



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **MAHATMA EDUCATION SOCIETY'S VIDYADHIRAJA COLLEGE OF PHYSICAL EDUCATION AND RESEARCH**

**MAHATMA EDUCATION SOCIETY'S VIDYADHIRAJA COLLEGE OF PHYSICAL  
EDUCATION AND RESEARCH SECTOR 8 KHANDA COLONY NEW PANVEL**

**(W)**

**410206**

**[www.vcper.ac.in](http://www.vcper.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vidyadhiraja College of Physical Education & Research (VCPE&R) was established in 1991.

Mahatma Education Society Vidyadhiraja College of Physical Education and Research has been permitted by the Government of Maharashtra to start B.Ed. (Physical Course) from the academic year 1991-92. The College is affiliated to the University of Mumbai and recognized by National Council For Teacher Education (NCTE).

M.E.S.'s Vidyadhiraja College of Physical Education and Research was the first institution in the University of Mumbai to have started Physical Education in a building and playground owned by the Society. The building is centrally located between Mumbai and Pune, accessible both by rail and road with Konkan railway harbour terminus nearby. It is also accessible by harbour branch, Central Railway, Western railway and Konkan railway, The college also has a hostel for boys and girls with world class infrastructure.

### **Vision**

To become a renowned institution where dedicated educators, inspire a healthier society through their commitment to character, community engagement, and transformative social change via physical education

### **Mission**

Nurturing educators with values and expertise to shape lives through physical education, fostering character, community engagement, and social change.

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

### **Institutional Strength**

- Fostering quality education
- Progressive, Visionary Management.
- Qualified and competent faculty.
- Offering value added courses.
- Community Outreach activities.
- Conducive relations with Practice teaching schools.
- Student centered teaching learning process.
- Well-spaced infrastructural facilities.
- Sports, gymkhana and hostel facilities.
- Nurturing personality development through activities.
- Digital library to inculcate reading habits.
- Campus enabled with Wi-Fi connectivity.
- Technologically equipped classrooms.

- Career Guidance & Counselling
- Green Audit Campus.

### **Institutional Weakness**

- Location and long travel distance.
- Alumni engagement with college.
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.P..Ed programme.

### **Institutional Opportunity**

- Focus on improving research activities
- Technological advancement for Hybrid learning
- Social Service in local communities
- Additional Certificate courses

### **Institutional Challenge**

- Delay in B.P.Ed. Semester end exams affecting students' placements.
- Increasing cost of various resources to be obtained and sustained
- Demand for other professional courses.
- Placements in best schools and junior colleges.
- Financial crises faced by number of students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

At Mahatma Education Society's Vidyadhiraja College of Physical Education and Research (VCPE&R), we are dedicated to delivering top-notch education while fostering a forward-looking learning environment. Affiliated with the University of Mumbai, we adhere rigorously to the University's prescribed curriculum, ensuring that our students receive a comprehensive education. Our vision is centred on nurturing compassionate, committed, and highly skilled educators, equipping them to excel in a rapidly evolving global context.

Our curriculum implementation process is characterized by transparency and efficiency, guided by detailed academic calendars, session plans, and timetables. We offer a Two-year B.P.Ed. program, with all program-related information readily available on our college website. To stay current and responsive to evolving educational needs, we regularly update our syllabus, teaching methods, and infrastructure.

In line with our commitment to innovative pedagogy, we promote a constructivist approach to learning. Our college hosts workshops, expert talks, and group discussions on various topics, encouraging students to engage actively in their education. Additionally, we prioritize experiential learning through internships, projects, and

field trips, enriching our students' practical knowledge.

Beyond academics, VCPE&R places a strong emphasis on holistic development. We actively engage both staff and students in a wide array of co-curricular activities, including commemorative day celebrations and extension and outreach programs. These initiatives are designed to broaden our students' horizons and encourage their all-around growth.

As a learning organization, we are committed to continual improvement. We gather valuable feedback from diverse stakeholders, including students, to enhance their employability and civic engagement. This feedback undergoes rigorous analysis, leading to the implementation of corrective measures that ensure continuous enhancement in all aspects of our institutional processes.

In conclusion, VCPE&R is deeply committed to curricular excellence and holistic development. Our mission extends beyond academic success to preparing our students for meaningful contributions to society. Our dedication to transparency, innovation, and ongoing improvement remains at the core of our pursuit of providing a superior education.

### **Teaching-learning and Evaluation**

VCPE&R maintains a stringent adherence to student enrolment regulations set forth by NCTE, the University of Mumbai, Maharashtra CET Cell, and the Admission Regulating Authority. We prioritize an inclusive approach to education by implementing robust assessment processes that recognize the diverse learning needs of our students. This allows us to assess their readiness levels and tailor our academic support accordingly. Our methods include study circles, designated teachers for assistance, remedial lectures and interactive sessions with alumni.

To promote a student-centric learning environment, VCPE&R has transitioned from traditional lecture-based teaching methods to embrace experiential learning. We employ innovative and creative practices, such as participative and experiential learning, focused group discussions, problem-solving techniques, brainstorming. Our student teachers are well-versed in digital learning modes and online tools, ensuring they stay at the forefront of educational technology. We have implemented a robust mentoring system, forming mentor-mentee groups to provide personalized guidance and support.

We encourage students to harness ICT support for their learning, practice teaching, internships, and co-curricular activities. Our extension activities expose students to recent developments and encourage critical thinking, innovation, and creativity in assigned tasks. We offer a range of opportunities for students to hone their competencies and skills related to school-based practices, communication, and event organization. Our internships are meticulously organized in nearby schools to provide practical exposure.

Our faculty members are well qualified and dedicated to the teaching-learning process. We prioritize their professional development by encouraging them to participate in FDP's and conferences. This commitment ensures that our educators remain at the forefront of pedagogical advancements, ultimately benefiting our students' educational experiences.

### **Infrastructure and Learning Resources**

VCPE&R boasts a robust infrastructure that facilitates effective teaching and learning. We have established a well-organized mechanism for the efficient utilization of physical facilities to support our educational endeavours. Our college features spacious and well-ventilated classrooms, each equipped with ample seating capacity, projectors, and computer laboratories. Additionally, our well-equipped library offers a wealth of educational resources, including textbooks, reference materials, e-books, national policies/documents, journals, e-journals, magazines, encyclopaedias, dictionaries, and newspapers.

To keep pace with digital advancements, VCPE&R provides a comprehensive suite of ICT facilities to enhance daily academic and administrative activities. We furnish an adequate number of computers, printers, scanners, and LCD projectors, empowering both students and faculty to execute academic tasks efficiently. Our computer laboratory is equipped with a sufficient number of computers, all connected via LAN and internet facilities. During the Covid-19 lockdown, our faculty seamlessly transitioned to online teaching using various digital platforms such as ZOOM, Google Meet, and Google Classroom.

We have established a systematic approach to the maintenance and utilization of physical, academic, and support facilities. Our institution prioritizes energy efficiency when procuring equipment, contributing to resource sustainability and energy conservation. Environmental concerns associated with our infrastructure are carefully considered, demonstrating our commitment to responsible practices. We also ensure that our faculty members possess the requisite qualifications to achieve our educational goals. We encourage faculty to engage in a wide range of professional, administrative, and community engagement activities.

VCPE&R caters to the daily needs of our students by providing purified water through water coolers located on each floor. Adequate toilet facilities are available for both female and male students, and we offer an on-campus canteen that serves affordable snacks, tea, coffee, and both vegetarian and non-vegetarian meals for lunch. To ensure uninterrupted power supply, the campus is equipped with generators, inverters, and UPS systems.

Furthermore, we offer sports, gymkhana, and hostel facilities to enrich the overall student experience. Maintenance and renovation of our learning resources and facilities are funded and executed by the management as needed, ensuring that our students have access to high-quality educational resources and a conducive learning environment.

### **Student Support and Progression**

VCPE&R places students at the centre of their educational journey, employing learner-centered teaching methods within a nurturing and supportive environment. We ensure the availability of ample resources to promote student progression and overall well-being. The college meticulously plans a wide array of student activities, encompassing both curricular and co-curricular realms, along with extension activities designed to foster holistic personality development.

We believe in equal opportunity, and to this end, we make Government scholarships accessible to our students. Furthermore, VCPE&R offers scholarships based on sports merit, recognizing and encouraging excellence in this field. Our esteemed alumni play an active role in supporting students for placements and providing valuable guidance.

To address student grievances effectively, we have established a Grievance Redressal Cell and Anti-Ragging Committee within the college. These bodies are dedicated to creating a safe and secure environment for all. Our

college boasts a vibrant Student Council that actively participates in the planning and execution of college events and programs. Student representation is a priority, with members of the student council and alumni holding positions in various committees.

The Placement Cell at VCPE&R operates diligently and has achieved notable success in facilitating both on-campus and off-campus placements for our students. We maintain a registered Alumni Association that conducts regular meetings and engages in various activities. Our alumni's contributions extend beyond their time at the college, encompassing teaching, coaching, discussions, and other valuable services that enhance the functioning of our institution.

At VCPE&R, our commitment to student support and progression goes beyond the classroom, ensuring that every aspect of a student's educational journey is enriched and conducive to personal and professional growth.

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

At our institution, the Management, In-charge Principal, dedicated Teachers, and administrative staff operate in seamless coordination, driven by unwavering commitment to realize our vision, mission, and objectives. The In-charge Principal, in collaboration with the Management and faculty, formulates a strategic action plan aligned with our institution's overarching vision, mission, and objectives, with a laser focus on achieving program outcomes.

We maintain a clear and comprehensive code of conduct and handbook that serves as a valuable resource for both staff and students. Transparency is a cornerstone of our institution, evident in all academic, financial, and administrative functions. We foster open communication through regular staff meetings and student council gatherings, where discussions, deliberations, reviews, and the sharing of perspectives on institutional initiatives and activities take place.

To ensure accountability and effectiveness, we conduct routine audits covering academic, administrative, and financial aspects of the institution. We prioritize the well-being of our staff members, both teaching and non-teaching, by offering various welfare programs and providing opportunities for professional development, often extending financial support for attendance at such programs. Faculty performance appraisals are carried out annually, further enhancing our commitment to excellence.

Our institution's finances are managed with meticulous care and efficiency, guided by a well-defined resource mobilization and financial management strategy. Multiple committees are entrusted with analysing and scrutinizing fund utilization to ensure alignment with the intended purposes. We maintain stringent oversight, conducting audits to verify the appropriateness of income and expenditures, underscoring our commitment to responsible financial stewardship.

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

VCPE&R is driven by a mission to nurture educators with strong values and expertise, enabling them to shape lives through physical education while fostering character, community engagement, and social change. Complementing this mission, our objective is to develop, implement, promote, and lead environmentally friendly activities.

The institution diligently conducts regular energy and green audits, alongside effective waste management practices. Beyond our campus, we extend our commitment to the community by engaging in various social service activities. At the college and campus levels, we actively participate in initiatives like Swachh Bharat Abhiyaan, instilling in our students the importance of using natural resources wisely and embracing sustainable living practices.

Our overarching vision is to empower both students and faculty to become self-reliant teachers, equipping them with the skills required to excel as effective professionals. To realize this vision, VCPE&R encourages its staff to engage in capacity-building activities, including value-added courses, workshops on innovative practices, leadership development, organizing events, interactive sessions with experts, and programs aimed at honing talents and creativity. Through these endeavors, we strive to create a community of educators and learners dedicated to personal growth, sustainability, and positive social impact.

### **Research and Outreach Activities**

Vidyadhiraja College of Physical Education & Research has established a comprehensive framework to engage students in various outreach activities aimed at addressing social issues and contributing to community development. Faculty members and students are encouraged to explore unconventional approaches and challenge traditional practices. The college and management provides mentorship and support to individuals with innovative ideas, empowering them to pursue their visions and translate them into tangible outcomes. The college organizes regular awareness campaigns on pertinent societal concerns like environmental conservation, health, gender equality, and substance abuse prevention. These campaigns, driven by student-led initiatives, encompass diverse activities such as poster competitions, street plays, and seminars, targeting both students and local community members.

Moreover, the college conducts health and fitness camps in nearby areas, promoting physical well-being and healthy lifestyle choices through free health check-ups, fitness assessments, and personalized exercise routines. These programs actively encourage community members to prioritize their health. In addition to health initiatives, the college utilizes sports tournaments and events as a means to foster values of teamwork, discipline, and leadership, with special emphasis on inclusivity through para-sports competitions, nurturing a sense of belonging within the community.

Skill development workshops play a crucial role in empowering community members, particularly youth and women, with vocational skills ranging from computer literacy to entrepreneurship. These workshops equip participants with practical skills for employment and self-sufficiency, contributing to their overall empowerment. Environmental sustainability is also prioritized through tree planting drives, waste management initiatives, and campaigns to reduce plastic usage, engaging students in community clean-up activities and awareness programs to promote environmentally responsible practices.

Collaborative projects with local NGOs, Clubs and Educational institutions amplify the impact of the college's outreach efforts, tailoring interventions effectively through surveys, research studies, and community needs assessments. Furthermore, youth empowerment programs provide students with life skills, leadership abilities, and opportunities for personal development through mentorship programs, career guidance sessions, and motivational talks.

Lastly, community engagement events such as blood donation camps, charity drives, and Community service serve as platforms for fostering community solidarity and collective action. These events encourage active participation from students, faculty, and local residents, strengthening bonds and fostering a shared sense of responsibility towards community welfare.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA EDUCATION SOCIETY'S VIDYADHIRAJA COLLEGE OF PHYSICAL EDUCATION AND RESEARCH
Address	MAHATMA EDUCATION SOCIETYS VIDYADHIRAJA COLLEGE OF PHYSICAL EDUCATION AND RESEARCH SECTOR 8 KHANDA COLONY NEW PANVEL (W)
City	PANVEL
State	Maharashtra
Pin	410206
Website	<a href="http://www.vcper.ac.in">www.vcper.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SANDEEP S ADASHIVR AO SHINDE	022-27454286	9892601822	-	vcper@mes.ac.in
IQAC / CIQA coordinator	MOHAN MAHADEV MANMODE	0219-27454286	8655523303	-	mohanmanmode@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority letter.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Malayalam Linguistic Minority
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	31-05-2015	103	Submitted latest recognition order

<b>Recognitions</b>	
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	MAHATMA EDUCATION SOCIETYS VIDYADHIRAJA COLLEGE OF PHYSICAL EDUCATION AND RESEARCH SECTOR 8 KHANDA COLONY NEW PANVEL (W)	Urban	5	3131.563

## 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, Physical Education,	24	Graduation	English	50	50

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

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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	9	3	0	12
Yet to Recruit				0

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	6	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ 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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	29	3	0	0	32
	Female	17	1	0	0	18
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	1	2	0
	Female	1	0	1	2
	Others	0	0	0	0
ST	Male	2	0	0	3
	Female	0	3	1	1
	Others	0	0	0	0
OBC	Male	1	0	2	7
	Female	5	0	1	1
	Others	0	0	0	0
General	Male	11	29	28	25
	Female	9	7	12	7
	Others	0	0	0	0
Others	Male	2	0	0	2
	Female	0	0	2	1
	Others	0	0	0	0
<b>Total</b>		<b>32</b>	<b>40</b>	<b>49</b>	<b>49</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>VCPE&amp;R has always focused on the holistic development of its students and the NEP 2020 gave further legitimacy to this vision of the institution. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. The curriculum integration generates comprehension about various themes and ideas that cut-across disciplines and the relationship to the actual world..</p>
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	The institution offered a range of flexible and innovative Value Added Courses to enhance students skills alongside the existing curriculum. In view of NEP 2020, the institution has continued to develop and add to the long list of Value Added Courses in order to promote a more interdisciplinary approach.
2. Academic bank of credits (ABC):	As per the UGC guidelines, VCPE&R oriented the students about ABC scheme and motivated them to create ABC ID number.
3. Skill development:	VCPE&R has several skill development programs for improving the soft skills of students and the college aims to promote opportunities for students for practical implementation of the learned skill. A number of value-added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, the institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	VCPE&R ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college.
5. Focus on Outcome based education (OBE):	VCPE&R has aligned the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings which comprised of the various stakeholders including teachers, students, employer school principals, practice teaching school principals as well as alumni. The finalized outcomes are communicated through the website, prospectus, teacher orientation meetings prior to every semester.
6. Distance education/online education:	A wide range of technological tools have been used for teaching learning activities. These include Google Classrooms, PPTs, Webs tools for quizzes, online video conferencing platforms, online laboratories and libraries among others. The institute has incorporated blended learning seamlessly into its functioning by making available relevant educational resources online for student's reference.



### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. VCPE&amp;R has a functioning Electoral Literacy Club (ELC) which was established in January 2021. Faculty and students have been represented in the creation of the college's newly founded Electoral Literacy Club.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Both the faculty and the students have been given representation in the creation of the Electoral Literacy Club. The In-charge Principal is the Chairperson, the faculty is appointed as a Coordinator and two students are selected as Student Representatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>For raising students' and societal awareness, various competitions like essay writing, poster making, slogan writing etc. were held both on college premises.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC creates awareness of the "Right to Vote" among students, teachers, and the general public. They are educated about the importance of voting as well as their rights and duties in order to support democracy. ELC also encourages critical thinking about issues involving voting rights and their procedures. ELC aims to inform prospective voters about registration and other election processes</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter Awareness Program organized for Mahatma Education Society's students from various institutes at college premises.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	86	97	87	62
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	04	07	15	23
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	46	48	38	17
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	46	48	38	18
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	40	49	49	44
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers**

**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	06	06	06

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

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	6	6	6

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

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.28	14.08	17.96	20.35	17.5

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

### 3.2

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

Response: 35

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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The institution is affiliated with the University of Mumbai. The institution follows the curriculum framework of the NCTE and the syllabus prescribed by the University. The planning of the curriculum is done according to the syllabus of the University. Being an affiliated institution, we do not have much leverage in revising or removing the content. The academic plan is prepared by the teachers for all practical and theory courses. The college conducts faculty meetings where the faculty presents their academic planning and accordingly the timetable is planned and prepared. During the induction program, the Principal and faculty convey information about the curriculum and the general academic plan. However, in case of any modification needed in the academic calendar it is discussed with the staff of the institution and accordingly revised. The college timetable reflects the theory lectures and practicals, there is a separate time table prepared for internship program, lesson guidance and examination.

The content is delivered in suitable languages (English, Marathi/Hindi) so as to reach all the learners. The curricular content is reviewed and discussed timely. The college faculty tries to adapt the course content to suit the local contexts, e.g. While teaching to prepare lesson plans, the learners are introduced to consider the school context, available resources. The faculty makes necessary changes in teaching as per the requirements and changes in the local context.

The college organizes different activities like academic seminars, workshops, Industry visits, which helps to close the gap between real-world and academics. Talks by experts are organized for interaction and understanding the field. Students are assessed periodically using various strategies, this helps in understanding the learning needs, level, issues, problems faced by learners. This helps the faculty modify the content as needed. The students with different learning needs are given remedial teaching to achieve minimum academic benchmarks & improve. The college has a mentoring system that monitors the academic progress of the students. The planned internship receives local support for conducting the PE program and also can freely share their knowledge about Physical Education and Sports with students in school. The classrooms are equipped with an internet facility as well as a projection system which can be used for a better teaching-learning environment. The faculty and students can access and avail the facilities of a well-equipped library - books, journals, electronic media, internet - which make the learning process easier.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.1.2

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

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

**Response:** A. Any 5 or more of the above

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

### 1.1.3

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

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

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 57.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	4	4	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	07	07	07

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

**1.2.2**

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

**Response: 1**

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

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

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



### 1.2.3

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

**Response:** 46.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	40	48	35	29

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.4

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

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

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

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

### 1.2.5

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

**Response:** 23.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	45	00	20	28

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

## 1.3 Curriculum Enrichment

### 1.3.1

**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate**

**knowledge, skills, values and attitudes related to various learning areas**

**Response:**

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

Intramurals Program is another initiative to provide students with information, skills, knowledge about sports & cultural competitions. Learners participate in the intramural program, to acquire all the necessary skills and values required to be a teacher/coach, organizer, and official. The whole organizing part is learner-centric and they creatively organize these competitions. They prepare schedules, invites, trophies etc. using their creativity. The college introduces a variety of competitions at different levels giving learners procedural knowledge. The college organizes participates in competitions organized by Home University which gives students an opportunity to participate and acquire skills necessary to compete at competitive levels.

The students are sent for Officiating at different competitions which equip the students with all the necessary skills and knowledge for becoming a good official. Various organizations, schools, colleges request our college to conduct fitness testing for their groups and individuals. From these events, students know how to organize fitness testing, what skills and knowledge are necessary. College provides Temporary Placements to clubs, play centres, etc. which provides students with financial assistance and also gives experience to students regarding professional requirements, knowledge, and skills to become a professional PE teacher. The college also organizes workshops for BPED students and learners participate actively in the organization as well as presentations etc.

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

**1.3.2**

**Institution familiarizes students with the diversities in school system in India as well as in an**

**international and comparative perspective.**

**Response:**

The college places great emphasis on providing its students with practical experiences in diverse school settings to prepare them for their future roles as physical education teachers. This approach allows students to learn, adapt, and develop their teaching skills in a variety of real-world contexts.

**1. Unit of Teaching and Staff Experiences:**

- To kickstart their journey, students are introduced to a "Unit of Teaching." This involves crafting a lesson plan that aligns with the curriculum and the specific needs of the school.
- Students have the opportunity to interact with experienced school staff. They gain valuable insights from teachers, administrators, and support staff, which helps them understand the broader school environment.

**2. Observation of Teachers' Lessons:**

- Students are encouraged to observe teachers' lessons. This enables them to witness diverse teaching styles, classroom management techniques, and interactions between teachers and students.
- Through observations, students gain a deeper understanding of teaching and learning dynamics in various educational settings.

**3. Practice Lessons in Diverse Schools:**

- Students conduct practice lessons in schools that vary in terms of grade levels (primary to secondary), gender composition (girls/boys), language medium (regional, English, Marathi, Hindi), and physical facilities (playfield size and equipment availability).
- Exposure to schools with different resources and demographics prepares students to adapt their teaching methods to meet specific needs.

**4. Participation in School Events:**

- Students actively engage in school events such as, sports days, and national programs. This first-hand experience exposes them to the organization and management of such events.
- It provides a holistic view of the role of physical education in school life beyond regular classes.

**5. Internships in Hometowns:**

- Internship opportunities are extended to students in their hometowns. This approach recognizes that students are intimately familiar with the local context and can design tailored physical education programs.
- Local support is leveraged to facilitate the implementation of these programs, creating a mutually beneficial partnership between the college and the community.

**6. Assessment and Record-Keeping:**

- Students are responsible for conducting assessments of school children and maintaining records. This hands-on experience helps them understand different assessment systems and variations.
- It reinforces the importance of data collection and analysis in tracking student progress.

#### 7. Presentations and Workshops:

- The college organizes presentations, talks, and workshops featuring experienced teachers and experts in physical education. These events expose students to international best practices and strategies for improving physical education.
- Students are encouraged to share their own experiences and insights from diverse schools, promoting peer learning.

#### 8. Faculty Feedback and Appreciation:

- The college actively seeks feedback from practicing schools regarding the behavior and performance of its students during internships and practice teaching.
- Positive feedback acknowledges the students' efforts and encourages them to continue making a positive impact in diverse educational settings.

Through this comprehensive approach, the college equips its students with a deep understanding of the complexities and diversities of the education system.

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

### 1.3.3

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

#### **Response:**

The college conducts different programs to equip the students with all skills required by a PE Teacher. Practice Lessons are an integral part of the student-teacher development program organized systematically. Every student before conducting Practice Teaching Lessons in schools undergoes an intensive Microteaching Program on Peer groups. The students have to conduct a wide variety of lessons - different games/sports, PE topics, different groups/students, Clubs, and academic subject units etc.

which makes them ready for actual work. The college plans and organizes various other events such as Trips & Visits, camps, Sports Competitions, etc.

The students gain rich professional experiences helping them consolidate into their professional acumen & strong skill-set. Students conduct practice lessons in schools to familiarize themselves with the diversities Primary/secondary, girls/boys/co-ed, language -English/Marathi/Hindi, playfield areas (small or large) & facilities (less - more), equipment (scarce or abundant) The college tries to provide experience & exposure to students by sending them for school practice lessons and internship during important events like cultural programs, sports days, events, national programs, regular sports season, etc. Along with this, the college sends teacher trainees to schools conducting after-school activities, running club systems, etc. so that students get exposure to different working scenarios. Feedback from teachers regarding the behaviour of students during Internship or practice lessons is also taken. Apart from practice lessons and internship programs students are sent to schools for conducting PE activities, sports day celebrations, officiating for games and sports, managing sporting events and competitions on requests made by respective schools. These experiences they receive during the practice lessons, internship, special events in schools are implemented and add great value to the students.

The implementation of theory & practical courses, intramural, athletic meet events, camp etc. Their creative, managerial, and communication skills are monitored and favourable conditions for skill development are provided through different events. The college also participated in the second Karnal Sports festival in Panvel and most of our students have volunteered for this mega event. This experience was a turning point for them and has given them opportunities to interact with national and international players, coaches, officials, and organizers. Our students interacted with many players, coaches, officials, organizers, bureaucrats, etc. which gave them insights about sporting opportunities, fitness status of sportsmen, the current status of players and sports, expectations from coaches and PE teachers.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

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

#### 1.4.2

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

**Response:** C. Feedback collected and analysed

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

## 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:** 76.8

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

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	04	07	15	23



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

### 2.1.3

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

**Response:** 0.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	01	01	0

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

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

Admissions: The college admits students by adhering to government rules and regulations for seat allocations. To gain admission to the B.P.Ed. program, candidates from the Open-general category need

to achieve a minimum score of 50%, while reserved category students should attain a minimum of 45% in qualifying exam. Aspiring students must also pass the Common Entrance Test in online mode and on field Physical Efficiency Test. After successfully qualifying in the CET, students are assigned seats for admission based on their merit and the preferences they indicate through the MHT CET CAP allotment portal.

**Personal Interviews:** Student preparedness is evaluated through informal personal interviews conducted during the admission process.

**Talent Assessment:** After admission, talent assessments are conducted to evaluate students' inherent skills. These programs aim to identify and nurture students' talents, providing them with platforms to enhance their abilities.

**Content Mastery Tests:** In the first year of their program, students undergo content tests aligned with their field of study. These tests assess their grasp of subject matter and readiness for their chosen profession.

**Academic Support:** Throughout their academic journey, students receive support. This includes the provision of handouts, content notes, and PowerPoint presentations (PPTs). These resources are shared with students to facilitate their academic progress, helping them excel in both internal coursework and external examinations.

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

### 2.2.2

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

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

## 7. Multilingual interactions and inputs

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

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

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

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.4

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

**Response:** 12

#### 2.2.4.1 Number of mentors in the Institution

Response: 6

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

During Covid-19 pandemic, the teaching learning activities were carried out using online mode. Even in an online mode, participatory learning, focused group discussions etc were. adopted. Online as well as offline references related to theory courses were also provided for enhancing student learning.

Orientation about Online and Offline Exams were given to the students to help them in their learning.

The students made online as well as offline presentations on the given topics, participated in discussions and seminar presentation based on the requirement of the courses.

Sessions on lesson planning, Teaching Aids, Internship orientation, Lesson guidance and demonstration, Unit test preparation, Analysis of Unit test result, etc., activities were also conducted for development of teaching competencies among students. Guidance related to Lessons based on Theme, Constructivism, Experiential learning was also an integral part of multimedia approach. The basic rationale for adopting various modes for different courses is to develop multifarious abilities and skills in students.

Online mode of teaching was transformed to Full-fledged offline mode from February, 2022 for B.P.Ed Semester IV Batch (2020-2022) and Semester I Batch (2021-2023).

The Multiple Mode Approach to teaching and learning revolutionizes pedagogy by recognizing and accommodating the diverse learning preferences and cognitive styles of students. Unlike conventional lecture-based methods, this innovative strategy integrates a plethora of teaching methodologies to create a comprehensive and engaging educational experience.

At its essence, the Multiple Mode Approach incorporates experiential learning, participative learning, problem-solving methodologies, brainstorming sessions, focused group discussions, and online learning platforms. Experiential learning immerses students in hands-on experiences and real-world applications, fostering a deeper understanding of concepts. Participative learning encourages active student involvement, promoting collaborative interactions and knowledge exchange among peers. Problem-solving methodologies equip students with critical thinking skills, enabling them to analyze, evaluate, and synthesize information to tackle complex challenges effectively.

Brainstorming sessions ignite creativity and facilitate idea generation, allowing students to explore diverse perspectives and solutions. Focused group discussions provide a platform for in-depth exploration of specific topics, fostering a deeper understanding of the subject matter. Incorporating online learning platforms leverages technology to offer flexibility and accessibility, providing students with self-paced learning opportunities, multimedia resources, and interactive tools that complement traditional classroom instruction.

Through the Multiple Mode Approach, educators strive to create dynamic and enriching learning experiences tailored to various learning styles. By promoting active engagement and cultivating essential

skills necessary for today's academic and professional landscapes, this approach empowers students to become lifelong learners capable of adapting to new challenges and making meaningful contributions to their fields of study.

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

### 2.3.2

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

**Response: 75**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	4	5

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

### 2.3.3

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

**Response: 100**

**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: 72**

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

### 2.3.4

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

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

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

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

### 2.3.5

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

**Response:**

The B.P.Ed. program incorporates a variety of activities that encourage students to collaborate effectively, fostering teamwork and cooperation. These activities include practice teaching lessons, community engagement, and internship experiences, all of which offer students opportunities to work closely in teams.

To ensure a comprehensive understanding of each student, a system of rotating students among faculty members for various activities is implemented. This interaction facilitates improved familiarity with the academic program and contributes to a smoother journey toward completion.

Faculty members serve as mentors for the students, overseeing groups of students and acting as their

academic guides. Students are encouraged to reach out to their assigned mentors for guidance on both academic and personal matters. Faculty members are dedicated to assisting students in overcoming challenges and navigating the diverse aspects of student life.

The B.P.Ed. program includes internships at different schools, assignments, project work, and co-scholastic activities, all of which expose students to recent developments in education and life. Additionally, in-house seminars and talks on current educational trends are organized to keep students informed about the latest developments in education and broader life experiences.

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

### 2.3.6

**Institution provides exposure to students about recent developments in the field of education through**

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

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

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

### 2.3.7

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

**Response:**

**1. Holistic Approach to Teaching and Learning:** The Bachelor of Physical Education (B.P.Ed.) program adopts a holistic approach to the teaching-learning process, aiming to nurture creativity, innovativeness, and intellectual skills among students. Through a balanced curriculum encompassing theoretical knowledge, practical experiences, and hands-on training, students are encouraged to explore their creativity and think critically about various aspects of physical education.

**2. Integration of Practical Experiences:** The program places a strong emphasis on practical experiences and experiential learning, providing students with opportunities to apply theoretical concepts in real-world settings. By engaging in activities such as sports coaching, physical fitness training, and outdoor adventures, students develop not only technical skills but also creativity and problem-solving abilities.

**3. Promotion of Intellectual and Thinking Skills:** The teaching-learning process in the B.P.Ed. program is designed to stimulate intellectual growth and enhance critical thinking skills among students. Through interactive lectures, seminars, and discussions, students are encouraged to analyze, evaluate, and synthesize information related to physical education and sports sciences. This fosters a culture of intellectual curiosity and inquiry, preparing students to become lifelong learners and leaders in the field.

**4. Cultivation of Empathy and Life Skills:** The program recognizes the importance of empathy and interpersonal skills in the field of physical education. Students are encouraged to develop empathy towards their peers, coaches, and athletes, fostering a supportive and inclusive learning environment. Additionally, through teamwork, communication exercises, and leadership development initiatives, students acquire essential life skills such as teamwork, communication, and resilience, which are invaluable for their personal and professional growth.

**5. Emphasis on Innovation and Creativity:** The B.P.Ed. program encourages students to think innovatively and creatively in designing physical education programs and interventions. Through project-based learning, research projects, and practical assignments, students are challenged to develop innovative solutions to address contemporary issues in physical education, sports management, and health promotion. This cultivates a culture of innovation and entrepreneurship, empowering students to make meaningful contributions to the field and adapt to the evolving needs of society.

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



## 2.4 Competency and Skill Development

### 2.4.1

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

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

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

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.2

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**

**9. Mobilizing relevant and varied learning resources**

**10. Evolving ICT based learning situations**

**11. Exposure to Braille /Indian languages /Community engagement**

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

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

**2.4.3**

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

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

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

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

**2.4.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

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

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

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

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.6

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.7

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

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

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

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

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

The B.P.Ed. program incorporates an integral practicum activity known as the internship program, strategically organized across Semester II for optional method and IV for Physical Education Activities. Schools for practice teaching are selected based on factors such as their student population and the medium of instruction. Faculty members approach these chosen schools and provide them with permission letters outlining the details of the internship program. They also inform the school principals and supervisors about the upcoming internship program.

To ensure a structured approach to the internship program, data regarding students' proficiency in different teaching methods (pedagogy of school subjects) is collected. Subsequently, practice teaching lesson groups are formed. The students receive comprehensive orientation on various aspects of the internship program, including practice lessons, academic and administrative tasks, and the preparation of reflective journals. They are also educated about their responsibilities as teachers during the internship.

Additionally, students are briefed on the assessment procedures that will be used to evaluate their

performance during their time at the school. Guidance and support for various activities and practice teaching lessons are organized and carried out in groups. The supervision of internship activities is rotated among the faculty members, who oversee the progress in different schools.

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

#### 2.4.9

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

**Response:** 13.33

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

Response: 03

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

#### 2.4.10

**Nature of internee engagement during internship consists of**

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

**Response:** A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.4.11

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

##### **Response:**

To ensure effective monitoring of the internship activities, a collaborative approach is adopted involving school principals, school teachers, and teacher educators. Here's how this process is structured:

##### 1. Supervision by School Authorities:

**Principal and Teachers:** The internship activities are conducted under the supervision of the school principal and experienced school teachers. They oversee the day to day activities of the teacher trainees and provide guidance on various aspects of the internship.

##### 2. Guidance and Feedback:

**Teacher Educators:** Teacher educators play a critical role in guiding and observing the practice teaching lessons of teacher trainees. They offer constructive feedback and support to help improve teaching skills.

##### 3. Active Participation:

**Classroom Engagement:** Teacher trainees are actively engaged in classroom teaching alongside their practice teaching lessons. They participate in both academic and nonacademic activities within the school.

##### 4. Planning and Organization:

**Teacher Educator's Guidance:** Teacher educators guide teacher trainees in planning and organizing activities as per the B.Ed. syllabus and the school curriculum. These planned activities are executed by the trainees under the supervision of the school principal, teachers, and teacher educators.

##### 5. Co-teaching:

**Collaborative Teaching:** Teacher trainees collaborate with school teachers in co-teaching lessons. School teachers provide guidance and support in class management and the use of various teaching and evaluation techniques.

6. Peer Observation:

Peer Feedback: Some lessons taught by teacher trainees are observed by their fellow trainees (peer teacher trainees). Peer feedback is valuable in identifying areas for improvement and enhancing teaching practices.

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

**2.4.12**

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

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

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

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

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.13**

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

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

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

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

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 100

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

### 2.5.2

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

**Response:** 13.89

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

Response: 01

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

### 2.5.3

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

**Response:** 10.62

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



**academic year**

Response: 95.6

**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:**

Faculty members are committed to staying current in their respective fields, and to achieve this, they actively engage in a range of professional development activities. Here's how they ensure their continuous growth and knowledge sharing:

Faculty members participate in various seminars, workshops, and conferences which offer opportunities to explore emerging trends, exchange ideas, and network with peers in the education field. Faculty members also attend short term courses and Faculty Development Programs (FDPs) to stay updated on educational policies, modern trends, and the latest developments in physical education. These programs provide intensive training and insights into educational practices.

Faculty members actively share the information and knowledge they gain through these professional development activities. They do this formally, such as through presentations and workshops, and informally through discussions with colleagues, fostering a culture of continuous learning within the institution.

Faculty members contribute to the academic community by getting their articles published in various journals. These articles often cover educational concepts and topics, sharing their insights and research findings with a wider audience.

In response to the pandemic situation, faculty members have adapted to attending online webinars, workshops, and conferences. This digital engagement has allowed them to continue their professional development while prioritizing safety and health.

In summary, faculty members actively pursue opportunities for professional growth, engage in continuous learning, and share their knowledge within the academic community. This commitment to staying updated and informed benefits both the faculty members themselves and the students they teach.

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

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

The B.P.Ed. program employs a dual evaluation system consisting of Continuous Internal Evaluation and External University Examinations. Below is an overview of how these assessments are structured:

1. Continuous Internal Evaluation: Each course within the B.P.Ed. program incorporates internal evaluations, which are essential components of the assessment process. Internal assessments encompass a range of activities, including assignments, class tests, and physical activity tests. Teacher trainees are required to complete and submit internal assessments for all theory courses in the B.P.Ed. program.

Additionally, project-based activities are integral to the program and span all four semesters. These activities encompass community engagement, internship participation, practice teaching sessions, the creation of reflective journals, and the development of learning resources.

2. External University Examinations: External university examinations serve as the final evaluation for each course within the B.P.Ed. program. These examinations are conducted by the university and are typically held in a controlled environment. The exams are a critical component in assessing teacher trainees' knowledge and understanding of the course material.

This combination of continuous internal evaluation and external university examinations ensures a comprehensive assessment of teacher trainees' knowledge, skills, and practical application in the field of physical education.

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

### 2.6.2

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

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

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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6.3**

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

The mechanism to deal with examination related grievances in our institution is designed to be transparent, time bound, and efficient. Here's an overview of how we ensure fairness and accountability:

**1. Transparency in Internal Assessment:** The internal assessment process follows the criteria set by the university. Faculty members inform students about the assessment components at the start of the semester. Internal assessment test schedules, following university guidelines, are communicated to students well in advance.

**2. Formative Test Conduct:** To maintain the integrity of formative tests, two invigilators are assigned to each examination hall. Faculty members, responsible for the courses, complete the evaluation within three days from the examination date.

**3. Answer Script Verification:** Corrected answer papers are given to students for verification, and any grievances are promptly addressed. Marks obtained in internal assessment tests are posted on the department notice board for transparency.

**4. Data Upload on University Portal:** Student marks and attendance in internal assessment tests are

periodically uploaded to the university web portal.

**5. Lab Record Submission and Assessment:** Students are required to submit lab records regularly, and their day to day performance in experiments is assessed. This includes factors like regularity, performance, and viva. Marks or grades for each experiment are recorded in the observation/record.

**6. Project Evaluation:** The quality of projects is evaluated by a Project Review Committee along with project guides.

**7. Transparency Measures for University Exams:** The university employs a jumbling system for theory end examinations, conducted at centers separate from the college, to ensure fairness and curb malpractices.

**8. Institutional Examination Oversight:** The institution appoints a Senior Supervisor to oversee the smooth conduct of examinations as per university guidelines. Examination related issues faced by students are addressed by the institution's Examination Officer, appointed by the university.

**9. Online/Offline Exam Grievance Handling:** Grievances during the conduction of online/offline theory and practical examinations are considered and discussed with the Principal. If necessary, they are forwarded to the university through the examination section.

**10. Results and Certificates Queries:** Queries related to results, corrections in mark sheets, and other certificates issued by the university are handled at the university's examination section after being forwarded through the college examination section.

**11. Revaluation and Recounting:** Students have the option to apply for revaluation, recounting, or challenged evaluation by paying the necessary processing fee to the university if they are dissatisfied with the initial evaluation.

This comprehensive mechanism ensures that examination related processes are transparent, grievances are addressed promptly, and students have avenues to seek redressal when needed, promoting fairness and accountability throughout the assessment process.

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

#### 2.6.4

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

**Response:**

At the beginning of each academic year, our institution prepares an academic calendar in accordance with the B.P.Ed. curriculum prescribed by the University of Mumbai. This calendar is comprehensive, encompassing both theory lectures and physical education activities, as well as the evaluation process. Here's an overview of how our academic calendar is structured:

1. **Curriculum Alignment:** The academic calendar is meticulously aligned with the B.P.Ed. curriculum outlined by the University of Mumbai, ensuring that all required topics and activities are covered.
2. **Inclusive of theory lectures and physical education activities:** The calendar includes a diverse range of activities, theory lectures and physical education activities. This encompasses lectures, practical sessions, seminars, workshops, sports activities, cultural events, and evaluation components.
3. **Evaluation Components:** Evaluation is a crucial aspect of the academic calendar. It consists of both internal and external assessments. Internal evaluation includes various components such as assignments, physical education activities tests, organization of intramurals, participation in hiking/trekking, scout and guide camps, internship, community work, and more.
4. **Semester Wise Internal Evaluation:** Internal evaluation is carried out semester wise, aligning with the provisions specified in the academic calendar. This ensures that students are evaluated on their progress and performance throughout the program.
5. **Orientation for Students:** Students are provided with clear guidance and orientation regarding the internal work to be completed during each semester. This includes instructions on assignments for individual courses.
6. **Adaptation to Online Evaluation:** In response to the pandemic situation during the academic year 2020,2021, our institution adapted by conducting internal evaluations online. This allowed for the continued assessment of students while prioritizing their safety and wellbeing.
7. **Online Class Tests and Viva:** Class tests and viva assessments were also conducted online, ensuring that students had the opportunity to demonstrate their knowledge and skills in a virtual learning environment.

In summary, our academic calendar is thoughtfully designed to align with the University's curriculum and encompasses a wide range of academic and nonacademic activities. The evaluation process, which includes both internal and external assessments, is integral to the calendar and was adapted for online execution when necessary to address the challenges posed by the pandemic. This approach ensures a holistic and comprehensive educational experience for our B.P.Ed. program students.

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) form an integral part of our curriculum, and their alignment guides the creation of our academic calendar. At the outset of the program and before the commencement of each semester, students receive orientation sessions that emphasize the significance of PLOs and CLOs. Our academic calendar is meticulously crafted to encompass all academic activities, ensuring their harmony with the PLOs and CLOs. The semester-wise timetables are thoughtfully designed to reflect these learning outcomes. Prior to the initiation of each course within the four semesters, dedicated teacher educators provide comprehensive orientations. Project-based activities, including Internship, Community Work, Journal Preparation, are all addressed through orientation sessions conducted by the institution. Our teaching-learning process encompasses orientation, meticulous planning, effective organization, and the execution of relevant activities, all strategically aimed at achieving the specified PLOs and CLOs. While the academic activities for B.P.Ed. Semesters II and III of Batch (2020-2022) were conducted online due to pandemic circumstances, activities related to teaching and learning for B.P.Ed. Sem. IV students of Batch (2020-2022) and B.P.Ed. Sem. I students of Batch (2021-2023) adhered to the prescribed PLOs and CLOs and were conducted in an offline mode.

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

### 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 96.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	44	48	38	16

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

### 2.7.3

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

##### **Response:**

Monitoring the progressive performance of students and their attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is a cornerstone of effective educational practice. It's not merely about assessing grades or test scores; rather, it involves a holistic approach to education that encompasses skills, knowledge, and values crucial for success in both professional and personal domains.

At the heart of this monitoring process lies the alignment between educational objectives and student outcomes. PLOs encapsulate the overarching goals of a program, defining what students should be able to do by the time they graduate. CLOs, on the other hand, break down these broader objectives into specific, measurable outcomes for individual courses. By aligning instructional activities, assessments, and feedback mechanisms with these outcomes, educators ensure that students are on track to achieve the desired competencies.

Continuous monitoring of student performance allows educators to gauge the effectiveness of their teaching strategies and curriculum design. It provides valuable insights into areas of strength and weakness, enabling instructors to make timely adjustments to their pedagogical approaches. For instance, if a significant number of students struggle with a particular CLO, educators can reconsider the instructional methods or provide additional support to address the underlying issues.

Moreover, monitoring student performance facilitates personalized learning experiences tailored to individual needs and learning styles. By tracking students' progress over time, educators can identify patterns of growth and areas where additional intervention may be required. This personalized approach fosters a supportive learning environment where every student feels valued and empowered to reach their full potential.

Beyond academic achievement, monitoring student performance also encompasses the development of professional and personal attributes essential for success in various contexts. These attributes may

include critical thinking, communication skills, teamwork, adaptability, and ethical decision-making. By incorporating assessments and activities that target these competencies, educators equip students with the tools they need to thrive in the workplace and society at large.

Furthermore, monitoring student performance serves as a feedback loop for continuous improvement at both the individual and institutional levels. By analyzing data on student outcomes, educators can identify trends and patterns that inform curriculum revisions, faculty development initiatives, and strategic planning efforts. This data-driven approach ensures that educational programs remain relevant, responsive, and aligned with evolving industry needs and societal demands.

In addition to quantitative metrics such as grades and completion rates, qualitative feedback from students, alumni, employers, and other stakeholders is invaluable for assessing the impact of educational interventions. Surveys, focus groups, and alumni interviews provide valuable insights into the perceived effectiveness of the curriculum, the relevance of learning experiences to real-world contexts, and the transferability of skills acquired.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.4

##### **Performance of outgoing students in internal assessment**

**Response:** 57.5

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

Response: 23

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

#### 2.7.5



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

**Response:**

The performance of students on various assessment tasks serves as a barometer for evaluating the extent to which their initially identified learning needs are being catered to within the educational context. At the onset of any learning journey, students bring with them diverse backgrounds, experiences, and levels of proficiency. It is the responsibility of educators to recognize and address these individual learning needs through targeted instruction, support, and feedback.

Assessment tasks play a pivotal role in this process by providing opportunities for students to demonstrate their understanding, apply their skills, and showcase their growth over time. These tasks come in various forms, including exams, projects, presentations, essays, and practical demonstrations, each designed to assess different dimensions of learning.

When students engage with these assessment tasks, their performance offers valuable insights into several key aspects:

1. **Understanding of Content:** Assessments reveal the depth and breadth of students' understanding of course material. By analyzing their responses, educators can gauge whether students have grasped core concepts, identified relevant information, and synthesized knowledge effectively.
2. **Application of Skills:** Assessment tasks assess students' ability to apply theoretical knowledge to real-world scenarios. Whether solving problems, conducting experiments, or analyzing case studies, students demonstrate their proficiency in translating learning into practical applications.
3. **Progress and Growth:** Over time, assessment data provides a longitudinal perspective on students' progress and growth. By comparing performance across multiple tasks or over successive semesters, educators can track students' development and identify areas where further support may be needed.
4. **Identification of Learning Gaps:** Discrepancies between expected and actual performance highlight potential learning gaps or misconceptions. These insights enable educators to intervene proactively, providing targeted remediation or enrichment activities to address individual needs.
5. **Feedback for Improvement:** Assessment feedback is an integral part of the learning process, offering students valuable insights into their strengths, weaknesses, and areas for improvement. By providing constructive feedback, educators empower students to reflect on their performance, set goals for growth, and take ownership of their learning journey.

In essence, the performance of students on assessment tasks serves as a diagnostic tool for evaluating the effectiveness of instructional strategies and the extent to which learning needs are being met. By leveraging assessment data to inform teaching practices, educators can create learning environments that are responsive, inclusive, and conducive to student success.

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

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.31**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	0	0	0

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

#### 3.1.2

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

**Response:** 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	0	0	0

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

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

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

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4

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

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

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

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 1.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	6	1	5

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response: 0.56**

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	0	0

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

## 3.3 Outreach Activities

### 3.3.1

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

**Response: 2.2**

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

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

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

### 3.3.2

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

**Response:** 47.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	44	0	61	38

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3.3

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

**Response:** 48.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	44	0	51	52

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

**3.3.4**

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

**Response:**

Vidyadhiraja College of Physical Education & Research has developed a robust framework for engaging students in various outreach activities aimed at addressing social issues and contributing to community development.

**Awareness Campaigns:**

Regular awareness campaigns are organized on pertinent social issues such as environmental conservation, health and hygiene, gender equality, and substance abuse prevention. These campaigns involve student-led initiatives, including poster competitions, street plays, and seminars, to educate both students and members of the local community.

**Health and Fitness Programs:**

The college conducts health and fitness camps in nearby villages and urban areas to promote physical well-being and healthy lifestyle choices. These programs offer free health check-ups, fitness assessments, and personalized exercise routines, encouraging community members to prioritize their health.

**Sports for Social Change:**

Through sports tournaments and events, the college aims to instill values of teamwork, discipline, and leadership among participants. Special emphasis is placed on organizing events that promote inclusivity, such as para-sports competitions, fostering a sense of belonging and acceptance within the community.



### Skill Development Workshops:

Skill development workshops are conducted to empower members of the community, particularly youth and women, with vocational skills. These workshops cover a wide range of topics including computer literacy, tailoring, and entrepreneurship, equipping participants with practical skills for employment and self-sufficiency.

### Environmental Initiatives:

The college actively participates in tree planting drives, waste management initiatives, and campaigns to reduce plastic usage. Students engage in community clean-up activities and awareness programs to foster a sense of environmental responsibility and encourage sustainable practices.

### Collaborative Projects:

Collaborations with local NGOs, government agencies, and other educational institutions enable the college to amplify the impact of its outreach efforts. Joint initiatives include conducting surveys, research studies, and community needs assessments to tailor interventions effectively.

### Youth Empowerment Programs:

Youth empowerment programs are designed to equip young people with life skills, leadership abilities, and opportunities for personal development.

Mentorship programs, career guidance sessions, and motivational talks inspire students to pursue their aspirations and become agents of positive change in society.

### Community Engagement Events:

Regular events such as blood donation camps, charity drives, and cultural festivals serve as platforms for fostering community solidarity and collective action. These events encourage active participation from students, faculty, and local residents, strengthening bonds and fostering a sense of shared responsibility towards community welfare.

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

### 3.3.5

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

**Response: 5**

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

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

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

### 3.4 Collaboration and Linkages

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

**Response: 1.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	02	03

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.2**

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

**Response:** 9

**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:** 9

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

**3.4.3**

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

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

The college has infrastructure and facilities as prescribed by the authorities. The college has a separate area dedicated towards various PE & Sports activities and theory classes. VCPER is dedicated to delivering quality Physical Education via, Sports grounds, Gymkhana, classroom teaching and hands-on experience, engagement with society and external entities. Its focus is on preparing a wide range of students by offering outstanding facilities and valuable experiential learning.

The Institution boasts ample infrastructure and a well-developed mechanism to ensure optimal utilization of its physical facilities for effective teaching and learning. The campus offers excellent amenities that facilitate seamless classes conduct and enhance the overall learning experience. The institution has following amenities:

**Classrooms:** All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, boards and other requirements.

**Class Room with ICT facility:** There is a classrooms with ICT facility and one computer laboratory also have ICT facility. Classrooms having Wi-Fi facilities helped in effective teaching-learning process

**Computer facilities:** The College provides a well-equipped computer laboratory with up-to-date computers and internet access, offering both LAN and Wi-Fi connectivity. Additionally, separate software is available for both administrative tasks and library management, ensuring efficient and smooth functioning across the campus. There are 20 system with 8GB ram, 500 GB Hard disk, Intel i5 processor with 100 Mbps speed and 2 Printers.

**Library:** In an any institution libraries serves as essential portals to knowledge, playing a fundamental and indispensable role . Library is fully digitalised. Library has created a learning environment by providing separate space for Discussions, OPAC, internet browsing area, Laptop Zones with Wi-Fi facility. **CCTVs:** Floor wise CCTV cameras are installed in the premises.

**Sports Fields:** The College is established in the year 1991 and has an outdoor sport field which has a foot ball ground which can be convertible to a 200 mtr athletics track which also has a Volleyball court, Handball court, Kho-kho field and Basketball court. The college possesses a gymnasium with free weights, machine weights, and other equipment. The college has a sports store at the ground floor with variety of equipment.

**Hostel:** Hostel facilities for both boys and girls are available and are situated in Eco-friendly environment having 24 Hour Security. All amenities for communication, recreation, entertainment, indoor games and

sports are provided.

Also has a spacious and hygienic canteen caters to the varying needs and food habits of students at reasonable prices.

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

#### 4.1.2

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

**Response:** 100

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

Response: 03

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

Response: 03

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3

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

**Response:** 17.33

##### 4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years

(INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3.25	2.815	2.75	2.75	2.5

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The VCPER library is well recognized for its unique collection of resources on Physical Education, sports sciences, and also various other subjects. A well-designed library in a college plays a crucial role in supporting the academic and development of future educators. Our library is more than just a collection of books; it's a dynamic space designed to inspire learning, research, and personal growth. With state-of-the-art facilities and a diverse range of resources, our library offers a stimulating environment for individuals of all ages and interests.

Our library promotes continuous learning and personal growth. Whether you're a student, a professional, or an avid reader, our resources and facilities provide opportunities to expand your knowledge and skills.

Our library is spacious, well light, ventilated with easy access to number of textbooks, reference books, e-books, journals, magazines, encyclopaedias, e-journals and newspaper .

Online library Catalog (OPAC) is available for the readers for quick search of the resources. Remote Access to OPAC (Online Public Access Catalog) / Web OPAC is Library subscribes to NLIST database, which provides access of 6000+ e-journals& 1,99,000+ e-books to students, faculty members & researchers. VCPER also uses Moodle Libspace which helps in providing access to learning content . The library is automated & uses Open Source software “KOHA”.

VCPER Library has created a learning environment by providing separate space for Discussions, OPAC,internet browsing area, Laptop Zones with Wi-Fi facility. Library provides the facility to

checkplagiarism for project reports, thesis and research papers.

Library has Turnitin, which is internet based plagiarism prevention software The scanning and photocopying facilities are available for the students and faculty. All the students are allowed to access internet free of cost.

Library follows open access system. Library uses DDC( Dewey Decimal Code) for classification so that books are arranged according to particular subject for easy access to students. The college has appointed a full-time librarian, one assistant librarian. Proper maintenance of registers is done from time to time.

Library is open from 10 am to 5 pm on all working days. Library has created Facebook group, Instagram account Page & Twitter Account. These provide valuable information on Career, Scholarships & various Entrance Exams etc.It gives information & news related to the field of education. The users may post messages/queries related to library, comments & suggestions.

VCPEER library is committed to support the diverse needs of students, faculty members and researcher. Our library plays a pivotal role in creating a vibrant and enriching educational environment

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

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

#### 4.2.2

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

**Response:**

**VCPE&R library** is housed in 243.46 sq.mt area & is situated on 3rd floor of MES building. Library is an integral part of teaching learning processes of VCPE&R. It has in stock 6088 books in the field of Physical Education and related disciplines. Library subscribes to 08 print journals and magazines and 5 newspapers.

#### **Digital Resources**

Library subscribes to NLIST database, which provides access of 6000+ e-journals & 1,99,500+ e-books to students,

faculty members.

VCPE&R also uses D-Space which helps in providing access to learning content.

1: (Lecture Notes, Assignments, Syllabus, Question Papers, Video's) contributed by VCPE&R faculty.

2: Syllabus,

3: Question papers.

4. Policies and regulations.

Information and Communication Technologies (ICT) have immensely impacted the functioning of libraries.

Integrated Library Management System (ILMS) is used to manage various functions of library.

VCPE&R library is automated and uses Open Source software "KOHA". Description of ILMS is as follows:

Name of the ILMS software - KOHA

Nature of automation ( Fully/ Partially) - Partially

Version - 21.11.04

Year of automation - 2024

Online library Catalog (OPAC) is available for the readers for quick search of the resources.

Remote Access to OPAC (Online Public Access Catalog) / Web OPAC is <http://203.115.126.36:9000/>

KOHA provides e-mail alerts for returns/renewals of books before due dates; Reminders to return and return

overdue books.

### **Daily Usage of Library**

Library attendance is automated & keeps track of time spent by user in library.

Footfalls:

Faculty Members - 2

Students -6

Library has created a learning environment by providing separate space for Discussions, OPAC, internet browsing

area, Laptop Zones with Wi-Fi facility.

VCPE&R library is also well equipped to provide facilities to Specially Abled Users e.g. Wheelchairs

Library provides the facility to check plagiarism for project reports, thesis and research papers.

Library also has access to Turnitin (resource sharing), which is internet based plagiarism prevention software. The documents submitted by

students are stored in a database used to check for plagiarism to avoid duplication of subject contents of a thesis,

project report, research papers etc. by identifying matching text between papers.

### **Books Arrangement**

Library follows open access system. Library uses DDC( Dewey Decimal Code) for classification so that books are

arranged according to particular subject for easy access to students.

### **Library Hours**

Library is open from 10 am to 5 pm on all working days.



No. of hours can be increased as per the students requirement.

**Circulation Rules**

Students are issued - 3 books for 7 days

Faculty are issued - 8 books for a 6 months

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

**4.2.3**

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

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

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

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

**4.2.4**

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

**Response:** 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.109	0.111	0.020	0.022	0.045

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

#### 4.2.5

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

**Response:** 14.36

**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: 250

**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: 221

**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: 221

**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: 243

**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: 228

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

#### 4.2.6

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

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

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

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

**Response:**

The institution possesses robust and continually evolving IT infrastructure, which is regularly updated to meet requirements. In response to the growing need for internet connectivity in academic settings, the college is taking proactive measures to establish reliable and secure wired or wireless networks within their campuses, catering to the connectivity demands of their students.

The college provides adequate numbers of computers, printers, scanners, LCD with projector to help students and faculty to carry out their academic activities effectively. The college has a well-established mechanism to upgrade its IT facilities. Every year provisions are made in the budget for regular upgradation. The college has one computer lab with 20 computers, LAN connection and which are easily accessible by the students to upgrade their IT skills and for various other purposes. The college has appointed technical staff for the maintenance of the computers. The college has 20 computers which are used by the students. The college also regularly updates its IT facilities in respect of bandwidth:

2018-19:165 MBPS

2019-20: 200 MBPS

2020-21: 300 MBPS

2021-22: 500 MBPS

The campus has 500 MBPS high-speed internet facility. This institute has a 24X7 Wi-Fi facility on the college campus for students and faculty members to avail internet connection at any place in the college. . Mahatma Education Society has a tie-up with Google and we use all the applications of Google for our benefit. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities.

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

#### 4.3.2

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

**Response:** 2.06

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

#### 4.3.3

##### Internet bandwidth available in the institution

**Response:** 500

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

Response: 500

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

#### 4.3.4

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

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

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

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

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 76.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.99	11.26	14.56	15.75	14.23

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

#### 4.4.2

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

##### **Response:**

The college has a well-established framework in place to oversee and manage the maintenance and utilization of its physical, academic, and support facilities. Each academic year, the management allocates a sufficient budget to ensure the maintenance and enhancement of different facilities, including classrooms, laboratories, and the library. The college also considers the necessity for repairing and replacing furniture and equipment on its campus.

To ensure the effective operation of this system, several committees have been established. These committees regularly assess and analyze the needs related to maintaining the physical, academic, and support facilities. Moreover, the college is open to receiving suggestions and requests from students, alumni, and faculty members concerning the maintenance of infrastructure and other amenities.

The classrooms are equipped with suitable infrastructure to facilitate academic activities. The college's laboratories are operational, furnished with all essential materials, tools, and equipment, and are also outfitted with fire extinguishing devices. The procurement of equipment takes into account their energy efficiency, contributing to resource sustainability and energy conservation. Safety precautions in the science laboratory include securing hazardous chemicals in lockers.

The computer labs have an ample number of computers meeting the required specifications, and they are updated with the latest antivirus software. The institution periodically undertakes necessary software and hardware enhancements and maintains ICT facilities as needed. The responsibility for maintaining the campus Wi-Fi connection rests with the service provider. Faculty and students enjoy complimentary internet access.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**9.Canteen**  
**10.Toilets for girls**

**Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.1.3**

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

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

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

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

**5.1.4**

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



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

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

File Description	Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 45.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	25	14	20	7

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

### 5.2.2

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

**Response:** 0

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

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

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

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

**5.2.3**

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

**Response:** 0

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

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

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

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response:**

At Vidyadhiraja College of Physical Education & Research (VCPE&R), the student council stands as a beacon of proactive engagement and vital support within the institutional framework. Far from being a mere formality, the student council at VCPE&R is a dynamic body that actively participates in shaping the college's culture, fostering a sense of community, and advocating for student needs and interests.

The student council serves as a voice for the student body. Through regular meetings, open forums, and feedback mechanisms, council members gather insights into the diverse experiences, concerns, and

aspirations of their peers. This information serves as the foundation for their advocacy efforts, ensuring that student perspectives are heard and considered in institutional decision-making processes.

Moreover, the student council takes proactive steps to enhance the overall college experience for students. This can involve organizing extracurricular activities, cultural events, and sports tournaments that promote holistic development and foster a sense of belonging among students. By actively engaging in such initiatives, the council contributes to creating a vibrant campus environment where students can thrive both academically and personally.

The student council plays a crucial role in facilitating communication and collaboration between students, faculty, and college administration. By serving as a bridge between these stakeholders, council members help address issues, resolve conflicts, and implement positive changes that benefit the entire college community. Whether it's advocating for improved facilities, addressing academic concerns, or promoting inclusivity and diversity, the council acts as a catalyst for positive transformation within the institution.

The student council at VCPE&R also serves as a training ground for leadership and civic engagement. Through their involvement in council activities, members develop valuable skills such as communication, teamwork, problem-solving, and decision-making, which prepare them for future roles in their careers and communities. By nurturing a culture of leadership and service, the council inspires other students to take an active role in shaping their educational experiences and making a difference in the world around them.

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

### 5.3.2

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

**Response:** 6.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	2	9	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The active involvement of MES's Vidyadhiraja College of Physical Education and Research alumni in various aspects of institutional functioning greatly enriches the academic experience and professional development of students. Through their unwavering support, mentorship, and guidance, they contribute to the holistic growth and success of the college and its graduates, fostering a strong sense of community and pride among all stakeholders.

MES's Vidyadhiraja College of Physical Education and Research boasts an active alumni network that plays a crucial role in enhancing the overall institutional functioning. Through various initiatives, the alumni contribute significantly to the growth and development of the college and its students. Here's a detailed report on the key areas where alumni involvement is evident:

**1. Motivating Freshly Enrolled Students:**

The alumni serve as inspirational figures for freshly enrolled students by sharing their success stories, experiences, and insights gained during their time at the college. Through motivational talks, interactive sessions, and alumni interaction programs, they instill a sense of purpose, ambition, and enthusiasm among the newcomers. By highlighting the opportunities available in the field of physical education and research, they encourage students to set high goals and strive for excellence in their academic and extracurricular pursuits.

**2. Organization of Various Activities Other Than Classroom Activities:**

Alumni play an active role in organizing a wide range of extracurricular activities such as sports tournaments, cultural events, workshops, seminars, and conferences. Their expertise, industry connections, and resources help in planning and executing these events seamlessly. These activities not only provide students with opportunities for holistic development but also foster a sense of camaraderie,

teamwork, and leadership skills among them.

### 3. Support to Curriculum Delivery:

Alumni contribute to the enrichment of the curriculum by sharing their practical knowledge, industry insights, and latest trends in the field of physical education and research. They often collaborate with faculty members to design and deliver guest lectures, conduct hands-on workshops, and organize field visits to sports facilities, research institutions, and fitness centres. By bridging the gap between theory and practice, they enhance the overall learning experience of students and prepare them for real-world challenges.

### 4. Student Mentoring:

Alumni actively engage in mentoring programs aimed at providing guidance, support, and advice to students in various aspects of their academic and professional journey. Through one-on-one interactions, career counselling sessions, and mentorship programs, they help students explore their interests, identify their strengths, and navigate through academic challenges and career choices. By serving as role models and mentors, they inspire students to strive for excellence and pursue their passions with dedication and perseverance.

### 5. Placement Advice and Support:

Alumni play a crucial role in facilitating placement opportunities for students by sharing job openings, internship opportunities, and career-related resources. They leverage their professional networks and industry connections to connect students with potential employers, arrange mock interviews, resume workshops, and career development seminars. Their guidance and support enable students to make informed decisions, prepare effectively for job interviews, and transition smoothly into the workforce upon graduation.

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

#### 5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**

3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

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

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 5

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

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

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

### 5.4.4

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

**Response:**

The Alumni Association at MES's Vidyadhiraja College of Physical Education and Research stands as a cornerstone of support and inspiration within the institution, serving a multifaceted role in empowering and recognizing the talents of current students. Through a range of initiatives, the association actively engages in identifying, nurturing, and promoting special talents among the student body. In essence, the Alumni Association at MES's Vidyadhiraja College of Physical Education and Research transcends its role as a networking platform, emerging as a driving force in motivating, nurturing, and promoting student talents. Through its dedication to inspiring, guiding, and celebrating student achievements, the association enriches the college's academic environment and contributes to the holistic development of its students, aligning closely with the institution's mission to empower individuals to reach their fullest potential.

**1. Motivation and Inspiration:**

Alumni achievements and presence serve as potent motivators for current students. Success stories shared through inspirational talks, guest lectures, and alumni sessions instill a drive for excellence and ambition among students, inspiring them to set lofty goals and pursue them with dedication.

**2. Talent Identification:**

The Alumni Association takes an active role in spotting hidden talents within the student community. Through interactions and engagement, alumni uncover unique skills and abilities among students, providing a platform for these talents to be recognized and nurtured.

**3. Nurturing Special Talents:**

Once identified, special talents receive dedicated support and resources from the Alumni Association. Whether it's facilitating specialized training, mentorship opportunities, or access to relevant resources, the association ensures that students' individual strengths and passions are fostered and developed.

**4. Scholarships and Awards:**

To recognize outstanding achievements, the association is planning to establish prestigious awards and scholarships. These incentives will serve as milestones in students' academic journeys, encouraging them to excel in various fields such as academics, sports, arts, and community service.

**5. Networking and Exposure:**

Leveraging its extensive network, the Alumni Association creates avenues for students to gain exposure and opportunities in their areas of interest. From arranging internships to connecting students with professionals, the association broadens students' horizons and facilitates practical learning experiences.

**6. Mentorship and Guidance:**

Alumni, drawing from diverse experiences, become mentors to students with similar interests. This mentorship offers invaluable guidance, assisting students in navigating their chosen fields, making informed decisions, and setting achievable career goals.

**7. Celebrating Achievements:**

The Alumni Association actively celebrates and showcases student accomplishments, bolstering their confidence and fostering a culture of achievement within the college community. Such recognition inspires students to continue striving for excellence in their endeavors.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

The governance of our institution is indeed reflective of effective leadership and a participatory mechanism that aligns closely with our vision and mission.

**1. Leadership Commitment to Vision and Mission:** Our leadership team is deeply committed to realizing the vision of becoming a renowned institution that fosters character, community engagement, and transformative social change through physical education. They understand the importance of these principles in shaping the future of our society and guide the institution accordingly.

**2. Institutional Policies and Practices:** The governance framework of our institution is designed to support and uphold the values embedded in our vision and mission. Policies and practices are developed with the aim of nurturing educators who not only possess expertise but also uphold strong values that align with our mission of fostering character and social change.

**3. Inclusive Decision-Making Processes:** We believe in a participatory approach to decision-making where all stakeholders, including faculty, staff, students, and community members, have a voice. Our leadership actively seeks input from various stakeholders when making important decisions related to the institution's direction, programs, and policies.

**4. Continuous Evaluation and Adaptation:** Our governance structure emphasizes continuous evaluation and adaptation to ensure that we remain aligned with our vision and mission. We regularly assess the effectiveness of our programs and initiatives in promoting character development, community engagement, and social change, and adjust as necessary.

**5. Transparent Communication:** Transparency is a cornerstone of our governance approach. We ensure that all stakeholders are kept informed about important decisions, developments, and challenges facing the institution. Open communication channels foster trust and engagement among members of the institution community.

**6. Accountability and Responsibility:** Our leadership holds itself accountable for achieving the goals set forth in our vision and mission. They take responsibility for their actions and decisions, and encourage others to do the same. This accountability fosters a culture of excellence and continuous improvement within the institution.

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

## 6.1.2

### **Institution practices decentralization and participative management**

#### **Response:**

The institution operates under a framework of decentralization and participative management, embodying democratic principles, teamwork, and a shared vision to instill a collective sense of responsibility and dedication among stakeholders. This approach encourages collaboration across all levels of the organization, distributing authority strategically and involving individuals in decision-making processes relevant to their respective areas of expertise. By ensuring diverse representation in administrative bodies, the institution promotes participatory management, fostering personal investment and satisfaction among educators, students, and support personnel.

Central to the institution's operational structure is an Organogram designed to facilitate inclusive decision-making. The Principal, in collaboration with management and faculty, assigns diverse roles and responsibilities, with the Principal assuming the role of Chairperson across all committees, engaging both teachers and students. Well-defined objectives and activities undergo rigorous scrutiny to ensure the attainment of program outcomes, with committee appointments following a rotational pattern. Various committees, including Admission, Examination, Practice Teaching, Alumni, Student Council, Co-curricular, Library, Research, and Placement, are dedicated to advancing the institution's goals.

Participative management is upheld through three key approaches. Firstly, transparent information sharing ensures that both faculty and students are kept well-informed about institutional developments, fostering a sense of value and esteem among all individuals involved. Secondly, flexible communication channels allow for open engagement between teachers, support staff, and students, encouraging the sharing of creative ideas for institutional enhancement. Lastly, the college's Secretary maintains regular interactions with teachers and students, actively seeking input to enhance operational effectiveness, thereby cultivating a sense of accountability among staff and students in advancing the institution.

Decentralization and participative management are evident in the actions of various committees. For instance, the Admission Committee organizes orientation sessions for potential students regarding the Common Entrance Test (CET), ensuring a smooth transition into the institution. The Practice Teaching Committee strategizes the implementation of internship activities within schools, providing valuable practical experience for future educators. The Research Committee encourages, publications, and initiatives for exchanging research findings, promoting academic excellence and innovation. Similarly,

the Exam Committee meticulously plans and conducts examinations as per the schedule, ensuring fairness and efficiency in assessment processes.

Furthermore, the institution actively seeks inputs and insights from a diverse range of stakeholders, including students, educators, alumni, practice teaching establishments, and local community organizations. This inclusive approach enriches decision-making processes, fostering a sense of ownership and belonging among stakeholders and reinforcing the institution's commitment to continuous improvement and excellence.

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

### 6.1.3

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

##### **Response:**

VCPE & R upholds a commitment to transparency across all facets of its operations, including financial, academic, and administrative realms. Through its website, the institution provides comprehensive information on policies, values, code of conduct, organizational structure, strategic plans, IQAC initiatives, and examination-related updates for the benefit of stakeholders.

Regular audits are conducted to ensure the integrity of academic, administrative, and financial functions, with decision-making processes informed by input from the Management, Principal, Faculty, and students. Grounded in strategic planning, IQAC initiatives, and feedback from stakeholders, these decisions reflect a commitment to democratic and inclusive governance.

Academically, the institution disseminates pertinent information such as year plans, academic calendars, program outcomes, and course learning outcomes via its website. Additionally, updates on student-related data, admissions, learning resources, schedules, exam details, and enrichment programs are readily accessible.

Financial transparency is ensured through a budgeting process overseen by the Governing body, with audited income-expenditure statements and balance sheets made available online. Collaborative efforts between the Principal, Management, and Faculty drive resource allocation and activity planning, with meticulous financial records maintained and external auditors verifying annual returns.

Administratively, the institution facilitates online student enrollments and provides updated admission-related information on its website. Details regarding institutional leadership, decision-making bodies, faculty, staff, committees, student councils, as well as reports on admissions and regulatory compliance,

are easily accessible. The website also serves as a repository for information on, community service, outreach programs, and digital library resources.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### **The institutional Strategic plan is effectively deployed**

##### **Response:**

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

The initiative of the Teaching plan was methodically followed during the year 2020-21. 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. The institution regularly monitors the plans and conducts post-program/event follow-up meetings. At the end of year a follow-up meeting is conducted to take a review of the programs and events organized and conducted.

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

## 6.2.2

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

### **Response:**

VCPE&R has a basic administrative set-up and organizational structure for efficient decision-making procedures. The management secretary of the institute provides leadership and guidance to the college without interfering in the daily functioning. The principal of the college heads all the executive committees and provides guidance and a systematic administrative mechanism. The following Executive committees are formed to deal with the various administrative and academic aspects.

1 CDC- College Development Committee

2 Grievance cell

3. Internal Complaints committee

4. Anti-ragging committee

5. SC-ST cell

6. Purchase committee

7. Admission committee

8. Library committee

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

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

### 6.2.3

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

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

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

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

### 6.2.4

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

**Response:**

The committee discussed the implementation of resolutions taken in previous meetings. It was noted that one of the resolutions was to provide tuition fee concessions for meritorious sports persons to encourage sports excellence within the college.

Example Decision Related to the Above:

After a thorough discussion, the committee unanimously agreed to implement the resolution of providing scholarship by way of tuition fee concessions for meritorious sports persons. It was decided that eligible students must meet specific criteria based on their sports achievements during their admission first to college.

The following criteria were established for eligibility:

- The student must have represented the college in recognized sports events at the district, state, or national level.

The secretary was tasked with coordinating with the academic department to ensure the smooth implementation of this resolution, including the dissemination of information to students and the creation of a transparent application process.

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### **Response:**

The institution is dedicated to ensuring the welfare and satisfaction of both teaching and non-teaching staff, recognizing this as integral to maintaining a positive work environment. This document highlights the strategies and practices implemented to effectively support staff members and nurture a productive educational community.

Faculty are encouraged to engage in professional development opportunities such as seminars and conferences, with the institution providing support and resources for their participation. Emphasis is placed on continuous learning through orientation programs and short-term courses, ensuring staff stay updated in their fields.

A comprehensive performance appraisal system offers constructive feedback to faculty, contributing to their professional growth. Training sessions, particularly during the pandemic, help staff adapt to new teaching methods and technology, ensuring continuity in education.

Support for research endeavors includes access to extensive library resources and opportunities to present papers at seminars. During the pandemic, safety measures were prioritized, with vaccination camps organized and flexible work arrangements implemented.

During the pandemic, safety measures were prioritized for staff visiting the institution, Covid vaccination camps for staff were organized for second dose and a Doctor on call service was established. Flexi-time is granted to faculty members on non-teaching days, affording them the freedom to engage in research and publications. Leave provisions are extended for attending orientation, refresher courses, pre-Ph.D.

programs, and university commitments. The institution values the welfare of its faculty, providing leave benefits for personal reasons.

Faculty are supported in pursuing doctoral studies, with recognition and benefits provided during Teachers' Day celebrations. Collaboration across institutions enhances cultural exchange and community-building among staff.

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

### 6.3.2

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

**Response:** 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**

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

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

### 6.3.3

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

**Response:** 4

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



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

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

#### 6.3.4

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

**Response:** 27.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	06	03	00	01

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

#### 6.3.5

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

#### **Response:**

The implementation of a robust performance appraisal system within an institution serves as a guiding framework, aimed at elevating its overall quality. This system involves a comprehensive evaluation of the expertise, competencies, and effectiveness of the staff. By pinpointing areas for enhancement and providing avenues for professional growth, it becomes an indispensable tool for organizational development.

At the conclusion of each semester, feedback forms are distributed to students, designed to gather insights into various aspects of the teaching process and the instructors themselves. Through assessing the knowledge, skills, and performance of the staff, this system offers valuable insights that serve as a compass for identifying strengths and areas needing improvement.

The parameters adopted for Teaching Faculty Appraisal encompass crucial aspects essential for effective teaching and learning. Communication skills form the foundation, as successful teaching hinges not only on subject matter expertise but also on adept communication. Teachers must excel in listening, speaking, reading, and writing, applying these proficiencies skillfully to facilitate impactful learning experiences.

Teaching skills are equally vital, encompassing a spectrum of abilities from classroom management to instructional design. Effective educators not only possess deep subject matter knowledge but also excel in conveying it to students through diverse instructional techniques. Classroom management, lesson planning, and providing constructive feedback are just a few facets of teaching skills critical for fostering a positive learning environment.

Time management emerges as another significant parameter, ensuring content delivery within established timelines while maintaining engagement and balance. Effective time management allows for the incorporation of various teaching methods, preventing burnout and promoting overall well-being among educators.

ICT skills have become increasingly indispensable in today's digital age, enabling educators to leverage technology for more interactive and engaging learning experiences. Proficiency in utilizing digital tools and platforms facilitates adaptation to diverse learning styles and facilitates remote or blended learning environments.

Research skills round out the parameters, empowering educators to stay abreast of educational advancements and impart evidence-based teaching strategies. Engaging in research not only enhances teaching effectiveness but also fosters a culture of inquiry and continuous professional growth among educators.

In summary, a well-designed performance appraisal system, coupled with comprehensive feedback mechanisms, serves as a catalyst for institutional improvement. By evaluating key aspects such as communication, teaching, time management, ICT, and research skills, institutions can identify areas for enhancement and provide targeted support for the professional development of their staff. Ultimately, this results in a more effective and dynamic learning environment, benefiting both educators and students alike.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

The institution boasts a highly effective and efficient financial management system, underpinned by a clear strategy for resource mobilization and meticulous financial oversight. Various committees are dedicated to tracking expenditure, ensuring that funds are utilized in alignment with their intended purposes. Rigorous annual financial audits, both internal and external, are conducted to address inquiries and maintain transparency.

Annually, the Governing Body and Principal collaborate to draft the budget for the academic year, laying the groundwork for financial planning and allocation. Income and expenditure documentation, along with payment bills, are meticulously managed by the institution's accounts department. This department plays a pivotal role in compiling the balance sheet and addressing any financial inquiries that may arise.

The finalized balance sheet undergoes thorough scrutiny by an external auditor for validation, ensuring accuracy and adherence to financial regulations. Once approved, the balance sheet is published on the institution's website and utilized for documentation purposes at various levels, including the University, AISHE, and NCTE.

The institution's accounting procedures are executed with precision by proficient personnel, who are dedicated to upholding the highest standards of financial integrity. Regular monitoring of fund flow ensures the college's financial stability and enables timely fulfillment of financial obligations.

In essence, the institution's financial management practices embody a steadfast commitment to fiscal responsibility, transparency, and effective governance. By maintaining meticulous oversight, adhering to rigorous audit procedures, and fostering a culture of accountability, the institution safeguards its financial health and upholds the trust of its stakeholders.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0

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

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

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

#### 6.4.3

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

**Response:**

Mahatma Education Society's Vidyadhiraja College of Physical Education and Research stands as a non-aided linguistic minority institute, drawing its financial sustenance from grants from the Management, philanthropists, and other sources. It primarily relies on student fees, supplemented by hostel fees, as its main revenue streams. Recognizing its social responsibility, the College prudently maintains reasonable student fees.

With a structured approach to resource management, the institution channels collected tuition fees towards multifaceted purposes, including infrastructure enhancement, academic support, and staff remuneration. The Finance Committee, entrusted with financial planning and execution, collaborates with both teaching and non-teaching staff to formulate budgets and oversee financial matters.

Meanwhile, specialized committees such as the purchase and construction committees meticulously strategize and propose initiatives related to acquisitions and building projects. These proposals undergo rigorous scrutiny by the Governing Body, with endorsement from the Finance subcommittee, before final

approval.

Additionally, the Library committee works in tandem with faculty and the Principal to devise budget allocations for enhancing the library's collection of books and journals. Funds are allocated across diverse categories such as employee salaries, departmental budgets, infrastructure development, maintenance, administrative expenses, cultural events, admissions, and ICT facilities.

To ensure transparency and accountability, the institution undergoes both internal and external audits, conducted by Chartered Accountants, to verify the prudent allocation of resources. A dedicated Finance and Accounts Committee oversees account management, with the Principal personally overseeing daily transactions on behalf of the Management. Periodic internal audits further validate financial transactions, ensuring adherence to established protocols.

At the close of each fiscal year, the institution generates comprehensive annual financial statements and audit reports, providing stakeholders with a transparent overview of its financial health. Additionally, the College Development Committee convenes periodically to review fund acquisition and utilization, maintaining oversight over the entire process.

In essence, Mahatma Education Society's Vidyadhiraja College of Physical Education and Research demonstrates a commitment to prudent financial management, guided by a structured framework that emphasizes transparency, accountability, and responsible stewardship of resources. Through meticulous planning, efficient utilization, and regular oversight, the institution ensures the sustainability and growth of its financial endeavors, ultimately advancing its mission of academic excellence and societal impact.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

Quality assurance in educational institutions is crucial for maintaining standards and continuously improving the educational experience for students, faculty, and staff. Our institution has adopted a comprehensive process to ensure quality across various aspects of its operations.

1. **Administrative Audit:** Regular administrative audits are conducted to assess the efficiency and effectiveness of administrative processes. This involves reviewing financial management, resource allocation, staff performance, and adherence to regulatory requirements.
2. **Policy and Procedures Documentation:** Detailed policy and procedures documents are prepared for different areas of the college, including academic affairs, admissions, student services, finance, and human resources. These documents provide clear guidelines and ensure consistency in operations.
3. **Code of Conduct:** A code of conduct is established for students, teaching staff, and non-teaching staff. This code outlines expected behaviors, ethics, and responsibilities, fostering a positive and respectful learning and working environment.
4. **Stakeholder Feedback:** Feedback is regularly collected from various stakeholders, including students, parents, faculty, and alumni. This feedback helps identify areas for improvement and informs decision-making processes.
5. **Social Activities:** The institution actively engages in social activities such as community service projects, awareness campaigns, and outreach programs. These activities promote social responsibility among students and contribute to community development.
6. **Green Audit:** Recognizing the importance of environmental sustainability, the institution has initiated a green audit to assess its environmental impact and identify opportunities for improvement in areas such as waste management, energy conservation, and green initiatives.
7. **Yearly Planning:** A comprehensive yearly plan is prepared, outlining academic and administrative goals, objectives, and action plans. This plan serves as a roadmap for the institution's activities and ensures alignment with its strategic priorities.
8. **Educational Visits:** Educational visits are organized to supplement classroom learning and provide practical exposure to students. These visits may include industry tours, field trips, guest lectures, and participation in conferences and seminars.
9. **Remedial Classes and Student Support:** To support students who may require additional assistance, remedial classes and support services are organized. These initiatives aim to address learning gaps, enhance academic performance, and promote student success.
10. **Library Improvement:** Continuous efforts are made to enhance library facilities, resources, and services. This includes expanding the collection of books and journals, upgrading technology infrastructure, and providing training on information literacy skills.

By implementing these measures, our institution ensures a holistic approach to quality assurance, focusing on academic excellence, operational efficiency, stakeholder satisfaction, and social responsibility. This commitment to quality contributes to the overall success and reputation of the institution.

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

## 6.5.2

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

#### **Response:**

The institution employs a comprehensive approach to reviewing the teaching-learning process periodically through the active involvement of various committees. Here's how each committee contributes to this endeavor:

1. College Development Committee: This committee oversees the overall development of the college, including academic infrastructure and resources essential for effective teaching and learning. It ensures that the institution maintains a conducive environment for education.
2. Internal Compliance Committee: Tasked with ensuring adherence to internal policies and regulations, this committee plays a crucial role in maintaining the quality and integrity of the teaching-learning process. It conducts regular audits and assessments to identify areas of improvement and compliance gaps.
3. Anti-Ragging Committee: Focused on fostering a safe and inclusive learning environment, this committee actively monitors instances of ragging or harassment that may disrupt the teaching-learning process. By addressing such issues promptly, it helps create a conducive atmosphere for education.
4. Scheduled Caste/Scheduled Tribe Committee: Dedicated to promoting equity and inclusivity, this committee ensures that the teaching-learning process caters to the diverse needs of students from marginalized communities. It reviews policies and practices to identify and address any barriers to learning faced by these students.
5. Grievance Redressal Cell: Provides a platform for students and faculty to voice their concerns and grievances related to the teaching-learning process. By addressing these issues in a timely and transparent manner, the cell helps maintain trust and confidence in the educational institution.
6. Admission Committee: While primarily responsible for the admission process, this committee also plays a role in reviewing the teaching-learning process. By assessing the academic performance and feedback of incoming students, it provides insights into the effectiveness of teaching methods and curriculum design.

7. Library Committee: Ensures that the library resources align with the educational goals of the institution and support the teaching-learning process effectively. By evaluating the relevance and accessibility of library materials, this committee contributes to enhancing the quality of education.

Overall, these committees work collaboratively to review the teaching-learning process periodically by collecting feedback from stakeholders, conducting evaluations, and implementing necessary improvements. This multi-faceted approach ensures that the institution maintains high standards of academic excellence and continuously strives for enhancement in the teaching-learning experience.

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

### 6.5.3

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

**Response:** 1.8

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

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

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

### 6.5.4

**Institution engages in several quality initiatives such as**



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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

### **6.5.5**

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

**Response:**

The institution's commitment to continuous improvement in both academic and administrative domains is evident through the proactive initiatives spearheaded by the Internal Quality Assurance Cell (IQAC). Key areas of focus include refining teaching and learning procedures, implementing outcome-based education, and establishing robust feedback mechanisms to identify areas for enhancement.

Collaborating closely with the College Development Cell (CDC), the IQAC ensures regular assessment and enhancement of the institution's teaching-learning process. This is achieved through effective feedback channels, meticulous planning, continuous oversight of the Faculty Handbook, and academic evaluations aimed at ensuring quality assurance.

In terms of academic incremental improvements, the institution has established committees dedicated to academic planning and examination oversight. The Academic Planning Committee devises session plans and academic schedules to ensure systematic operations, while the Examination Committee oversees internal and external examinations and addresses related grievances.

Moreover, the institution prioritizes capacity-building initiatives for student teachers, including value-added courses, workshops on innovative educational practices, and community outreach projects to instill core values. Additionally, efforts to enhance technological proficiency through ICT activities and

environmental projects underscore the institution's commitment to holistic student development.

VCPE&R also advocates for responsible waste management and energy conservation, instilling sustainable practices among students and staff. Compliance with waste reduction and energy conservation policies is mandatory for all stakeholders, reflecting the institution's commitment to environmental stewardship.

Digital teaching-learning initiatives are central to the institution's approach, with the IQAC driving the integration of e-learning methods and blended learning practices. Students are equipped with electronic resources and access to online platforms, while faculty members contribute digital content to enhance the learning experience.

Furthermore, the institution offers a range of add-on or certificate courses designed to enrich students' educational journey and enhance their employability. These courses, conceived and formulated by the IQAC, aim to meet the evolving demands of the post-pandemic era while fostering advanced skill development and life skills.

The assessment of student learning outcomes is a comprehensive process involving various evaluation methods, including class assessments, assignments, quizzes, and university examinations. The analysis of university results is conducted regularly, with findings discussed within the CDC and IQAC to facilitate continuous improvements.

In summary, VCPE&R's commitment to incremental improvements in academic and administrative domains is evident through its proactive initiatives, collaborative approach, and dedication to quality assurance. The institution's multifaceted efforts reflect its commitment to providing a dynamic and enriching educational experience for all stakeholders.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Mahatma Education Society's Vidyadhiraja College of Physical Education & Research makes an effort to conserve energy by lowering its energy usage and utilizing a smaller amount of energy service. The Sustainable Practices Policy (SPP) is the guide for the use of available resources for the events, activities and developments at the college. Reducing the amount of energy used is a method known as energy conservation. It can be done by using energy more effectively or by using less energy overall. One of the simplest ways to protect the environment is to use natural energy sources and reduce pollution. Numerous techniques have been used to conserve energy. Planting trees throughout the campus to reduce the need for air conditioners. Using LED or CFL lighting can save a significant amount of electricity. CFLs are less expensive to operate and have a longer lifespan than conventional incandescent lights. Modern LED bulbs can provide a potent illumination solution for a small fraction of the cost. Turning off lights, fans and other electric appliances when students and staff exit the classroom and offices. Waste reduction through digitalization and judicious use of the resources Water conservation Every Saturday 3-4 pm is observed as the 'Zero Power Hour', during this time all the electric devices are switched off in the classroom. Regular inspections electric appliances and timely repairs are done to avoid energy wastage.

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

#### 7.1.2

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

**Response:**

College encourages environment friendly waste management practices which are as follows:

**Solid waste management:** Students and staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the college. Segregation of dry and wet waste on a daily basis by separate dustbins for different types of wastes.

**Decrease in the use of paper:** To attempt paperless evaluation, E- submission of practice assignment and answers has been adopted. Many teachers encourage the use of Google docs. This encourages independent learning. The examination committee has started and successfully implemented Paper less question paper submission. There has been an increase of e-notices and e-reporting of all activities across the board, by faculty, office and students. The use of WhatsApp, SMS and email for communication with all stake holders has minimised the use of paper.

**E-waste management:** Non-functional computers and peripherals are repaired and reused. The E-waste collected is stored in the store.

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

### 7.1.3

**Institution waste management practices include**

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.4

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**

### 3. Reservoirs/tanks/ bore wells

### 4. Economical usage/ reduced wastage

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 7.1.5

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

**Response:**

**Cleanliness:** The college is socially and morally committed to maintain clean, green and safe campus and good ambience.

**Sanitation:** The campus is daily cleaned by support staff and for better sanitation organic materials are used for sanitation by spraying.

**Green Cover:** Cleaning of the campus and maintaining green cover as a part of community work is carried out during the academic year. This helps in maintaining cleanliness, sanitation, green cove and providing a pollution free healthy environment. The green cover is further widened by regular practice of plantation, protection of existing green covers and their grooming in proper forms.

**Healthy environment:** The college also takes care of creating environment for maximum output of efforts of our students, teachers, staffs, and management. Cover dustbins have been installed at different places in the college campus to be used for collection of waste material.

**Pollution free environment:** For pollution free environment students are sensitized to adopt the practice which enables to maintain pollution at minimum level. This practice is carried out on regular basis. The objective is to reduce the pollution level to achieve the goal of minimum pollution in the campus

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

### 7.1.6

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

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

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

### 7.1.7

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

**Response:** 3.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.608	0.610	0.589	0.566	0.542

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

### 7.1.8

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

#### **Response:**

VCPE&R's approach begins with a profound understanding of its local environment and the resources it offers. The institution actively collaborates with local environmental organizations and conducts regular assessments to identify opportunities for outdoor education and sports activities. By harnessing the natural beauty and resources of the region, VCPE&R promotes a holistic approach to physical well-being while instilling a deep appreciation for the environment among its students and the broader community.

Locational knowledge is a key asset of VCPE&R, with faculty members and staff possessing intimate familiarity with the area's geography, climate, and recreational opportunities. This knowledge informs the institution's curriculum and extracurricular activities, which are designed to capitalize on the region's unique characteristics. Whether it's organizing hiking expeditions, outdoor yoga sessions, or adventure sports camps, VCPE&R provides students with hands-on experiences that blend physical activity with environmental education.

VCPE&R's engagement with community practices is characterized by a collaborative and inclusive approach that values local knowledge and traditions. The institution actively partners with community organizations, sports clubs, and government agencies to promote health and wellness initiatives tailored to the needs of the local population. This might involve organizing community fitness challenges, wellness workshops, or sports tournaments that celebrate the diversity of physical activities practiced in the region. By fostering a culture of inclusivity and participation, VCPE&R promotes social cohesion and collective well-being.

Challenges facing the community serve as opportunities for innovation and collaboration at VCPE&R. Economic disparities, lifestyle-related health issues, and access to recreational facilities are among the many obstacles that the institution addresses through targeted interventions. VCPE&R works closely with local stakeholders to develop outreach programs and community sports leagues aimed at promoting active living and preventive healthcare. By leveraging its expertise and resources, VCPE&R empowers individuals and communities to overcome barriers to physical well-being and lead healthier, more active lives.

The Vidyadhiraja College of Physical Education and Research exemplifies how an institution can

leverage its local environment, locational knowledge, resources, community practices, and challenges to promote holistic well-being and community development. By embracing a place-based approach that integrates physical education with environmental awareness and community engagement, VCPE&R embodies the ideals of sustainability, inclusivity, and empowerment. Through collaborative partnerships and innovative initiatives, VCPE&R continues to inspire positive change and transform lives in its local community and beyond.

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

### 7.1.9

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

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

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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Title of Practice 1: Empowering Tomorrow: Community Service Day with YUVA Foundation for Underprivileged Children

**Objectives:**

The Community Service Day aims to offer holistic support and engagement for underprivileged children



aged 10 to 15, fostering emotional, social, and physical growth while instilling a sense of community responsibility in student volunteers.

**Context:**

The initiative requires consideration of diverse needs, safety, sustainability, and effective communication for smooth execution, profoundly impacting both underprivileged children and student volunteers.

**Practice:**

Guided by teachers, student volunteers collaborate with YUVA Foundation to organize enriching activities, including sports and entertainment, fostering holistic development among children.

**Success Evidence:**

The initiative profoundly impacts underprivileged children by offering skill development, emotional support, and social responsibility. Volunteers gain insights into marginalized communities, inspiring advocacy for positive change.

**Challenges and Resources:**

Time constraints and sustaining interest among volunteers necessitate meticulous planning, continuous communication, and resource allocation, including sports equipment and snacks.

**Note:**

The initiative exemplifies community-driven efforts in uplifting underprivileged children and nurturing empathy among future leaders, striving for a brighter and more inclusive tomorrow.

Title of Practice 2: Empowering Student-Athletes: The Learn and Earn Scheme for B.P.Ed. Students

**Objectives:**

The Learn and Earn Scheme empowers economically disadvantaged student-athletes by providing financial assistance and practical coaching experience, fostering income generation and skill development.

**Context:**

Addressing academic demands, inclusivity, and coaching skills, the scheme prioritizes equal opportunities in sports for students from diverse backgrounds.

**Practice:**

B.P.Ed. students engage as coaches in sports camps, gaining hands-on experience and mentorship across various disciplines, enhancing their professional development.

**Success Evidence:**

The scheme addresses financial constraints, enhances practical knowledge, and contributes to the holistic development of young athletes, fostering excellence in sports education.

**Challenges and Resources:**

Time constraints and sustaining interest among student-coaches require effective time management, support, incentives, and recognition.

**Note:**

The Learn and Earn Scheme enriches the sporting ecosystem, nurturing both student-coaches and aspiring athletes, fostering holistic development and excellence in sports education.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

#### **Response:**

Vision of Vidyadhiraja College of Physical Education and Research((VCPE&R): To become a renowned institution where dedicated educators, inspire a healthier society through their commitment to character, community engagement, and transformative social change via physical education.

Vidyadhiraja College of Physical Education & Research (VCPE&R) distinguishes itself in fostering leadership for social change through the integration of community engagement, empowering students to tackle pressing societal issues and advocate for healthier communities. Their commitment to community outreach is exemplified by initiatives such as organizing after-school sports clubs in local schools, where students volunteer their time to coach and mentor young individuals, not only promoting physical activity but also serving as positive role models, nurturing healthier habits, and fostering leadership skills among the youth. Moreover, the college places a significant emphasis on conflict resolution skills, utilizing sports and physical activities as platforms for promoting harmonious relationships. Through practical exercises, students learn to peacefully resolve disputes, ensuring a safe and inclusive learning environment. VCPE&R's dedication to cultural understanding enriches its educational programs, exposing students to a diverse array of sports and physical activities from various cultural backgrounds, fostering mutual respect and appreciation for diversity. This exposure enables students to integrate cultural insights into their teaching practices, ensuring future physical education classes are culturally sensitive and inclusive. Additionally, the institution encourages and supports faculty members in conducting research, enhancing their expertise and enabling them to incorporate evidence-based practices into teaching methodologies. By promoting lifelong engagement in physical activities and sports, VCPE&R creates a dynamic learning environment that encourages students to continue their involvement beyond college, contributing to a healthier and more active society. Mentorship opportunities connect physical education teacher trainees with alumni who have pursued careers in related fields, offering guidance on promoting physical activity and healthy living in their future careers, thus ensuring a sustained commitment to lifelong engagement in physical education.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The objectives of the institution is to focus on fostering personal and social development, as well as contributing positively to society

**1. Quality Teacher Training:**

The primary objective is to provide high-quality teacher training programs that equip aspiring physical education instructors with the knowledge, pedagogical skills, and teaching methodologies needed to become effective educators in schools and communities.

**2. Character Development:**

Instill values such as discipline, perseverance, respect, and integrity through physical activities, creating well-rounded individuals who exhibit strong moral character.

**3. Community Engagement:**

Encourage students to engage with their local communities through physical education initiatives, such as volunteering, coaching, or organizing fitness programs for underprivileged individuals.

**4. Environmental Awareness:**

Raise awareness about the importance of environmental sustainability in physical education and sports, and teach students to minimize the ecological impact of sports and physical activities.

**5. Cultural Understanding:**

Foster cultural sensitivity and inclusivity by exposing students to a variety of sports and physical activities from different cultures and backgrounds.

**6. Conflict Resolution:**

Teach conflict resolution skills through sports and physical activities, helping students develop strategies to peacefully resolve disputes and build positive relationships.

**7. Leadership for Social Change:**

Empower students to use their physical education knowledge and leadership skills to address social issues, promote inclusion, and advocate for healthier communities.

**8. Lifelong Learning:**

Promote a passion for lifelong learning by encouraging students to continue their engagement in physical activities and sports beyond college, contributing to a healthier and more active society.

### Concluding Remarks :

Affiliated with the University of Mumbai, MES's Vidyadhiraja College of Physical Education and Research (VCPE&R) adheres to the university's established syllabus. The college prioritizes a proactive approach to curriculum delivery, aligning with the evolving needs of stakeholders and educational trends while remaining sensitive to the local context. Its vision and mission underscore the importance of offering curriculum experiences that are contemporary, aligned, and meaningful within the local, national, and global spheres.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>4</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	07	07	07	07	07	2022-23	2021-22	2020-21	2019-20	2018-19	4	5	4	4	3	2022-23	2021-22	2020-21	2019-20	2018-19	07	07	07	07	07	2022-23	2021-22	2020-21	2019-20	2018-19	07	07	07	07	07
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
07	07	07	07	07																																					
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p><b>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>65</td> <td>45</td> <td>54</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>45</td> <td>00</td> <td>20</td> <td>28</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	34	65	45	54	28	2022-23	2021-22	2020-21	2019-20	2018-19	00	45	00	20	28																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
34	65	45	54	28																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
00	45	00	20	28																																					

Remark : DVV has made changes as per the supporting document 2023 and 2020 data not been provided.

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**

Answer before DVV Verification : C. Any 3 of the above

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

Remark : DVV has made changes as per the available information.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	4	5

Remark : DVV has made changes as per available data.

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**

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

Answer After DVV Verification: B. Any 3 of the above  
Remark : DVV has made changes as per the report shared by HEI.

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)**

Answer before DVV Verification : B. Any 6 or 7 of the above  
Answer After DVV Verification: C. Any 4 or 5 of the above  
Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : B. Any 6 or 7 of the above  
Answer After DVV Verification: C. Any 4 or 5 of the above

	<p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: A. Any 8 or more of the above Remark : DVV has made changes as per the report shared by HEI.</p>
3.1.4	<p><b>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</b></p> <ol style="list-style-type: none"> <li>1. <b>Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations</b></li> <li>2. <b>Encouragement to novel ideas</b></li> <li>3. <b>Official approval and support for innovative try-outs</b></li> <li>4. <b>Material and procedural supports</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p>3.3.2.1. <b>Number of students participating in outreach activities organized by the institution</b></p>



**during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	55	0	60	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	44	0	61	38

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	55	0	60	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	44	0	51	52

Remark : DVV has made changes as per participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission

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

**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**

Answer before DVV Verification : 13

Answer after DVV Verification: 9

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	31	19	23	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	25	14	20	7

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	04	11	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	2	9	7

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

**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**

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

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

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

**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**

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

Answer After DVV Verification: B. Any 3 of the above

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.5	<p><b>Number of graduating students year-wise during last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>44</td> <td>48</td> <td>38</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>46</td> <td>48</td> <td>38</td> <td>18</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	36	44	48	38	16	2022-23	2021-22	2020-21	2019-20	2018-19	41	46	48	38	18
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	44	48	38	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	46	48	38	18																	