



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**WAINGANGA COLLEGE OF PHYSICAL EDUCATION,
SAKOLI**

**WAINGANGA EDUCATIONAL CAMPUS, NAGZIRA ROAD, SAKOLI, DIST.
BHANDARA**

441802

www.wcpesakoli.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Wainaganga Bahu-Uddeshiya Vikas Sanstha was formed and registered at Nagpur in 1990, under the Presidentship of Dr. Brahmananad Karanjekar, M.Sc., Ph.D., B.Ed., L.L.B. He is by profession a teacher in the college. He is a former member of Maharashtra State Secondary and Higher Secondary Education Board, Pune and Nagpur Divisional Board, Nagpur and also former member of Senate, Nagpur University. The president has a strong desire to provide education to common man for their upliftment and he is keen to enhance educational, cultural, Socio-economical and similar development of standards. At present Wainaganga Bahu-Uddeshiya Vikas Sanstha, runs ten educational institutions.

The college has got the recognition from the state govt. and R.T.M. Nagpur University, Nagpur in 1993. It conducts the courses B.P.Ed., B.P.E. and M.P.Ed.

NCTE has given permission to B.P.Ed. and M.P.Ed. courses, B.P.E. course being usual 3 years degree course, does not come under the purview of NCTE and needs no permission from it.

Vision

- To create interest among people regarding physical education, exercise and games so as to improve community health.
- To conduct scientific research studies on various exercise systems and games so as to formulate uniformity in implication in our society.
- To publish literature on physical education, exercise, games and health for common public and scientific community.
- To provide mental, intellectual and moral education relating to physical education.
- To render cooperation to various institutions and persons working in the fields of physical education, if their work is related to the objectives of the Association.
- To develop sports complexes and to purchase land and / or construct buildings.
- To create institutions of physical education or association of teams of games as well as to try to bring uniformity in their function.
- To help economically and in other ways according to the capacity of the Association to the member institution or the institution or persons working the field of exercise and sports for motivating them.
- To establish or to help in establishing school, colleges and university for achieving higher standard of exercise, physical education and games.

Mission

- To organize and conduct competitions, demonstrations, gatherings, discussions, lectures, conferences, seminars, workshops, physical education classes, officiating classes, coaching classes etc.
- For broad basing and propagating the physical education, games and sports, health and exercise systems, it was decided to conduct various tournaments and competitions by the institution.
- To establish the library of books related to exercise, physical education, sports, nutrition, health and

allied disciplines.

- To establish museums related to the exercise, health, sports, nutrition and diet.
- To establish and run the well equipped remedial center for health, physical education and exercise.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

BCPE which is known for providing value based quality education.

BCPE is affiliated to Nagpur University and approved by NCTE & DHE Maharashtra.

State of the Art Infrastructure:

Wi-fi facility available

Multipurpose seminar hall equipped with audio-visual system and LCD Projector

Separate common rooms for boys and girls.

Gymkhana facility provided for free of cost to students.

Safety and Security of the Premises:

Premises is under CCTV surveillance.

Fire safety system

Care and Concern for students:

Big Playground for practice

Institutional Weakness

Limited Alumni and their negligible contribution

Majority of the students hailing from low economic, social, and educational statuses

Admission of least scored students with poor knowledge and interacting ability

Students with average English language skills

Institutional Opportunity

BCPE is conveniently located at Sakoli a Tehsil Place in the district of Bhandara known for the Nagzira

National Park nearby.

It is close to National Highway connecting Mumbai & Kolkata and at a walking distance from Bus Stand which makes commuting easier for staff and students.

This locational advantage opens up a number of opportunities that can be explored by the Institute to augment the quality and quantity of the program offered.

Institutional Challenge

Students with diverse background and with diverse needs.

Enhancing number of students opting for Principalship.

Better placement opportunities for our students.

Ensuring value based education in a highly competitive world.

To retain academic vigor of the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute upholds utmost transparency in the admission process by strictly adhering to the guidelines of Government of Maharashtra,

Nagpur University, State Common Entrance Test Cell & NCTE norms. The

seats are filled against seats reserved for various categories as per the norms. The Institute adopts latest teaching pedagogy and teaching aids. While taking care of the needs of advanced learners, slow learners are also

identified and remedial coaching is provided so as to bring them at par with other students. The strategies of the

Institute are directed towards fulfilment of diverse needs of all stakeholders. The Institute implements student centric

approach such as experiential learning, participative learning and problem-solving methodologies to

make learning more effective. Feedback is collected on-line & offline from all the stake-holders & are analysed by the Feedback Committee. The feedback analysis report is submitted to IQAC and then to College

Development Committee for further suggestion. On the advice of CDC & IQAC actions are taken for improvement and qualitative changes of the institution.

Teaching-learning and Evaluation

The eligibility criteria of teaching staff members is as per university norms. The examination committee facilitates effective implementation of evaluation process. The number of students enrolled is as per the University of Mumbai Guidelines.

2. The college has a prospectus and a website where one can find detailed information about infrastructure, programs, teaching faculty details, college activities, scholarships, and so on.
3. The college also places banners throughout the city to encourage students to enroll in our college.
4. The admission committee works hard to complete the admission process.
5. Admissions to colleges are made in accordance with government regulations and guidelines established by affiliating universities.
6. The college offers co-education to all students, regardless of social class, disability, or economic status.
7. Girls & boys from various parts of the country join the college and participate in teaching-learning process.
8. The teaching and learning process is made more student-centered by utilizing teaching models, ICT, and advanced electronic devices. The students are encouraged to use the e-resources and write small research projects.

The Institute nurtures critical thinking, creativity by encouraging participation of students in various physical & academic activities.

Infrastructure and Learning Resources

Institute has nine classrooms well-equipped with boards, and internet facility. Wi-Fi facility is available in the Institute. WCPE provides safe, and secure environment including safety provisions related to fire and other calamities. Water potability tests are carried out regularly to ensure safe water. The college has a huge playground for conducting practising sessions.

Library and Information Resource Centre (LIRC)

Institute subscribes to Journals, books and periodicals, E-Journals & E-books. Institute subscribes to National Digital Library.. Institute offers facility of inter-library book loan.

Computer Centre

It is well equipped with 10 PCs, latest licensed softwares and has subscription to databases alongwith LCD projector and LAN based computers.

Student Support and Progression

The student support services are facilitated by value-added sessions, guidance and counselling. Institute facilitates in providing scholarships under government schemes so that students are benefitted with financial support. Payment of fees in instalments is allowed to students who have vigour for further studies, but have financial constraints. Capability Enhancement Sessions are organised for students that enhance their knowledge of teaching and practices followed.

Career guidance and placement services are facilitated to bridge the industry-academia gap and facilitate employment for students. Various competitions, workshops and conferences are organized by the Institute to enhance the performance of students in all activities, including academic, individual, interpersonal and cocurricular.

Active participation of students in such activities contributes to their holistic development, thus making them capable of facing challenges.

Alumni are the ambassadors of an institution and their achievements contribute to the enhanced prestige that an institution commands. BCPE Alumni Association is formed with involvement of alumni in various activities happening at the Institute.

Governance, Leadership and Management

College Development Committee has been formed in compliance with Section 97 of the Maharashtra Universities Act 2026 comprising stalwarts from diverse fields, guide the Institute towards realization of its vision and mission through regular meetings and interactions with Director and staff members. Actionable plans based on Perspective Plan of the Institute, are prepared during these interactions and progress is discussed in subsequent meetings. Institute practices participative management which is evident through working of various committees/ teams/ cells and their Minutes of Meetings maintained and events organized. Welfare of staff members is considered important for healthy growth of the Institute and is evident through measures such as accident and disability group-insurance policy and 3 months maternity leave with full pay granted to staff members despite being a Permanently No-grant basis institution. Recognizing importance of professional growth of staff members, Institute encourages them to participate in professional development programs.

Institutional Values and Best Practices

BCPE organises activities to promote gender equity including guest sessions by prominent personalities. It shows gender sensitivity by providing facilities such as Sanitary Pad Vending Machine in ladies washrooms, etc. female security guard and separate common room for female students. Institute has Internal Complaints Committee to address women related issues. Institute has slopes & ramp for smooth commute, lift and other facilities such as disabled-friendly washrooms, for differently-abled students.

BCPE has General Rules & Code of Conduct for students and staff. Library and Information Resource Centre

and Computer Centre also have rules prescribed for students and staff. An Institute conducts activities to promote universal values including cyber safety and hygiene.

Research and Outreach Activities

There is Research Committee to promote research activities in the college.

The college has set up Research Promotion Cell. The Cell regularly organises workshops & seminars to promote research in the college.

Five of the Teachers are Ph.D.

Papers have been published by the faculty members with ISBN.

The College campus is plastic free.

Various extension activities like health check-up, blood donation, tree plantation fire safety Awareness Programmes, voter awareness, etc., are arranged. The college conducts several add-on-courses to enrich the knowledge of the students. The Institute has designed appropriate research and plagiarism policies. It provides financial support to faculty members and students with respect to publication/ presentation of research papers, participation in conference/ workshop/ seminar. Special leaves are granted to them for such academic activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WAINGANGA COLLEGE OF PHYSICAL EDUCATION, SAKOLI
Address	Wainganga Educational Campus, Nagzira Road, Sakoli, Dist. Bhandara
City	SAKOLI
State	Maharashtra
Pin	441802
Website	www.wcpesakoli.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sunil Chaturvedi	091-8623001643	9414147746	-	npsinghwcpe@gmail.com
IQAC / CIQA coordinator	Rajshree	-	8292850566	-	paragshree2012@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-08-2015	100	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Wainganga Educational Campus, Nagzira Road, Sakoli, Dist. Bhandara	Semi-urban	8.8	3188

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, Physical Education	24	Any Graduation	English, Hindi, Marathi	100	100
UG	BPES, Physical Education, Physical Education	36	XII pass	English, Hindi, Marathi	80	76
PG	MPed, Physical Education, Physical Education	24	B.P.Ed.	English, Hindi, Marathi	30	27

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	1				4				13			
Recruited	0	0	0	0	1	0	0	1	6	1	0	7
Yet to Recruit	1				3				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	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	149	0	0	0	149
	Female	45	0	0	0	45
	Others	0	0	0	0	0
PG	Male	24	0	0	0	24
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	1	2	2
	Female	0	2	5	1
	Others	0	0	0	0
ST	Male	0	0	1	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	13	4	7	3
	Female	5	10	2	3
	Others	0	0	0	0
General	Male	405	409	375	338
	Female	95	92	89	96
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		521	518	481	445

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The co- relational approach to teaching and learning is employed. Also contextualizing of the curriculum help provide an interdisciplinary, comprehensive overviews of the different subjects in the syllabus. Various national seminars and workshop that are organized by the college add a holistic approach to the curriculum. To uphold the spirit of NEP with regard to Multidisciplinary/interdisciplinary study, the institution has designed few more add-on courses on Spoken Skills in English & Personality Development. Currently, the institution offers three programs: Bachelor in Physical Education and Bachelor in Physical Education & Sports and Masters in Physical Education. Apart from appointing a</p>
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	<p>teaching faculty member as NEP Nodal Officer, who serves as a link between the students, the institution, and the affiliating university on NEP- related issues, the institution has held an Orientation Program for both newly admitted students and their parents well before the start of the academic year, providing the structure of NEP as well as information regarding choices available to them under NEP for students pursuing Multidisciplinary/interdisciplinary studies.</p>
2. Academic bank of credits (ABC):	<p>As per national education policy 2020 , the academic bank and credits (ABC) has been envisaged to facilitate the academic mobility of student with the freedom to study across the higher education institutions in the country with an appropriate “ credit transfer “ mechanism from one programmer to another , leading to attain a Degree / Diploma ,/ PG Diploma, etc.</p>
3. Skill development:	<p>The various courses and programmers included in the curriculum as already earlier contribute to multi – skill development. E.g. dramatics, talent content, honors program, research project, practice lesson seminars etc.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian knowledge system (IKS) is a collective range of Indian knowledge that has exhibited in systematized ways of knowing. The Vedic literature to the country’s native and tribal folk lone, the Indian knowledge spread as spectrum. It encompasses the foundational knowledge, science and IT humanities and social science through a structured classification. References to mythical tales of ancient Indian Guru-Shishya tradition are also referred to during teaching of the theory papers in the classrooms.</p>
5. Focus on Outcome based education (OBE):	<p>5. As per NEP guidelines, the college are conducting three add-on courses. Each of the courses are designed to provide outcome based education. The PO, PSO and COs of these Courses are specified. Students are informed about all of these aspects well before the start of the academic year, and they are informed about the dates one month before the start of the same. The teaching faculty use ICT tools in conjunction with other teaching methods such as group discussions, quizzes, study tours, project work, and skill development activities to further strengthen students' understanding of a particular topic. The results of the tests are announced by the relevant</p>

	Online education is a form which is delivered and administered using the internet 20 years ago it would have been difficult to imagine high quality instruction delivered online, but today in the digital age, it becomes a reality. Now online education or online learning is board term. It is considered on web facilitated learning. It enhances the distance rise of e-learning.
6. Distance education/online education:	An Electoral literacy club is a platform to engage school students through interesting and hands on experience to sensitive then on their electoral rights and familiarize them with the electoral process of registration and voting.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Clubs (ELC's) are platforms to engage school students, college students and people in villages through interesting activities and hands-on experience to sensitise with their electoral rights. It is constituted at the instruction of the Election Commission of India (ECI) in all the educational institution with a motive to aware and ensure the participation of youth & future voters who are pillars of Indian democracy. Electoral literacy club aims at strengthening the culture of electoral participation among young and future voters. -The main objective of ELC is to promote awareness of 'Right to vote'. The ELC has been set up in the college which is as follow: Dr. Rajashree - Asstt. Professor - chairperson Parvati Meena - Student - Member Ananya Kumari - Student - Member The Club organizes workshops, seminars and rallies to enable critical thinking on issues related to election rights, democracies and its processes. – ELC works to educate the future voters about enrolment, and other electoral process like EVM/VVPAT. -To develop a culture of electoral participation and maximize the ethical voting and follow the principle 'Every vote counts' and 'No voters to be left
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?	Yes, The ELC has been set up in the college which is as follow: Dr. Rajashree - Asstt. Professor - chairperson Parvati Meena - Student - Member Ananya Kumari - Student - Member The LEC is

	representative in character. Students co- coordinator and co- ordination faculty members are appointed by the college.
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.	Various innovate programs and initiatives have been undertaken by the ELCs. Some of them includes voluntary contribution by the students in voter' registration process, seminars on ethical voting, rallies to ensure larger participation of the people in the voting, assisting the Government agencies during demos of the working of EVMs. motivating under privileged section of society, transgender commercial sex workers, disabled person and senior citizens to participate in the electoral process.
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.	The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.
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.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programs which create an awareness regarding electoral procedures.

Extended Profile

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
491	521	519	482	444
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	210	210	226	226
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	65	65	65	65
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
197	230	207	182	159
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	220	204	172	151
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	210	210	226	223
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	09	10	12	12

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	14	14	14

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

3 Institution**3.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.65	4.87	1.48	14.33	4.27

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

3.2

Number of Computers in the institution for academic purposes..

Response: 10

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. Our college being affiliated to Nagpur University, Nagpur; strictly follows the curriculum prescribed by our University itself. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders. Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of Curriculum Development Cell and the committee. Teacher's diary is maintained by the staff member and the principal does periodic review for the further planning. Curriculum Development Cell also plans for value-added courses as per the needs of the society. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material for students in the library. Organization of workshop, seminars and conferences by the college is also the part of planning. For this, experts in the field of Education are invited from different colleges. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. The curriculum is transacted using the most recent technologies. Making and delivering ICT-enabled digital lesson plans is now required in order to build soft skills in the teaching profession. For the same, the ICT lab has been updated. Students are exposed to technology, the most recent PowerPoint presentation, online course access, MOOCS, use of smart boards, and the newest teaching methods in the classroom. The staff and students are provided with need-based training from time to time in keeping with the new trends in the field of education. The students are also provided training through workshops and seminars in varied areas like the use of technology in the teaching-learning process, performing street plays, communication skills, conducting online research and family life education. Two certificate courses in Personality Development and Counselling are organised for the teacher trainees to equip them with skills and expertise which they can later use as teachers in their future careers. The teacher training course at AAM lays emphasis on novel and interactive teaching-learning strategies instead of the traditional approach, taking students from the mere status of passive recipients of knowledge to active participants capable of critical thinking. Keeping in mind the curricular changes implemented from time to time, students are equipped with the required theoretical inputs and skills to broaden their knowledge base through a host of activities like seminar presentations, library reading, attending conferences and workshops, conducting action research projects on topics of educational and social relevance and educational visits. Giving them a wide and rich exposure through varied activities both curricular and co-curricular WCPE, Sakoli contributes to interdisciplinary learning. Faculty as well as students are encouraged to make use of technology-based resources in the teaching- learning process.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document

1.2 Academic Flexibility

1.2.1

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	96	96	96	96

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
126	96	96	96	96

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 5****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
05	05	05	05	05

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

1.2.3

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

Response: 51.04

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
257	256	251	250	240

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 4.88

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
24	24	27	29	16

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

A fundamental or coherent understanding of the field of Physical education:

Wainganga College of Physical Education, Sakoli follows the curriculum provided by the University for B.P.Ed., B P E and M.P. Ed. course. It provides equal weightage to theory and school based practical activities. Before the commencement of regular classes, students (new entrants) are given a coherent

understanding of different Teacher Education programmes (B.P.Ed., B P E and M.P. Ed.) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of Programme and Course Learning Outcomes. Beside this, students are also made aware of culture, rules and regulations of the institution.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field engagement, field trips etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools.

Capability to extrapolate from what one has learnt and apply acquired competencies:

Waninganga College of Physical Education provides an opportunity to apply and practice theoretical aspects in real life situation through field experience. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels like Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.: The institution provides different activities and programmes to develop different type of skills and to inculcate values and attitudes. Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs (Enhancing Professional Capacities) subjects. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, and negotiation and communication skills.

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

Response: Students of all the Physical education programmes running in the institution are familiarized with the diversities in the school system in India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of functioning of schools through various activities of field engagement programme undertaken in the respective schools. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their Internship in that school. Students of B.P.Ed., BPE and M.P.Ed. make the profile of the school with stage specific specialization as per their curriculum. Students of PG level are also familiarized with diversities in school system through dissertations. The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison.

Workshops: Throughout the year the college organizes workshops on varied themes that sensitize students to the needs of the society and the ever-increasing responsibility that teachers have in sculpting the future of the nation and the world. Participation in the workshops gives students the opportunity to widen their knowledge base and also explore their hidden talents.

Remedial Programmes: The students who are admitted to WCPE each year are from diverse geographical, economic, linguistic and cultural backgrounds. Some of them may lack competency in linguistic skills, some in mathematical/statistical skills, etc. To give them a fair opportunity to do their best, the college initiates individually structured remedial programmes. Staff members take personal interest in the progress and development of students under their care. Peer-tutoring is also encouraged.

Community Service: This programme instils in students sensitivity towards the less- fortunate in society and fosters in them compassion, selflessness and a sense of responsibility towards national progress through the service of the needy.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

WCPE has created an effective and conducive environment to the prospective teachers for the overall development including social, moral, cultural and academic aspects of programme. The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are given extensive field training as per prescribed syllabus with the objective of maximum professional understanding. The teacher educators are provided a systematic time- table and plan to carry out their internship program successfully. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. They prepare variety of lesson plans (Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught. They maintain their record accordingly. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession. If time or administration of school permit special classes are also arranged for the differently abled students in school. Micro teaching demonstration class, criticism classes, feedback link practices and lesson based on model of teaching provide skills, competencies to transect school curriculum that are specific to optional subjects. They do not just perform their duties but develop enviable respect for the teaching profession.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.56

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

2.1.2

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

Response: 20.31

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
1	3	7	3	52

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0.09**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	1	0	0

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

2.2 Honoring Student Diversity**2.2.1**

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

Response:

The process of enrolling students to the B P E, B. P. Ed. and M.P. Ed. programmes is through a transparent, well administered mechanism, complying with all the norms of the concerned regulatory/governing university. The Maharashtra State Government conducts an entrance exam for admission into the B.P. Ed. & M. P. Ed. Courses. For entry into BPE program the Nagpur University has mandated the colleges to allow admission on the basis of marks scored in the qualifying examination. The college organizes Induction programme for the Freshers to ease the transition into new course. During Induction program Ice- Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, orientation on School visits and internship, Enacting, Talks by professionals which includes alumni on various themes, Mentoring: Mentor-mentee allocation, orientation to SWAYAM self-study courses are the main areas focused upon during the Induction Session. Various subjects and the practicum of the programmes is explained to the students to ensure proper understanding and attainment of the learning outcomes. The institution conducts entry level test on school subject content to ascertain the subject proficiency and to understand the teaching aptitude of the student teachers. Immediate feedback is given to the students based on the performance in the test which helps the subject teachers to

train the students in mastering the subject content as well as understand the strengths and shortcomings. Based on the student's performance, students are identified as advanced, average and slow learners. Internal assessments are conducted before the semester exams through various modes such as paper pencil test. Internal marks are given to the students for projects, assignments, participation in classroom activities etc. Based on the performance of the said, remedial measures are taken up for the students to improve in various faculties. Special training on communication, soft skills and personality development are given throughout the course for the holistic development of the students Remedial classes are conducted after each semester exams targeting those students who need individual attention. Slow learners enrol themselves for these special classes to get help from subject experts. Question banks are created by all the subject faculty to help the students. The medium of instruction is bilingual, which helps students coming from various language backgrounds. Peer tutoring is provided by taking help of advanced learners who have some mastery over a subject and allocating them to help the others. Identified students with subject expertise are allotted classes to be taken. Students with excellent skills in art, craft and other co-curricular areas are given provision to showcase their skill set and give training to others. Advanced learners are made part of research activities carried out by the college. For average learners, well framed Time table which includes all type of activities and classes is top most priority. Guest lectures, extension lectures, workshops, seminars, field trips are arranged for all the students to address the diversity among them.

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

2.2.2

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

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 28.88

2.2.4.1 Number of mentors in the Institution

Response: 17

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Response:

The following methods are employed by WCPE, Sakoli to develop varied skills and competencies.

Experiential learning: The student teachers are given experiential learning by different means:

Field Visit

Extempore

Demonstration of Experiments/Instruments

Discussions and debates on contemporary issues

Institutional Visits and study tours

Students are provided with an opportunity to understand school systems and infrastructural requirements during induction sessions. They gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision-making system of the school, teaching-learning processes, human resource system and various kinds of physical activities during field practice sessions. Workshops are organized and they are made to present their skills. etc. of the host institutions. These activities help them to internalize experiential learning and hands-on training for respective work areas. Research Project or a Dissertation is a required component of the M.Ed. degree during the last semester. Faculty members are in charge of the pupils. These are opportunities for the students to put what they have learned in the classroom into practice. These activities are built on the principles of experiential and collaborative learning. Participatory learning: Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises, workshops, training sessions, home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

Problem-solving approach: The College uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. This approach is being effectively used in fields including psychology, computer science, physical science, and math to improve student learning experiences. The institution has engaged into a number of collaborative arrangements/memorandums of understanding (MOUs) with a number of educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience. Special lectures/seminars/conferences are planned to inspire and motivate students to become active agents of information rather than passive recipient. Students are encouraged to use ICT and E-resources.

Brain storming sessions: During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas.

Online mode/ Independent Learning: The college has encouraged students to participate in online inter-collegiate events and competitions. Online lectures are regularly conducted to enable the students to learn the use of ICT tools in teaching and learning.

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

2.3.2

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

Response: 100

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
06	09	10	12	12

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 29.53

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: 145

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Response:

Wainganga college of Physical Education has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously. Our college provides several opportunities for mentor- mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution has introduced a variety of value-added courses for students to further develop their interests and intellectual abilities - Yoga, English Language Communication Skill and Personality Development are main value-added courses. Microteaching sessions are there for sharpening skills. Working in groups has always been an important aspect of our organisation. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects, youth festivals (zonal and inter- zonal) , tutoring, district level sports, state level sports, etc. Our college campus offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills and of course the conduct of sessions in Yoga help the students overcome their weaknesses and stress. College

also provides free coaching and guidance for various national and state level test such as B.P. Ed. Entrance Test, UGC-NET, SET, etc. There is also a provision for instructors to develop their professional skills. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates,

declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to keep them updated on current developments in their topic as well as in education. Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, daily news and lecture on moral values (twice a week). Students also trained to plan and execute various creative activities in this time (self-reflection activities, general awareness quiz, self-introduction in English, brief ideology regarding great personalities ...etc.).

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

2.3.6

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

Response:

The faculties in the college religiously and judiciously make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values. Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. The well-equipped computer lab provides the student proper access to the internet connectivity. Teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college. The college organised workshops and seminars where the students also presented their papers and PPTs. The students have participated in Asian Games. They have won Gold medal in Khelo India. The students have been participating in games and sports organised at various levels. This could be achieved by constant counselling. The teachers spend hours trying to get them out of the hole. In addition to this Wainganga College of Physical Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who didn't have much confidence but today they could participate in various sports and games. The teachers regularly monitored the students after each session of counselling and encouraged and trained them to participate in different co- curricular activities of college. now the students are able to represent the college in different fields like theatre, fine arts items, etc.; still life drawing, clay modelling, heritage items; yoga, sports , etc. .

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

The syllabus prescribed by RTMNU (Rashtrasant Tukdoji Maharaj Nagpur University) has made practice session compulsory at B.P.Ed. and BPE levels. The Internship program is compulsory only at III Semester of M.P.Ed. program. The Internship paper carries 100 Marks. Internship is mandatory for all the students pursuing M.P.Ed. program. The students are split into groups and are kept under the supervision and monitoring of their respective teachers. Internship programme is systematically planned according to the university syllabus. The practicing schools are selected on the basis of the proximity of the pupil teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools. Before the

commencement of internship, an orientation programme for one week is organised and detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Necessary instructions are given to the student teachers based on the feedback received. The task of teacher supervisor is to assess the pupil teachers' activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. By the end of internship programme, the completion of the internship is duly certified by the head of the practicing school. While planning internship programme the institution takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

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

Response: 19.7

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

Response: 10

File Description	Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

WCPE, Sakoli adopts effective monitoring mechanisms during internship programme. The observation of practice teaching is a shared responsibility of the college and concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers etc. Role of Teacher Educators: For monitoring purposes, at least one teacher educator is sent to each school. According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed. Role of School Principal: During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil teacher.

Role of School Teachers: The pupil teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by them mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-

curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers: Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence, he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

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

2.4.12

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

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

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

Response: A. All of the above

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: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 69.01

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

2.5.2

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

Response: 40.82

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

Response: 04

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

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

Response: 3.67

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

Response: 22

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:

Response:

Wainganga College of Physical Education allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and nongovernmental organisations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also

participate in college activities as resource persons. The Staff Academy formed in the college provides an excellent platform to the teachers to show their research skills. To promote exchange of knowledge the staff members are encouraged to present papers every Saturday in the meeting of the Staff Academy.

The teachers are allowed to participate at international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed Journals. They write chapters for edited books and research papers as well. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. The faculty members serve several special duties like co-ordinator of skill in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of Studies, Academic council etc. The institute promotes the staff to improve their qualifications for professional or career growth. The institution felicitates the faculty member when they get an honour. The institution's management honours the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest performance is also recognised. There are three staff having Ph.D. degree. The Staff Academy helps the teachers to grow professionally and keep themselves updated with the new education trends.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Response:

WCPE, Sakoli is affiliated to RTMNU, Nagpur (Maharashtra) and hence it follows the continuous internal evaluation schedule and pattern as prescribed by the university which is monitored by keeping the records of the performance of each student in each activity. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester through orientation. There is internal evaluation in each of the theory paper as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behaviour, group discussion, seminar performance, house test and sessional work. The internal assessment test schedules are prepared as per the university guidelines and communicated to the students well in advance. The internal assessment criteria of RTMNU University is followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. getting opinion of concerned teaching practice school, about students' sincerity, punctuality, obedience. There is complete transparency in the result of house test. The score of house test is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. The marks scored in the House Test is also communicate to the parents. The students who absent themselves from the test for some reason or the other are required to write the test after they resume their work. Internal evaluation for practical subject of B.P.Ed., BPE and M.P.Ed is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co-curricular and extracurricular activities of the students. They do the assessment of their performance on the basis of these documents. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. The parents/ guardians are advised to note the performance of their wards and take remedial measures if needed

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**

3.Provision of improvement opportunities**4.Access to tutorial/remedial support****5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

Response:

The examination committee is working in the college since the foundation of the college. It resolves any grievances related to internal examinations in timely manner. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the examination hall, an appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test scripts are shown to students by respective subject teachers after evaluation. So any grievance related to marks by

the student is immediately clarified by the subject teacher and rectified if necessary. After this the faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. The students are permitted to check their consolidated internal marks and if they have any grievance related to it, they can solve it with the help of the faculty. The university Semester

examination is conducted by the examination committee as per the norms and guidelines of university. If the students have any grievance related to their question paper and marks, they can approach the Controller of Examinations through the Principal of the college of the for suitable remedy. Students can apply for re-valuation if they have grievance regarding evaluation. Students who have backlog at the end of the final semester can apply for supplementary examination so that they need not waste one academic year for completing the programme. The time-line is given for the redressal of the examination related grievances.

The college -related grievances are resolves within a day. The university related issues are forwarded to the university by the Principal the same day. So far maximum grievances have been received related to correction of the name in the documents.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

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

Response:

Response:

Every year IQAC prepares the Academic Calendar of the college in alignment with that of the RTMN University at the beginning of the academic year. It clearly delineates a schedule for teaching (working days), class tests. Internal evaluation and semester end examination, semester break and vacations. The Academic Calendar is put on the notice board, website of the college and is communicated to all. All information is reinforced during orientation of new students at the beginning of academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth

implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co- curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment is also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The schedule of Practice Sessions is also mentioned in the Calendar. The internal evaluation is conducted well in time and the marks scored are shared with the student-teachers. The doubt regarding marks is cleared during interactive sessions in the classrooms. The students may be provided with the copy of their scripts in case they desire so. Their other grievances relating to the Internal Evaluation may also be referred to the Grievance Committee of the college. The students who fail to take the tests are allowed to appear in the next test.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Response:

course learning outcomes are according to the RTMN University, Nagpur with which the college is affiliated. The PLO and CLOs are defined by the University since the University is the apex body to design the syllabus. The PLOs & CLOs of the BPE, B.P.Ed. and M.P.Ed. programmes aim to make education more comprehensive. Teachers, whose primary goal is not just to develop knowledge but also apply the knowledge in the field through training practice. Work experience of this nature can be obtained from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning,

problem-solving, cognitive abilities, self-directed learning, etc. At the beginning of academic year during orientation programme students are briefed about

PLOs and CLOs. which are also displayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. The PLOs and CLOs are specially shared with the students during induction session. The stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards to join the skill-oriented and value-based courses. The college has a set mechanism in place

to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers in the following ways:

A. continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.

B. Appropriate teaching methods are used to achieve effective learning outcomes.

C. Participation in various literary and cultural programs, competitive activities such as debates, idioms, essay writing contests, quizzes, test also are designed to

ensure achievement of the stated PLOs and CLOs. End semester house test and final exams also help ensure the reaching out to the stated results. Parents are informed on regular basis about the academic performance of their children. Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensure the alignment of stated PLOs and CLOs.

2.7.2

Average pass percentage of students during the last five years

Response: 90.36

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
176	214	176	178	137

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

Response:

The Institution made all possible efforts to implement in the spirit of PLOs and CLOs in the manner as specified in criteria I, The progressive attainment of cognitive and professional status of student teachers were monitored , documented and used further for improvement in many ways by the college . The Methods of measuring attainment:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It might be discerned through University semester Examinations, internal and home assignments, class tests, house test and sessional work. Throughout the year the faculty records the performance of each student on each programme and suggest improvements during interactive sessions in the classroom. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files. The external examiners are appointed to evaluate practical, lesson plan, assignments and dissertation works.

Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment POs, PSOs and COs. Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them obtain necessary skills and practical experience in their chosen discipline.

Placements: There is an active Placement Cell in the college headed by Dr. Sunil Chaturvedi. One of the most important Programme Outcomes of students is the employability of students The college has a vibrant Placement Cell, which caters to the demands of school and colleges for different post. Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies. The college keeps a record of the students progressing towards higher studies.

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

2.7.4**Performance of outgoing students in internal assessment****Response:** 96.45**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 190

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

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

The college planned a variety of methods to assess the performance and the learning needs of the students. At the time of admission, the principal interacts with the parents and students to assess their needs and aspirations. The institution organizes an orientation program for students at the beginning of the new batch each year. New students are familiarized with the course, internal assessment methods, POLs, CLOs, extracurricular activities, rules and regulations as well as other facilities available in the institute. College holds aptitude tests to measure students' intellectual skills at entry level. A variety of talent-hunt programs in various fields such as drama, literature and fine arts are organized to discover the hidden talents and hidden abilities of students. Value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. The college organizes tutoring for weak students in subjects to improve skills and skill. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. Many homework and

assignments are given to them. The test exams are held to check knowledge acquired in class. Faculty staff coordinate with parents of slow learner students to bring them at par. Peer tutoring is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant touch with students, helping them solve their academic and personal issues and stimulate the general development of the student's personality.

During internship, feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis of various activities performed during the internship i.e. record keeping, action research, organize extracurricular activities, etc.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: A. All of the above

3.2 Research Publications

3.2.1

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

Response: 1.12

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
5	5	1	0	0

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

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 1.53**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
4	3	0	8	0

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

3.3 Outreach Activities**3.3.1**

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

Response: 8.4

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
04	10	09	08	11

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

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

Response: 97.07

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
477	501	488	475	444

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3

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

Response: 48.96**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
235	222	257	243	246

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

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

Response:

The College has made significant contributions to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students to become good citizenship. A team of committed faculty members engage students in the community development programmes. The students of the college organise rallies to create awareness among the villagers about such problems like health, cleanliness and diseases. A group of dedicated students and teachers work continuously to solve social problems that has wrecked the villagers for years. The college undertakes various extension activities in the neighborhood community. It organizes day camp in nearby adopted village and several activities were carried out by the college addressing social issues which include cleanliness, tree plantation, water conservation, Eradication of superstition, Beti Bacho Beti Padhao, Nukkad Natak, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, Veterinary guidance, Farmers meet, Awareness about farmer's suicide etc. The college organizes various extension activities also such as tree plantation, Road safety awareness, Save fuel save country programme, Swachhta Abhiyan, National equality awareness. Various departments of the college are conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, , Voters awareness, Door to Door Survey, Awareness Rally, Blood group detection, Health check -up camps, Blood donation camps, Dental checkup camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

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
3	2	0	0	0

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

3.4 Collaboration and Linkages**3.4.1**

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

Response: 3.2

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
05	06	01	01	03

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2

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

Response: 16

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: 16

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

3.4.3

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Response:

The college has adequate physical and academic facilities required as per RTMNU Nagpur & NCTE guidelines to run the different programs. The college campus area is 8.8 acres, on which building construction is 3188.00 sq. mts. The various departments in Physical Education streams are located in the separate blocks. The Classrooms, Laboratories and Seminar Halls are well equipped along with computing system and Internet facility. Besides the building, the college has spacious playground for sports activities. The college has cultivated an atmosphere providing the importance to Extra Curricular and support services. The College has a provision for water storage under rain water harvesting scheme. The college campus is maintained with cleanly and neatly atmosphere. A spacious garden with pavements and pavers in the campus is developed for students' service. 'Eco-Friendly Open Class Room' is an initiative to provide the importance of Nature in the process of teaching and learning, cultivated in the campus. The college is well-equipped with the physical and technology-enabled infrastructure that supports to run smoothly the existing academic programmes and administration. Well-furnished 11 classrooms.· 03 ICT enabled classrooms.· Library cum reading room .· Spacious seating arrangements with the qualitative furniture.· Cleanliness, light and ventilation facilities are maintained in the classroom · Curriculum laboratories. Multipurpose hall · Art & Recourse Center · Health & Physical Education Resource Center · Multipurpose Play Field · Black Boards, White Boards and Green Boards are available in the classrooms.· A well-furnished computerized administrative office along with ICT enable cabin of the Principal.

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

4.1.2

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

Response: 27.27

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

Response: 3

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

Response: 11

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

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.65	4.87	1.48	14.33	4.27

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

4.2 Library as a Learning Resource**4.2.1****Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

Library software consists of book management, barcode facility, book accession, membership circulation, OPAC, catalogs and administration. Facility like database back up, restore facility, books

reservation facility, status of books such as withdraw/write-off / damaged/ lost and paid is easily located. The library is a knowledge source of college and provides adequate services to its users. The library has collection of 4721+ books and numbers of titles 1187, Periodicals 12, Journals 06 and News Paper 08. The Library has a seating capacity of 60 students. It has a e-Zone to facilitate the researchers. Thus the library caters to the need of researchers, faculties, students and outside users. The library has various sections like; books staking, periodicals, references, reprography, technical processing, circulation, e-accesses. All books have barcoded, OPAC and Web OPAC facility is made available for library users.

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

4.2.2

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

Response:

Institution has remote access to library resources which students and teachers use frequently. Our Wainganga College of Physical Education has access to library resources which students and teachers use frequently. Our College has Remote Access in simple language with the ability to access a computer / server remotely through a network connection. The users have leverage to work remotely away from the institution/ office while retaining access to a distant computer or network. E-journals, also known as electronic journals, are digital versions of traditional print journals that are published online. They provide academic or scholarly articles, research papers, and other scholarly content in various disciplines. These e-journals are accessible through multiple portals or platforms, such as university libraries, research databases, and publisher websites for students. The college has subscribed to E- journals like Open Access Journals for Library, Indian Journal of Teacher Education, The Asian Journal of Psychology & Education, etc.

File Description	Document
Details of users and details of visits/downloads	View Document

4.2.3

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

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

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

File Description	Document
Data as per Data template	View Document

4.2.4**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)****Response:** 0.15**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
.269	0	.213	.258	0

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

4.2.5**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year****Response:** 3.05**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:** 300**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:** 280

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: 310

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: 305

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: 320

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: A. All of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure**4.3.1****Institution updates its ICT facilities including Wi-Fi****Response:**

The Institution frequently updates its IT facilities including Wi-Fi There are 15 computers and 02 laptops available in the institution. The configuration of the computers is upgraded as per the advancement in the technology, starting with Intel Pentium Dual core, RAM – 1GB, HDD- 255GB, Monitor- 19.5” and continued with recent Intel Pentium 3.1 Ghz. II, RAM-8 GB, HDD- 1 TB, Monitor-27.0”, Dell Keyboard and Mouse. In Computer lab , office and Library were separate computer systems were installed. Later on Computers are connected with LAN facility. At the beginning, Internet facility was provided with wired connection to Administrative office and Departments. Then it is updated with Broad Band through LAN with increasing connections and internet connection has the speed of 100 MBPS. Wi-Fi facility is available with 1 GB free access for each student in College Campus. Antivirus named Quick Heal Pro,

Quick Heal Total Security Net Protector Pro and total Security are installed in all Computers and updated regularly. For continues power backup, Institute has inverters and UPS. Advanced Licensed Softwares are available in college. Overhead projector (OHP), LCD Projector, Printer, All-in-one printer, Laptop, Photocopy Machine, Bar code reader, Digital microscopic camera, scanning and reading software and Scanners are purchased as per increasing needs of the college. College website is regularly updated. College campus is under CCTV surveillance.

4.3.2

Student – Computer ratio for last completed academic year

Response: 49.1

File Description	Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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: A. All of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**Response:** 12.33**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
1.75	.87	.27	.62	.51

File Description**Document**

Data as per Data Template

[View Document](#)**4.4.2****Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place****Response:****Response:**

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various cells and committees like Developmental Committee, Purchase Committee, and Library Committee, etc. formed every year by the IQAC which constantly monitor and evaluate the requirement for maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students and faculty members regarding infrastructure maintenance. The developmental and maintenance committee looks after the maintenance,

repair, and construction work related to the building, general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing, power supply, generators, and water tank etc. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused.

Labs: The institution provides science lab, psychology lab, maths lab, computer lab, educational technology lab facilities to all the students of the college. The users of these labs pay immense attention while accessing the facilities and handle it with good care. All the concerned in charges take care of the labs. Stock registers are maintained timely of each lab. Computer Lab has adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. Library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper

procedure. Sports Room and Play Grounds of the institution is being looked after by the teachers. All the sports materials and equipment are stored in a sports room. Stock registers are maintained. Students are allowed to use the sports materials only after signing in the issue-cum-return register. There is a big playgrounds inside the campus where students practiced their track and field activities and different indoor- outdoor games like badminton, volleyball, cricket, basketball, etc.

Classrooms: The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipment etc.

Lawns: There are beautiful lawns in the institution. A team of efficient and experienced gardeners maintains these lawns under the supervision of developmental and maintenance committee of the college. Trimming of grass is carried in the college garden regularly. The college subscribes to the narrative of “Green and clean campus.”

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: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. Any 5 or more of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 14.19

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
28	28	25	25	25

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

5.2.2

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

Response: 68.18

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 120

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	View Document

5.2.3

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

Response: 0.54

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
1	1	1	1	1

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

5.3 Student Participation and Activities**5.3.1**

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

Response:

Response:

Our institute provides ample opportunities to the students to organize and participate in curricular and co-curricular activities through various associations. An elaborated mechanism of student associations/ councils has been established in the college from the very first session. Each association/houses comprises president, vice-president, secretary, sports secretary and treasurer. The members of houses ensure the smooth conduction of activities like morning assembly, cleanliness and maintenance of infrastructure and looks after the routine of the academic activity and its implementation as per the session plan. Various curricular and co-curricular activities like special/extension lectures by experts, national and international level seminars/conferences/workshops, inter-institutional competitions and intra-institutional events etc are organized by different association members. The main purpose of these associations is to make student teachers aware regarding social conditions and ways to blend them with the main stream. The student association members have frequent meetings on all matters regarding college and they work along with the rest of the students. Student's representatives are

encouraged to give suggestions regarding up gradation of the teaching-learning process and their feedback is taken in to account. Apart from these the participation of students is done in the following Decision Making Bodies.

- 1.Academics
- 2.Cultural
- 3.Grievances
4. Library
- 5.Research
- 7.Picnic/ Tour
- 8.Development and Maintenance Committee
- 9.Maintenance of Register of proceedings
- 10.Maintenance of Dairy of College Activities and Visitor Book

- 11.Refreshment
- 12.IQAC
- 13.Placement Cell
- 14 Sports Committee
- 15.Publicity & Public Relation
- 16.Discipline
- 17.College Website
- 18 .E- Governance
- 19 .Green Club
20. Electoral Literacy Club
- 21.Internal Complaint Cell
- 22.Energy Conservation Cell
- 23.Waste Management Cell
24. College Magazine Committee

All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions/suggestions are executed through proper channel, in best interest of the institution. Funds are provided as per the needs.

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

5.3.2

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

Response: 26**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
26	26	26	26	26

File Description	Document
Data as per Data Template	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

Response:

A non-registered but functional till date Alumni Association has been established by the institution since 2017. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gather together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution. Due to covid19 an online alumni meet was arranged. This meet created nostalgic feelings and establishing ties among the alumni. Thus, rejuvenation of ties was rekindled and ignited. Following are the significant contributions of alumni association. The Alumni are associated with the mentoring process of the students.

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: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

5.4.4

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

Response:**Response:**

Successful alumni are invited to motivate the student teachers. An alumni representative is selected member of all statutory bodies. They are informed about the seminars and workshops for professional development. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc.. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college. Students are accommodated in nearby practicing schools during internships where many of our alumnae serve as Heads of Institution and Academic Faculty. Annual Youth Festival preparatory rehearsals were always attended by alumni members for constructive feedback and to ascertain level of preparedness. There is a consistent effort to organize meetings and activities like seminars and webinars for promoting dissemination of knowledge where alumni have been actively involved. They provided not only academic guidance to the new students, but also participated in commemorative functions like fresher parties and farewells. On certain important occasions, some of the prestigious alumni have also graced the college as Chief Guests. It is this kind of reciprocal relationship of faith

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION -

- 1) To Provide knowledge and working of Physical Education in Rural areas for the Physically and Mentally sound citizens.
- 2) We Give stress on good quality of education, discipline and welfare of students.

MISION -

- 1) To Produce the best and efficient Teachers in the field of Physical Education, Sports and Recreation who will be able to conduct and organized the Programmes in the above field.
- 2) To lay emphasis on good quality of education, discipline and welfare of the students. To develop cultural, Sports, Health Education and Yoga Centers in rural areas.

GOALS -

- 1) The students acquire education not only for sports and games but they participate in Various games by which they become strong, Healthy and knowledgeable.
- 2) The college organizes different festivals by which the students not only participate in them but get acquainted with other cultures.
- 3) We also make them group in charge.
- 4) We send them to help poor and orphan people to relate sympathy for them and feeling of brotherhood.
- 5) We hold National festivals as well as women competitions. It develops the National feelings among them.

The IQAC assists the Principal in formulating policies to ensure the college is imparting quality education and procedures are established for transparent and smooth administration in the preparation of perspective plan, IQAC of college has taken initiative to obtain inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan. Staff Committee and different cells also contribute to give direction to teaching learning process to achieve the vision and mission of the college. College functioning is guided and supported by the Governing Body and the Principal in planning and conducting events to help students hone their skills and identify their strengths and exposing students to use of latest educational technology making them interested and involved in learning multiple skills to enhance their teaching skills and employment prospects. The development of student into process of integrated personality is our joint responsibility. Procedures are reviewed from time to time to provide opportunities to faculty and staff to upgrade their professional skills.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response:

The Students' Faculty and staffs are encouraged to participate in management process of the college. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers in-charge of the various cells and in the college. The following committees and cells are operational in the institution to implement various activities:

Academic Committee

Research Committee

Admission Committee

Anti - Ragging cell

Library Committee

Examination Committee College Discipline Committee

Sports Committee

College events committee

Finance development
 Internal Quality Assurance Committee
 Cultural Committee
 SC / ST / OBC and Minority Committee
 Grievance Redressed Cell
 Energy Conservation Cell
 Guidance & Counselling Cell

The ways in which coordinators and teachers in-charge of different cells and committees participate in the Management Process is as follow: The Principal of the college oversees the activities of various committees and cells Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties. Academic committee /Research Committee often takes the lead in planning seminars , workshops , career counseling sessions , remedial measures , and inter - college exercises . Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. Cultural Committee/Youth Welfare Committee organizes all the functions and morning assemblies in the college. Examination committee prepares date sheet and conducts two house tests in a semester and prepares internal assessment of students. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

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

6.1.3

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

Response:

Response:

Annual budget is meticulously prepared. The Institution conducts internal and external financial audits regularly at the end of financial year. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. The Financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue “Audit Report” Transparency is also followed in academic functioning of the college. All the guidelines given by RTMNU and NCTE are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non-academic activities are scheduled beforehand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching-learning process Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least two house examinations are conducted before the students appear in the final examination conducted by the university. There is an

Examination coordinator who takes the responsibility of submitting the student applications for the exams, prepares date sheet, manages seating arrangement, maintains the record of absentees and also prepares the accounts question papers. The examination coordinator works with examination committee of the institution to complete the examination process smoothly. The results of students are also uploaded on college website. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations. All the Administrative activities are also fair and transparent. Academic and Administrative Audit is done from time to time. Every activity related to purchase and accounts is uploaded on Busy Software. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained on Busy Software. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by affiliating university. Library is partially automated e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

The institutional Strategic plan is effectively deployed. The Perspective Plans are prepared by WCPE, Sakoli. Long term and Short term plans are also prepared by the college. As far as the strategic/perspective plan of the college is concerned, it is planned in a way so that the college can develop and strive towards success in a systematic and balanced manner. Improving the academic and support facilities for the students is one of the major goals of the Perspective Plan. One Activity successfully implemented based on strategic plan: Keeping the present scenario of Inclusive Education the college has organized two national level conferences. The conferences were organized by IQAC of the college on the theme of "The Role of Yoga on Modern Life" and another on "Sports Management" and also published a book with ISSN containing various keynote addresses. Research papers and articles accepted for presentation in the conference. Keynote speakers were published. More than 150 participants from various universities, colleges and academic institutions participated in the National conferences. These Conferences had been a useful platform for reflecting on and discussing inclusive education from different perspectives and involving all relevant stakeholders. At the same time this conference provided a platform for the field experts and representative to define perspectives supporting mechanism for the employment and challenges forced by

teachers in inclusive setting or the changes needed in teaching system. Our Institute act as a support system in motivating students as well as organising, nurturing and furthering any special talent in them which in tune with the vision and mission of the college displayed in the website.

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

6.2.2

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

Response:

Response:

Policies: College has well defined policies related with different running programs. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. The Governing Council is followed by College Development Council. The Maharashtra Universities Act 2016 vide its Section 97 has mandated all institutions of Higher Education in the State to constitute College Development Council. The duties and functions of the CDC are well defined in the Act. Further, the Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research, Cultural and extension activities etc. which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course.

Administrative Setup:

Organogram

Service rules:

The college is affiliated to Rashtra Sant Tukdoji Maharaj Nagpur University, Nagpur so it follows all the rules and academic calendar of the university in all academic and administrative matters. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others. Appointment: Criteria for the selection of teaching and non-teaching staff are completely

based upon the norms and conditions of NCTE, the affiliating university and the Government of Maharashtra. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee constituted by the affiliating University.

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

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees. The Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Women's Development Cell, Anti-Harassment Cell, Examination Committee etc. have held various meetings of Teaching and Non-teaching staff for organising several programmes. A series of meetings of teaching and non-teaching staff were convened. The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management. Several other programmes were organized to celebrate the memorable occasion in the college. A committee was constituted under the guidance of the Principal at the institutional level to chalk out and execute the programmes. The IQAC has recommended extensive use of ICT in teaching and learning. It has also suggested motivating the students to join

MOOC courses offered through SWAYAM. The suggestions of IQAC have been approved by CDC and has been implemented in the college.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The institution has taken several welfare measures for both teaching and non-teaching staff. The welfare major available for Teaching and Non-Teaching staff as per university norms are following. Some of the welfare measures are as follow:

Employee Welfare Policy

The college provides staff welfare scheme as per government and college norms to make the staff sound and efficient for betterment of the institution.

Education:

? Preference to children of staffs for admission

Career Development /Progression of the Staff:

? Allow the teaching staff to participate in Orientation Program, and Short Term Course

? Encourage the teaching staff of the college for pursuing Ph.D.

? Encourage the teaching staff of the college for undertaking Research Project

? Allow the teachers to participate to in Workshop, Seminar and Conference

? Encourage the teachers to organize Workshop, Seminar and Conference

? Incentives for research publication in Scopus Journal

? Autonomy in academic matters

? Technical training to teaching and non- teaching staff

Salary and Increment:

The staffs are given monthly Salary and annual increment by the College Management.

Leaves provided:

The staffs are provided following leaves as per government and UGC norms

- ? Casual Leave
- ? Sick Leave
- ? Maternity Leave
- ? Paternity Leave
- ? Medical Leave
- ? Earned Leave
- ? Study Leave for Faculty Development Program
- ? Leave for undertaking Research Project as per UGC norms

Financial Assistance:

- ? Loan advances to help the staff for constructing house, medical treatment and other emergency situation without any interest
- ? Staff unit opened for teaching and non-teaching separately for providing financial assistance at the time of medical treatment of employees and marriage of daughter of employees

Other Benefits:

- ? Canteen Facility for taking Snacks and Lunch
- ? Gymnasiums
- ? Indoor sport facility
- ? Day care facility for children of staff
- ? Participation in sports event in different functions of college
- ? Parking facility for vehicle of employees
- ? The staff are allowed to use ICT infrastructure and Library for enhancing knowledge and creativity

Medical and Health:

- ? Financial arrangement at the time of hospitalization of staff
- ? Free annual medical check up
- ? Maternity benefits for women employees
- ? Doctor on Call will be available in emergency cases

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document

6.3.3

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	1	2	3

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the NCTE regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the amount of work done. The Principal engages with faculty through regular staff meeting

Comparison of University results with college result gives a fair idea to the principal and concerned faculty about the academic performance of teachers in the college. Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, worked on research projects or carried out, publications : published papers in journals, book publications, chapter published in books, paper presentation: in seminars, conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught, duration. Evaluation experience includes: paper setting, invigilation, evaluation, practical exam, conducting viva-voce. Other than that, extension work and membership of professional bodies or societies are also taken into consideration. The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions for an overall assessment of the teachers concerned. The filled-in PBAS forms filled by the Faculty Member are verified by the Head of the institution and then the same is forwarded to the Principal. On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal. The various parameters for non-teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting, efficient organisation of documents and

technical abilities. Their overall assessment is based on the above-mentioned parameters. The completed PBAS forms with the remark of the Principal are then forwarded to the Governing Council through CDC for ratification and suggesting appropriate measures/rewards, etc. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial upgradation.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response:

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements. The Auditor ensures that the Accounts branch of the college maintains the books in strict compliance with the guidelines of CAG. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the corresponding year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper

record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on quarterly basis by the experts from the college nominated by the management of the institution. The internal audit unit verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management. The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense and summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2

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

Response: 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Response:

The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD, ICSSR, CDC, NHRC etc. There are provisions for the faculty to apply for various projects and developmental schemes announced by these funding agencies. The college mobilises funds for its regular activities from various agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives. The management committee helps mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources. The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds, but

all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors. Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of

resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, Cash, RTGS or NEFT mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill-based courses. Each and every single rupee received, is spent using proper channels, such as quotations, discussion with consent of committees and Cheque or on- line payment system.

Optimal Utilisation of Resources:

Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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:

Response:

IQAC is one of the major policy making and implementing unit in our college. It strives hard for upgrading the college infrastructure and all support facilities to meet the standards of higher education and growing need of students. It assesses and suggests the parameters of quality education. However following may be two examples of best practices institutionalized:

? **Academic Audit through IQAC:** The college carries out academic audit of each department and various committees every year through IQAC to increase and maintain the quality of education. Academic Audit Committee is set up for this purpose. At the beginning of academic session, the committee collects academic plan including publication, extension activity, collaboration, innovative and best practices, assignment, ICT based activity, students' competition, seminar and workshop supposed to organize for better performance. The Committee evaluated plan submitted by the departments and committees, twice in an

academic session as per the academic plan reviewed their academic progress. The report of the committee was submitted to the IQAC and the same is put in the College Development Committee for discussion, suggestion and approval. Due to implementation of such academic audit, it is found out that all departments and committees have been constantly improving their curricular, co-curricular and extra cocurricular performances.

? **Implementation of Green practices in the campus:** The IQAC proposed to initiate various green practices to maintain eco-friendly college campus through the activities i.e. Tree Plantation, Paperless Work, Plastic Eradication, Clean and Beautiful Campus, No Vehicle Day, Save Power, Paper Bag Workshop, Awareness Programme on Renewable Energy and e- Waste Management. For the better implementation of green practices, IQAC distributed these activities among various departments. IQAC constantly takes the feedback about the proper result-oriented implementation of these activities through academic audit every year. Because of these practices, eco-friendly and pollution free college campus and social awareness about renewable

energy and e-waste management is developed in the community.

? Use and enrichment of ICT infrastructure: The use of ICT tools has become an integral part in teaching-learning process. IQAC always encouraged teachers to utilize these tools in classroom teaching and laboratories. IQAC prepares the plan to include the use and enrichment of ICT infrastructure expecting from each department. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility. Periodically IQAC has trained teachers and non-teaching staff to use ICT by arranging different workshop i.e. Google Apps, Video conference, use of e-mail,

handling ICT instrument etc. The educational use of social media has also been utilized to establish communication with the students and peers. In teaching and learning, the feedback system is implemented to take the review of reliability and uses of ICT facilities.

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

6.5.2

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

Response:

Response:

Two examples of IQAC-supported institutional review and training learning reforms:

?Academic review through periodical meetings: The IQAC conduct periodical meetings with the departments, Internal Examination Committee, Council of the Heads, the principal, College Development Committee throughout the academic year in the presence of the IQAC coordinator. College has faculty coordination committees which conducts an academic review of all departments collecting information on academic activities, such as completion of study programs, unit tests, assignments, seminars, group discussion, quiz, practice sessions, practical, education tour and other activities. Faculty Head (HOF) meet regularly with relevant services to assess academic and administrative issues. Important questions are discussed in meetings with IQAC and Faculty heads. The teachers and students interact regarding the changes in the curriculum, new teaching methods and ICT use. This setup has evolved into successful review methodology for improvement in teaching and learning process. Through this system of review, the IQAC observed the continuous development of teaching-learning process.

? Use and enrichment of ICT infrastructure The use of ICT tools has become an integral part in teaching-learning process. IQAC always encouraged teachers to utilize these tools in academic and laboratories. IQAC prepares the plan to include the use and enrichment of ICT infrastructure expecting from each department. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, broadband internet Wi-Fi facility. Periodically IQAC has trained teachers and non-teaching staff to use ICT by arranging different workshop i.e. Google Apps, Video conference, use of e-mail, handling ICT instrument etc. The educational use of social media has also been utilized to establish

communication with the students and peers. In teaching and learning, the feedback system is implemented to take the review of reliability and uses of ICT facilities.

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

6.5.3

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

Response: 8.8

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
9	13	7	10	5

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF**Response:** B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

6.5.5

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

Response:

Response:

One of the main functions of the IQAC is to review the teaching- learning process, and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution.

Academic Incremental Improvements

- Academic Planning Committee plans the session plan and academic calendar for the complete session for well planned and organized functioning of the Institute.
- Examination Committee: Looks after Internal & external examination and maintains examination records. The committee keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.
- The overall result of the institute stands between 90-95%. The IQAC at WCPE is committed to a learner centric approach and designing gradual attribute like academic excellence.
- The institution equips the student teachers with skills to be effective professionals through several capacity building activities such as value-added courses, workshops on innovative practices, organizing events. Through community outreach programmes, environmental activities, the institution endeavours to foster values that will form the foundation of the student teachers learning journey. Various opportunities are provided to the students to develop their technological skills through ICT based activities, use of e-resources, etc.
- WCPE strives to make students self- reliant by orienting them to innovative teaching learning strategies, giving expert advice for higher education, counselling sessions, etc. Through these activities the institution encourages student teachers to be lifelong learners. The library has been upgraded and become more equipped.

Some significant quality assurance initiatives

Cleanness in Campus:

1. Provide Door mats in each class.
2. Keep trash bins in each working station and class.
3. Removal of the broken, waste and unusable material.

4. Encourage students and teachers to keep things away immediately after use.
5. Cleanliness activities as part of community service
6. Smart board for effective teaching learning environment is installed
7. Value added courses have been introduced by the college.

Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff

- Yoga training for stress management
- Soft skill training Staff are encouraged to attend workshops and training program

The institute promotes paperless transactions. WCPE strictly adheres to the policy that all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. WCPE strongly believes in reduce, reuse, recycle waste products. It is mandatory for students, teachers, non-teaching staff to adhere to the policy. The institute has also taken steps for the conservation of energy. WCPE is commitment to cleaner, greener environment is visible through range of initiatives.

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:

Response:

The institution's "Energy Conservation Cell" resolves its energy conservation policy with different actions taken time to time.

Policy Statement Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

ACTION TAKEN

our college has a well-designed building to maximize the use of natural light and ventilation. Sensitization of staff and students to turn off lights /fans when not in use. Air conditioners are used only when necessary. The college uses modern more cost-effective

LED lights. High wattage conventional CRT monitors have been replaced by TFT/low power LCD monitors in all the laboratories and offices. outdoor games open gym facility for both students and staff. used Energy-efficient Appliances with Timers and Energy Star Ratings which consume less energy like Split AC instead of Window AC, Floor-wise master switches for each room to shut down power of entire room when not in use. Use of alternate sources of energy for meeting its power requirements

Use of LED bulbs / power efficient equipment

WCPE has a policy of employing LED lights throughout the campus. The Institute initiates the implementation of replacing all the lights with LEDs. The entire campus is lit by LED lights. Initiatives were taken to bring awareness on the use of energy efficiency among the students. Sign boards are placed on the campus and awareness programs are also conducted to impart the importance of energy efficiency and energy conservation among students. Apart from this it also has another alternate backup facility through UPS for computing.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

The institution's "Waste management Cell" resolves its 'Waste Management Policy'

Policy Statement

WCPE, Sakoli has adopted the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice Implementation Procedure The Institution takes initiative for the management of wastes which is generated within its campus. Solid waste management The college has implemented a solid waste management system which involves segregation of wet, dry, paper and green waste. Solid Waste Segregation is done by hand sorting. The dry

waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately. The municipality of Sakoli sends its garbage collecting vehicles everyday to collect the waste.

a) Plastic and Paper waste management Plastic and paper waste is comparatively less. The plastic waste generated is sold to external agencies. Our Institution reuse the papers (one-sided) for off the record work of the college. Waste Paper boxes have been placed at appropriate places in the labs, staff rooms and Administrative room of the Institution.

c) Garden waste management Garden waste in the form of leaf litter is decomposed and used as manure.

E-waste Management

The College segregates old computers, batteries and wires and dispose them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorized agency Om Sai Computer, Sakoli. Biomedical waste management& Hazardous chemicals and radioactive waste management Due to the nature of the courses taught, no biomedical waste material & Hazardous chemicals and radioactive waste is produced in the institute.

ACTIVITIES RELATED TO WASTE MANAGEMENT

Cleanliness Drive by the college

Environmental Awareness Drive against stubble burning

Workshop on Best Out of Waste

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", WCPE, Sakoli is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanliness in Campus:

1. Provide Door mats in each class.

2. Keep trash bins in each working station and class.
3. Removal of the broken, waste and unusable material.
4. Encourage students and teachers to keep things away immediately after use.
5. Cleanliness activities as part of community service are carried out by the college

Sanitation:

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water
5. Solid waste management
6. Environmental sanitation
7. use of sanitary napkin incinerator for eco friendly disposal

Green Cover

There are natural source of water available in the campus. The lush green campus with two big lawns mesmerises the new comers. Every year 'Tree plantation' is carried out to increase green cover. We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

1. Rainwater Harvesting

In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

2. Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1. Use of own ceramic cups at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.
3. E-waste management
4. Use of LED bulbs in college
5. Conducting Green audit
6. Dustbins on the Premises
7. Waste control in entire campus
8. Limited use of plastic in campus
9. Use of dust proof chalks in classrooms
10. Minimum use of Photocopy/Printing
12. Software for paperless office
13. No vehicle day twice a week
14. No burning of waste garbage in the campus or even outside

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

File Description	Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

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

Response: 5

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
0.91	0.44	0.08	0.16	0.04

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

7.1.8

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

Response:

Response:

WCPE is always sensitive and emphatic towards social, environmental and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Orphanage Home, N.S.S Camp, Blood Donation, Visit Old age home, Punjab University Zonal Youth Heritage Festival Zone-C, Remedial programme for children with special needs and children with intellectual disability, Awareness programme on Covid-19, Helping hands programme, Swatch Bharat Abhiyaan community work, Aids Awareness Rally . Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Response:

Best Practices I

Title of the Practice: Special Physical Teaching Practices to the deserving trainees by the college.

The noble objective heads its teething as well as challenging troubles in its designing and implementation.

- There was a tough task to pooling up of the required resources.
- After so many efforts, our college set up a programme on the campus for voluntary donation by the faculties and other visitors. Ultimately, our college decided the number of the students/trainees who are in the category of under meritorious students.
- A special task of intelligence test has been conducted to check the trainees.
- At last our committee has decided to impart special teaching practices to the deserving trainees by the college.

The Practice It is very relevant to clarify here that there are many type of students available in our colleges. All have different family background. Some students are those, who are very poor and their economic position is very pitiable. In such condition, it was a tough task to impart the special training of teaching practices. There was another part of Physical teaching practices, the problem which was the in front of trainees. After finishing the class, they have to spend more time for special teaching practices. So, it was the matter of consideration. The coordinator and the members of the unit decided that we should provide transportation facilities to the trainees and

refreshment items. It will provide them freshness and active. As a result, mostly trainees of the college agreed to take part in special class of teaching practices.

Practice 2

Title of the Practice: Plantation Programme

Our efforts of plantation work provoke the heart of the students and inspired them to go quickly on the path of plantation for the balance of the nature & up-gradation of environment. It is the result of the programme that more than 70% student participated in the programme of the plantation started by college & administration. As soon as possible to 250 plants has been planted by the student in college campus. Now we hoping that after this raining season, these planted trees will provide us feelings of true nature & beauty of the nature.

Problems Encountered and Resources Required: Some students were too naughty that they avoid the programme and deny such types of activities, but our learned & scholars faculties convinced them and ultimately they agreed for the plantation work and realized the value and importance of the nature and environment. Not enough, but they also planted more & more plants and take an oath for the protection of the plants for the balance of nature.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college is affiliated to the RTMN University, Nagpur and hence the programs as offered by the affiliating University have to be adhered to. What makes our college distinctive is that this college has maximum number of students from across the country who are marginalized in all the ways. Taking modern education at the doorstep of the students inhabiting the nation is a challenging task. The lush green campus of the college and huge playgrounds in the college provide opportunities to the students to remain active through games and sports played in pollution free ambience. The institute constantly

carries out activities related to value education, social and community works, etc. for the holistic development of the students. The college, being a prominent educational institute, is well prepared to meet the challenges of a rapidly changing techno-savvy world. The college has mentored number of students for the performance of sports activities which has shown extra ordinary talents and brought laurels to the institute. The students have played at the national level and won medals for the college. The college practices and prioritizes student-centered teaching and learning. Every year, meritorious students have achieved new heights of success and a notable numbers of students from various disciplines secured better place in university merit list including the results of the current academic year. We attempted to maximize academic skills, social skills, athletic skills and entrepreneurial skills of our students. Students are encouraged by providing them with adequate opportunities in all forums and appreciating them for their efforts. The mentoring Cell in the institution has now further expanded and helped the students achieve new records.. The Career Counseling Cell of the college has been guiding the students to prepare for various competitive examinations. Competitive Exam Guidance & Coaching Centre Language Laboratory, Health Centre Yoga & Meditation Centre Gym and Fitness Centre, Indoor Sports Facility, Student Development Cell, etc. are some of the important areas the college shows its concern with. The college has successfully organized grooming sessions and the pre-placement talks by the experts from local industries. Some of the students have also been placed in nearby companies through off-campus mode of placement drive. The college is one of the nodal centres to conduct outreach programme. T

To establish and maintain state-of-the art teaching facilities.

To train students in emerging trends in Physical Education.

To set up state-of-the-art infrastructure

To create number of training centres

To provide training in emerging areas “Training and Placement Cell”

To empower the student community through “Students Activity Forum” The students are encouraged to submit the research papers/ research projects/ field work in a variety of forms beginning with their entry into this college for UG and PG programmes.

5. CONCLUSION

Additional Information :

Through economic, social, cultural, educational development of coming young generation is a prime objective of the Trust, the Trust started thinking of widening the scope of its objective of allround development to accommodate people outside the State and bring them in the main stream of society by their individual development. Eversince its inception the college has produced University toppers.

Concluding Remarks :

The college is one of the most sought after destination for the students opting for a career in Physical Education.