart from the various courses conducted by the institution it is significantly contributing by way of undertaking various collaborative and extension activities and programs by establishing linkage with the local, national and international Go's & NGo's. The research centre of the college is conducting various Minor Research Project financially supported by University of Mumbai, a centre is undertaking continues Research Training Drive (RTD) for enhancing the quality of research in different fields of Physical Education.

The infrastructure and facilities for conducting UG, PG and various program and events of Physical Education and allied disciplines are adequate which include computerized library, ICT, Human Performance Lab, Sports Medicine Lab, Educational Technology and Sports Psychology Laboratory, Indoor Halls, Classrooms with Smart Boards and Hostel.

By taking the cognizance of achievements of the institutions in academics, Sports participations and research outputs, the college was awarded "Best College Awards," and secured 8th place in top ten position (among 864 affiliated colleges in University of Mumbai). The college was Accredited by NAAC with "A" grade (CGPA 3.29) in the III cycle.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>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</p> <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the supporting documents given by HEI.</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <p>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</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>190000</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>19.00</td></tr></table> <p>Remark : Input value converted into lakh.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	00	00	00	00	190000	2020-21	2019-20	2018-19	2017-18	2016-17	00	00	00	00	19.00
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	00	00	00	190000																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	00	00	00	19.00																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p>																				

- 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**

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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**

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	10	18	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
08	03	11	15	05

Remark : Input edited as per the supporting documents. considering research papers / articles per teacher published in Journals with ISSN number only.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	17	09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	18	09

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	07	07	07	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	04	04	04

Remark : Input edited as per the supporting documents given by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
122	121	103	111	111

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	103	111	111

Remark : Input edited as per the supporting documents given by HEI.

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

4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five**

years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4623236	3220	00	00	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46.2	0.032	00	00	00

Remark : HEI input value converted into lakh.

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	06	08	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	4	4	6	5

Remark : Input edited as per the supporting documents given by HEI,

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13700	8520	18750	3100	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.0137	0.085	0.018	0.031	00

Remark : Input value converted into lakh.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>54</td><td>58</td><td>43</td><td>45</td><td>53</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>62</td><td>62</td><td>62</td><td>62</td><td>62</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	54	58	43	45	53	2020-21	2019-20	2018-19	2017-18	2016-17	62	62	62	62	62
2020-21	2019-20	2018-19	2017-18	2016-17																	
54	58	43	45	53																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
62	62	62	62	62																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>785453</td><td>2046192</td><td>2019750</td><td>1697279</td><td>2035983</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>7.85</td><td>20.46</td><td>20.19</td><td>16.97</td><td>20.35</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	785453	2046192	2019750	1697279	2035983	2020-21	2019-20	2018-19	2017-18	2016-17	7.85	20.46	20.19	16.97	20.35
2020-21	2019-20	2018-19	2017-18	2016-17																	
785453	2046192	2019750	1697279	2035983																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7.85	20.46	20.19	16.97	20.35																	
2.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 42</p> <p>Answer after DVV Verification : 42</p>																				