



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF PHYSICAL EDUCATION

**SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF
PHYSICAL EDUCATION SRKV POST PERIYANAICKENPALAYAM
COIMBATORE - 641020**

641020

www.srkvmcpe.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Ramakrishna Math and Ramakrishna Mission:

Ramakrishna Math and Ramakrishna Mission are twin organizations forming the core of a worldwide spiritual movement (known as Ramakrishna Movement or Vedanta Movement), which aims at harmony of religions, harmony of the East and the West, harmony of the ancient and the modern, spiritual fulfilment, all-round development of human faculties, social equality, and peace for all humanity, without any distinctions of creed, caste, race or nationality.

Ramakrishna Mission Vidyalaya:

Sri T.S. Avinashilingam, the Founder-Director, nurtured the Vidyalaya with his visionary and devoted service. The Vidyalaya was affiliated to the Ramakrishna Mission, Belur Math, Howrah, West Bengal, in January 1935. Ramakrishna Mission Vidyalaya, Coimbatore, now a vast complex of 20 educational service wings, commenced its activities in the 1930 with the blessings of Bhagavan Sri Ramakrishna. The Father of the Nation, Mahatma Gandhi, laid the foundation stone of the first wing, a school. Swami Garishthanandaji Maharaj is now the Secretary of the Ramakrishna Mission Vidyalaya, Coimbatore.

Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education:

The Maruthi College of Physical Education (MCPE) is one of the institutions in the Vidyalaya which was started in the year 1956. This institution has been named after the great Ramayana hero, Mahavir, also called Maruthi or Hanuman. Faith and devotion are essential factors in the development of strength in any individual. Personal purity and devotion to a great cause are the necessary requisites for a healthy living. Maruthi, who personified in himself these great qualities, has stood as the ideal of manhood to millions of men in our country. And so it is only fitting that this institution is named after him.

Programmes offered:

- Bachelor of Physical Education (B.P.Ed) - 2 year programme
- 2. Master of Physical Education (M.P.Ed) - 2 year programme
- 3. Doctor of Philosophy (Ph.D. – Part Time/Full Time)

Vision

Vision:

Striving for excellence in the quality of training teachers and teacher educators in Physical Education and Sports through proper training, effective coaching, in-depth research and field based activities blended with emerging technologies and value based education on par with global standards.

Mission

Mission:

- Training committed, competent, and skillful pre-service physical education teachers and teacher educators by equipping them with necessary practical knowledge, skills, right attitude and nurturing holistic values so as to enable them to be creative and confident in fulfilling global demands.
- Imparting effective coaching by amalgamating basic skills and innovative strategies in order to successfully encounter unforeseen situations.
- Strengthening scholastic and non-scholastic skills through systematic, field-based and outreach activities integrating appropriate ICT strategies.
- Encouraging research activities by prioritizing the thrust areas of research through re-visiting emerging trends in the field of Physical Education and Sports.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Availability of adequate Infrastructural and instructional facilities as per the norms of the NCTE.
- Conduct of meetings of all statutory and non-statutory bodies periodically as per the norms of UGC and implementing the recommendations through systematic programme of action.
- Involving stake holders in all academic bodies and implementing their feedback for the quality improvement of the institute.
- Preparing academic calendar robustly and implementing planned activities in real spirit.
- Using varied methods of teaching in all teaching learning situations by integrating appropriate ICT tools and applying relevant evaluation methods for assessing incremental academic growth of students of all programmes.
- Utilizing the resources of alumni for implementing quality initiatives for overall improvement of the institution.
- Implementing innovative programmes for identifying and nurturing sports talents among the trainees.
- Enabling the trainees by positive attributes and help them to develop competencies to deal with co-operative and competitive situations in Physical Education and Sports.
- Organizing adequate number of sports competitions / seminars / workshops/ conferences.
- Optimum utilization and maintenance of infrastructural and instructional facilities.
- Conducting more number of outreach and extension programmes.
- Establishment of Sports Science laboratories for conducting research activities and specific areas of sports sciences.
- Serving the locale by extending physical health and fitness services.
- Conducting coaching programmes for school children for nurturing their talents

in sports during weekends and vacation.

- Placement opportunities for all students through campus interviews.

- Provision for sports scholarships for the deserved.

Institutional Weakness

Weakness

- Inadequate financial support from the Government agencies.
- Insufficient number of research projects by staff members.
- Non-utilization of e-resources available in the library.
- Dearth of physical education curriculum-oriented e-content and e-resources.
- Lack of communication skills among students due to vernacular school education background.

Institutional Opportunity

Opportunities

- More number of specific programmes are to be organized to attract alumni.
- Alumni directory shall be created and made easily accessible for alumni.
- Utilizing sports sciences laboratories to improve the talents of state level and national level players.
- More number of refresher programmes can be organized for in-service and pre-service teachers.
- Communication skills of students can be improved by utilizing the services of professionals available on-campus through intra institutional linkages.

Institutional Challenge

Challenges

- Encountering issues in implementing e-governance in both academic and administrative structure.
- Non-availability of career opportunities in the Government sector.
- Encountering issues in admissions owing to mushrooming growth of private physical education institutions.
- Discontinuity of financial support from central and state level agencies for inter-institutional knowledge collaboration.
- Non-availability of funds for conducting collaborative research with reputed agencies at national and international levels.
- Preparing students to excel in competitive examinations.
- Arranging campus placements by highly reputed quality institutions.
- Training rural students to cater to the needs of urban populace.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning:

- Syllabi of each course is updated with necessary revision / modification as per the requirement of NCTE norms.
- In the courses of study, where units/topics related to policies, regulations or laws, that change to accommodate the latest developments, changes or corrections are subsequently incorporated as recommended by board of studies and approved by academic council.
- Steps followed in planning, reviewing and revising the curriculum are:
 - The modifications suggested by the faculty during the pre-board of studies meeting are presented in the board of studies for discussion.
 - The recommendations of Board of Studies are consolidated and submitted to Academic Council for approval.
 - The framed syllabi passed through Academic Council is implemented with the

approval of Governing body.

- IQAC ensures quality enhancement in transacting the curriculum by providing valuable inputs.

Academic Flexibility:

- In each semester, teacher trainees are expected to opt any one from the optional courses offered.
- In the category of ability and skill enhancement courses, the teacher trainees have the choice to select any one from the bunch of courses offered.

Curriculum Enrichment:

Teacher trainees are encouraged to equip themselves with the knowledge of functioning about various educational systems such as:

1. Tamil Nadu State board schools
2. CBSE schools
3. Matriculation schools
4. ICSE schools

Useful outcome based value added courses are also offered for enriching course curriculum.

ACTION PLAN

- Physical education teacher trainees of (prospective teachers) B.P.Ed and M.P.Ed are taught based on the school physical education syllabus.

- The curriculum accommodates knowledge of science related to field of sports science that enables teacher trainees to acquire scientific methods applied to physical education.
- Teaching practice is one of the essential components of teacher education programmes that would help the trainees to effectively develop skills and competencies to the utmost precision so that they become quality physical education teachers.
- The curriculum also primarily focuses on “**Intramural and Project Sports Meet**”, which provides opportunities to the trainees to develop organizational skills.
- Communicative courses cultivate the “*Communication & Soft skills, Self-Confidence*” among the teacher trainees.

Teaching-learning and Evaluation

Student Enrollment and Profile:

Teacher trainees are enrolled based on eligible criteria and norms of NCTE and affiliating university.

Honoring student diversity:

Slow learners are identified and provided with necessary training and course work. Various learning tasks are provided to students based on their prerequisite skills and learning competencies. Diversified students centric learning methods are applied suitable to various category of students.

Special programmes for slow learners:

- Slow learners are exposed to additional learning tasks in order enrich their academic performance and make them competent enough to attend to academic tasks.

Teaching- Learning Process:

Competency and Skill Development:

1. Selection/identification of schools for internship: participative/on request

- The teaching practice schools are selected on the basis of the availability of required infrastructural facilities and type of school (government, aided and matriculation in rural and urban areas).

2. Orientation to school /teachers

- Teaching practice staff in-charge gives an orientation to the mentor (physical director/physical education teacher) so as to arrange classes and provide necessary guidance to the teacher trainees.

3. Orientation to students going for internship

- The faculty-in-charge of the internship programme orient the teacher trainees on the significance of the internship programme and make sure that they are well aware of the rules, regulations and timings of the institution and their regularity in attending the institution.

4. Exposure to variety of school set ups

- While planning internship programme, the institution is keen in providing exposure to the functioning of various types of schools to teacher trainees i.e. government, aided and matriculation in rural and urban areas.

Teacher Profile and Quality:

1. Staff members are encouraged to attend the Faculty Development Programmes like Orientation Programmes, Refresher Courses, SWAYAM Online courses, etc., to update their professional knowledge.

Evaluation Process:

- Continuous Internal Assessment (CIA) followed in the college is objective and transparent.

Student Performance and Learning Outcomes:

1. Program outcomes are attained through realization of course outcomes. All the courses offered as part of B.P.Ed and M.P.Ed programmes are aligned with the program outcomes.

Students' Satisfaction Survey:

1. Students' satisfaction survey helps the institution to upgrade the quality of teacher education.

Infrastructure and Learning Resources

Physical Facilities:

- College has adequate infra-structural facilities equipped with modern and functional workspaces to create a vibrant ambience and serene atmosphere for transacting effective teaching-learning mechanism.
- Adequate number of well-equipped classrooms and multipurpose halls with inbuilt ICT and Wi-fi facilities is available for conducting various learning activities.
- Well-equipped sport science laboratories available on campus are:
 - Sports medicine Laboratory
 - Kinesiology & Biomechanics Laboratory
 - Exercise Physiology Laboratory
 - Isokinetic Laboratory

- Sports Psychology Laboratory
 - Anatomy & Physiology and Health Education Laboratory
 - Adapted Physical Education
 - ICT & Educational Technology Laboratory
 - English language & Computer Laboratory
- Adequate number of computers with internet access are available in various units of the college.
 - College has a well-established Fitness Centre and Powerlifting cum Weightlifting centre.
 - College has a well-maintained Football Field, Hockey Field, standard Cricket ground, Cricket Practice Nets, Tennis Courts, Volleyball Courts, Basketball Courts, Kabaddi Courts, Kho-Kho Fields, Ball Badminton Courts, Handball Field, Throw Ball Courts, Softball Field and 400 Meters standard Track.

Facilities available in the library:

- Library has a rich collection of latest text and reference books, Educational encyclopaedias, yearbooks, e-books, e-journals, e-theses, CD-ROM and print journals and magazines related to physical education.
- The library is provided with e-resources, INFLIBNET, open source journals, magazines, collection of course materials, college journal etc., Learning resources are accessible using adequate number of computers through open source software D-Space.

Conference Hall

Meetings of Staff Council, Board of Studies, Academic Council, College Committee, Governing Body and any other meetings related to official visits by the external experts are conducted periodically.

Multi-Purpose – Seminar Hall

Utilized for conducting guest lectures, demonstration lessons, group discussion and group activities. Latest audio facilities are made available to make the lectures and activities effective.

Student Support and Progression

Student Support:

College has various non-academic facilities for conducting multifarious activities for the welfare of the student community such as hostel, Canteen, Vehicle parking along with necessary basic amenities. Students are provided with welfare measures such as Sports scholarship, State Government scholarships, Educational Loans, Group insurance, Noon-meal scheme etc.,

Functions of Student Council:

- Coordinating the activities of various, cells and associations.

- Organising important days like Teachers Day, National Sports Day, National Youth Day, Independence Day and Republic Day to impart patriotism and national integration among the teacher trainees.
- Coordinating with the faculty in organizing various activities during Gurupuja celebrations
- Taking initiative in publishing the Annual Magazine
- Coordinating the activities of Swachh Vidyalaya Programme
- Maintenance of the clean college environment sets a good example to students.
- Undertaking community activities in the adopted village
- Conducting various cultural activities and competitions
- Co-operating and coordinating with the students and faculty in organizing workshops, seminars and other curricular and co-curricular activities in the college.

Opportunities are provided to student-teachers to represent the following Academic and Administrative Bodies:

- Board of Studies
- IQAC
- Library Committee
- Student Council
- Anti-Ragging Cell
- Grievance Redressal Cell
- Placement Cell

Teacher trainees are also provided with opportunities in committees to organize cultural programmes and sports activities. Teacher trainees do serve as volunteers in conducting various events at the college.

Functions of Alumni Association:

The college has an Alumni Association and the meetings are periodically conducted. The alumni contribute to the overall academic growth of the institution by playing a major role as members of various committees, resource persons, job providers, financial supporters and professional partners.

Governance, Leadership and Management

Institutional Vision and Leadership:

Vision:

Striving for excellence in the quality of training teachers and teacher educators in Physical Education and Sports through proper training, effective coaching, in-depth research and field based activities blended with emerging technologies and value based education on par with global standards.

Leadership:

1. The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is a Society that has branches all over the world and is registered under the Societies Registration Act, 1860.

1. The overall administration of the college is governed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College.

Strategy Development and Deployment:

Strategic Plan:

1. As an initiative after previous NAAC accreditation, the college planned to implement a strategic plan to enable the stakeholders to optimally utilize various resources and let the services be also utilized by the public.
1. This initiative is placed for discussion of the members of IQAC and staff council.
1. The modalities for optimally utilizing the resources of the college are worked out and discussed.

Resources identified for the deployment of strategic plan:

- I. Fitness centre, Weight lifting and Power lifting facilities
- II. Indoor Badminton facilities
- III. Summer Coaching camp
- V. Sports Sciences Laboratories

Faculty Empowerment and Strategies:

1. The management has a strong will to take care of the employees of both aided and un-aided, teaching and non-teaching. The staff members have been provided leave salary, festival advance, salary advance, provident fund/EPF, group insurance and health insurance by the management.

Financial Management and Resource Mobilization:

The financial transaction of the college is subjected to internal and external audit every year.

Internal Quality Assurance System:

The Internal Quality Assurance Cell (IQAC) was established on June 20, 2006 in accordance with NAAC regulations to institutionalize and implement quality assurance strategies at the college

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

College has established the Energy Conservation Cell (ECC) to promote efficient use of energy, besides

achieving energy security along with monetary, environmental and social benefits. The cell keenly focuses on achieving the objectives for which it is established through cost effective initiatives. Preserving carbon-free environment and sustaining environment-friendly campus are prime motto of the college.

Waste Management:

College has constituted a “Waste Management Cell” to ensure appropriate execution of waste inside campus premises. The cell is represented by faculty members and student representatives and it’s functions include collection, transport, treatment and disposal of waste, together with monitoring and regulation of the waste management process.

Food waste

All hostels and canteen are provided with waste disposal mechanisms. The food waste is used for biogas production and as feed for Emu birds. The biogas produced is utilized for cooking at the hostel.

Vegetable and Fruit waste

The waste from the food outlets on campus are removed by the service providers and disposed.

Leaf Litter

Leaf litter from the campus is used for mulching around tree base to help retain water content and enhance nutrients, or sent to the corporation disposal bins for disposal. A small quantity is sent to the vermicomposting unit.

Liquid waste management

Waste water from the toilets is collected through drainage pipelines and drained out by the drainage system thereby avoiding stagnation of water inside the campus. The waste water from hostel is used in the garden to water the plants. Sewage Treatment Plants (STP) treated water is pumped out for 6 hours for feeding the greenery of the campus.

Research and Outreach Activities

Resource Mobilization for Research:

College has a research centre affiliated to Tamil Nadu Physical Education and Sports university. Ten Ph.D’s, Thirty four M.Phil and One hundred and twenty five MPed research scholars completed their research degrees under the guidance of the faculty members during the last five years. College promotes research by incorporating research components in to the curriculum at masters and doctoral levels. The institution is attempted to apply for major and minor research projects. College encourages the faculty members to do research and publish research articles in reputed journals and organizing various international, national level seminars and conferences. Faculty members are empowered to have free access to utilize laboratory facilities and instructional resources for their research purposes.

Outreach Activities:

Academic Development

- The outreach program provides students with an opportunity to understand their course content, make them aware of the determinants of health, valuing the pedagogy of transacting physical education curriculum and also developing their career.

Personal Development

- The involvement of students in outreach activities lays foundation for developing not only skills in physical education but also developing life skills and setting goals to realize and maximizing their potential.

Skill Enhancement

- Teacher trainees also realize that teaching and learning within an outreach context is neatly structured, prepackaged, and time scheduled. Working in the outreach setup had increased the participants' self-confidence by engaging themselves solely in managing their assigned duties.

Civic Responsibility

- The outreach activities provide opportunities to build partnership between the institution and the community thus recognizing the value in developing key relationships with schools in order to support the school curriculum and students' knowledge.

Collaboration and Linkages:

College arrived at a Memorandum of understanding with the following institutions for mutual academic benefit and professional enrichment.

1. KG College of Physiotherapy
2. RVS College of Physiotherapy
3. Tamilnadu State Amateur Kabaddi Association
4. Tamilnadu Handball Association
5. Tamilnadu Athletic Association
6. Tamilnadu Powerlifting Association
7. Tamilnadu Yoga Association
8. Nanjappa Fitness Equipment
9. Levo Sports
10. AES Technologies India Private Limited

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF PHYSICAL EDUCATION
Address	SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF PHYSICAL EDUCATION SRKV POST PERIYANAICKENPALAYAM COIMBATORE - 641020
City	COIMBATORE
State	Tamil Nadu
Pin	641020
Website	www.srkvmcpe.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ch. V.s.t. Sai Kumar	0422-2692443	9443294170	-	srkvmcpe@gmail.com
IQAC / CIQA coordinator	T. Jayabal	0422-2692461	8681923323	-	jayabal@rmv.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Men
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Tamilnadu Physical Education and Sports University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1971	View Document
12B of UGC	01-06-1971	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	07-02-2022	12	Permanent Recognition sought Performance Appraisal Report to NCTE regularly submitted

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	SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF PHYSICAL EDUCATION SRKV POST PERIYANAIC KENPALAYAM COIMBATORE - 641020	Rural	8.78	7401.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPed,Physical Education	24	UG	English	50	50
PG	MPed,Physical Education	24	BPed	English	25	25
Doctoral (Ph.D)	PhD or DPhil,Physical Education	48	MPed	English	18	0
Pre Doctoral (M.Phil)	MPhil,Physical Education	12	MPed	English	10	6

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				9			
Recruited	1	0	0	1	1	0	0	1	6	0	0	6
Yet to Recruit	0				3				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	5	0	0	5
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				6
Recruited	6	0	0	6
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.	1	0	0	1	0	0	11	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	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
	3	0	0	3

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	46	4	0	0	50
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	23	2	0	0	25
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	4	2	0	0	6
	Female	0	0	0	0	0
	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	13	13	14	15
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	42	45	41	43
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	26	24	24	27
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		81	82	80	85

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a. Interdisciplinary courses are offered by the college b. Teacher trainees are allowed to select a course of their own choice
2. Academic bank of credits (ABC):	8 extra credits could be accumulated in the period of two years of both BPED and MPED programmes in our college as follows: ? Ability enhancement compulsory courses – 2 credits (in each semester) ? Value-added courses – 2 credits ? Skill Enhancement Courses – 2 credits
3. Skill development:	?
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Generic elective courses - Swami Vivekananda's philosophy of education is offered to BPED trainees

online course):	with two credits. ? Generic Elective Courses - Value and Environmental Education (Elective) These courses contain Social, Cultural, and Spiritual Values depicting the ancient tradition of India and Spiritual icons such as Sri Ramakrishna, Swami Vivekananda, etc. Cultural Heritage of India is a compulsory course for all the programmes. The content of the course is about Ancient Indian culture to know the unprecedented values of our ancestors, Scientific reasoning for rites and rituals to understand the inner values, biographies of freedom fighters to enthuse patriotic feeling, Indian traditional ways of and the long-standing literary tradition of Tamil Literature.
5. Focus on Outcome based education (OBE):	The OBE framed by the college focuses on Student-Centric Continuous Quality Improvement in education. It sets the learning goals explicitly and states what the trainees are expected to attain. It also provides learning activities which help the trainees to reach the desired learning outcomes. The syllabus is designed to attain the Course Learning Outcomes (CLOs). CLOs are framed to attain the Programme Specific Outcomes (PSOs) of the Programme concerned.
6. Distance education/online education:	During the Covid period, classes were conducted through online. Google Classroom was created for each course by the respective teachers. Relevant materials for each course were stored in google classroom and videos were shared from google drive through google classroom. Classes were taken through google meet. Attendance for the students is marked automatically by those attending classes through google meet. Semester examinations were conducted through online mode. Seminars/Conferences were also organized through online mode.

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
156	157	155	148	163
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	85	85	85	85
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..

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	51	51	47
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	77	73	71	97
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
77	77	72	71	96
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	82	80	85	73
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	8	8	8

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

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	9	9	9	9
File Description	Document			
University letter with respect to sanction of p	View Document			

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
141.91	138.47	43.01	42.73	15.44
File Description	Document			
Audited Income Expenditure statement year wise d	View Document			

3.2

Number of Computers in the institution for academic purposes..

Response: 35

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The college regularly plans, reviews and revises the curriculum involving all faculty members, subject experts, alumni and student representatives with in the purview of curriculum framework of the National Council for Teacher Education (NCTE) as detailed below:

Syllabi of each course is updated with necessary revision / modification as per the requirements of NCTE norms.

In courses where units/topics related to policies, regulations or laws that change to accommodate the latest developments, changes or corrections are subsequently incorporated as recommended by board of studies and approved by academic council.

Necessary steps are taken to incorporate revision / modification of syllabi before the end of the year so as to implement the revised syllabi in the forthcoming academic year.

- Steps followed in planning, reviewing and revising the curriculum are:
 - The syllabi framed by each faculty are discussed in the Pre-Board of Studies (PBOS) and passed through Board of Studies (BOS).
It is constituted by the faculty members of the respective courses with a student representative, an alumni member, an industrial expert, two external subject experts and a University nominee to design and develop the curriculum.
 - All the recommendations of Board of Studies are scrutinized and submitted to the Academic Council (AC) for approval.
 - The framed syllabi passed through the Academic Council are implemented with the approval of Governing body (GB).
 - IQAC ensures quality enhancement in transacting the curriculum by providing valuable inputs.

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

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

Response: 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
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	24	16	16

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	24	16	16

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

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

Response: 3.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	6	5

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

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

Response: 68.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	73	80	134	150

File Description	Document
Upload any additional information	View 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
Any other relevant information	View Document

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

Response: 19.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	60	42	0	0

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

1.3 Curriculum Enrichment

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

Response:

- Teacher trainees are given practical exposure by enabling them to officiate in various games and sports in the schools and colleges as a consultancy service.
- Teacher trainees are also given opportunity to organize intramural tournaments and project sports

meets.

- At the beginning of the academic year, the teacher trainees (BPed & MPed) of the institution are divided into four houses based on their skills and ability in sports and games.
- Every year inter collegiate tournaments in various games and 4 project track and field meets are organized.
- The teacher trainees are given an opportunity to organize the tournaments. Thereby they are exposed to organizational skills and they are also evaluated and given marks.
- Through this, the teacher trainees acquire officiating skills in the college and later they are sent to various other institutions for organizing sports meets and for conducting tournaments.
- Teacher trainees are also exposed to officiating these events.
- Post graduate teacher trainees are provided opportunity to handle theory classes through class room teaching.
- Through these opportunities the teacher trainees are exposed to real practical situations which help them to overcome stage fear and gain confidence.
- With this exposure, many of the teacher trainees are present their research papers in various national and international level seminars and conferences.

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

- The College takes keen interest in making the teacher trainees understand diversified educational systems that exist at school level.
- Teacher trainees develop competencies to handle different types of educational systems such as:
 1. Tamil Nadu State board schools
 2. CBSE schools
 3. Matriculation schools
 4. ICSE schools
 5. Anglo Indian Schools
 6. Sainik Schools
 7. Kendriya Vidyalaya Schools
 8. Navodaya Vidyalaya Schools

DEVELOPMENT OF SCHOOL SYSTEM

- The structure of education in Tamil Nadu state is based on the national level pattern with 12 years of schooling in which five years of elementary, three years of middle school, 2 years of high school and 2 years of higher secondary schooling.
- Appointment of physical education teachers are made to middle schools in regular and contract mode with minimum qualification of D.P.Ed.
- In the high schools, the appointment of physical education teachers are made through direct recruitment with minimum qualification of B.P.Ed., In the same manner, the Physical Directors are appointed in the higher secondary schools with the qualification of M.P.Ed.

FUNCTIONING OF VARIOUS BOARDS IN TAMIL NADU

- In Tamil Nadu, the syllabus is same for state board schools and matriculation schools.
- ICSE schools and Anglo Indian Schools have separate syllabus and are empowered to issue pass certificates.
- In schools, the physical education teachers are appointed through direct requirement with the qualification of D.P.Ed., B.P.Ed., and M.P.Ed.,

ASSESSMENT SYSTEM

- The assessment system in state board and matriculation schools for the physical education from standard I to standard IX is continuous and comprehensive which includes formative assessment, practical exam and summative assessment.
- The allotment of marks for Formative Assessment is 20; practical 40 and summative 40 i.e. theory exam. Altogether 100 marks. From X standard to XII standard the practical and theory exams are conducted.
- The grading system is adopted. CBSE, ICSE schools and Anglo Indian Schools follow the National pattern of assessment.

NORMS AND STANDARDS

- The Government of Tamil Nadu, department of school education has designed the norms in measuring the physical fitness (Battery test) among the students.
- The norms and rubrics are framed to grade the students based on their performance for formative assessment, practical exam and summative exams and the overall scores are converted into percentile and grading system is being followed.
- These norms are also similar to the CBSE pattern.

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:

- College prepares a comprehensive curriculum that helps the Physical Education Teacher Trainees to stand on their legs with fullest professional development.
- College emphasizes the **Student Induction Programme**, which creates awareness about the **Physical Education Profession and Programme**. It is one of the stepping stones to enter into the Physical Education Profession.
- The curriculum contains all the necessary **Allied Sports Science Courses** which cultivate the science background among the Teacher Trainees. It provides basic and advanced **Professional Knowledge**.
- The curriculum insists on the **Teaching Practice**, it helps the trainees to become good **Physical Education Teachers** as they understand the pros and cons in the working atmosphere.
- The curriculum offers **Intramural and Project Sports Meet** which provides the opportunities to the trainees as excellent **Organisers**.
- College has a **Students Council**, which provides opportunities to participate and organizes various **recitation, elocution, and essay competitions** among the trainees.
- **Officiating** is one of the preparatory practices for trainees. The trainees were encouraged to serve as **Officials (Referees and Umpires)**, they were motivated to serve as an official in various inhouse and outside tournaments.
- College possesses a significant practice namely **Synchronized Physical Training**, which is an invigorating activity for the trainees they go to rural schools where there are no physical education teachers and play facilities. It helps the trainees to become **Wholesome Physical Education Teachers**.
- College has one of the best practices of professional development which is called **Leadership Training Camp**. The trainees have the opportunity to showcase their innate talents and they were motivated to act as the **Leader** on different occasions.
- The trainees are motivated to participate in the various levels of **Sports Competitions**. This opportunity motivates the trainees to become outstanding **Sports Persons**.
- The trainees are encouraged to do **Self-Study** courses through which they can enhance their **Professional Qualification**.
- Trainees are encouraged to involve in the **Swachh Bharat** movement. Under this banner, the trainees are involved in cleaning public places.
- Trainees are motivated to involve in service activities through the **National Service Scheme**.
- The curriculum gives priority to conducting coaching classes for the **National Eligibility Test**. It helps the trainees to qualify for the **UGC-NET**.
- College takes a keen interest in organizing **Conferences, Seminars, and Workshops**. It also encourages the trainees to participate and present their papers in various seminars, conferences, and workshops conducted elsewhere.
- College has well-established **sports science laboratories** to provide scientific knowledge among trainees and create interest in research activities.
- Trainees are given training to use various modern ICT enabled equipment.
- **Value Education Classes** are provided to the trainees which help them to have a broader outlook of life.
- Communicative courses cultivate **Communication & Soft skills, Self-Confidence** among the teacher trainees.

- **International Day of Yoga** is celebrated on 21st June by involving around 1000 school students.
- College invites stakeholders for conducting **Campus Interviews**.

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
Any other relevant information	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
Any other relevant information	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: 94.35

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

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

Response: 19.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	51	51	49	47

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

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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 institutional policy is not only to help the advanced students in their quest for excellence but to persevere specially with the more modestly endowed students that they too may hone their abilities. Thus, the institution contributes to the larger vision of social amelioration and nation-building.

List of Relevant Initiatives:

- College provides personalized attention to each and every student taking admission.
- Within a month after admission, through class tests, level of learning of students is assessed.
- Slow learners are identified and provided with intense attention both inside and outside classes.
- Special classes are held for slow learners to help them cope with the curriculum.
- Advanced students are encouraged to aim high and are helped by timely supply of reference books, and study materials from various e-portals like INFLIBNET subscribed by the college.
- Communication is maintained between parents and teachers so that parents can take the advice of teachers if and when their wards face any physical or psychological distress.
- Students of a particular class are divided into groups and are assigned to the special care of a teacher, thus establishing a Mentor Mentee system which enables students to receive close attention from a particular mentor in addition to the accessibility of the faculty members in general.
- Advanced learners are also encouraged to be supportive towards their less proficient class mates as peer support is a great morale booster.

Special programs for slow learners

- For the students from vernacular medium, special care is taken by conducting preliminary English learning classes so that those students are able to cope up with the rest of the classmates. The same is also provided to the students who are less proficient in English communication based on the feedback from the faculty members.
- Slow learners take the advantage of special classes conducted by the faculty.
- Faculty members conduct extra classes for slow learners after class hours, (after 3:00 p.m. on weekdays and after 1:00 p.m. on Saturdays).
- Faculty mentors provide their mentees counselling on required areas.

Special programs for advance learners

- Advance learners are encouraged to attend Workshops/ Seminars to keep them updated on various advancements.
- College organises special workshops in various games and sports to improve the hands-on skills of the teacher trainees.

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
Photographs with caption and date, if any	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
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 12:1

2.2.4.1 Number of mentors in the Institution

Response: 13

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:

- In U.G (BPED) and P.G (MPED), college offers variety of Core Courses, Discipline Specific Elective Courses, Generic Elective Course, Practicum, Internship, Co-Curricular courses, Ability and Skill enhancement courses and Dissertation that enrich the teaching- learning process of teacher trainees in physical education and sports.

Experiential Learning and Participative Learning

- For experiential learning, teaching practice in schools consciously attempts to provide experience to the U.G. (B.P.Ed) teacher trainees so that teaching becomes a reflective practice. Teacher trainees give their reactions, difficulties faced and strategies adopted to solve them. The faculty members gives their generalized comments on the teaching practice as a whole.
- P.G. (M.P.Ed) teacher trainees go for internship to educational institutions to gain experiential and participative learning not only to learn technical skills, but also real-life skills and spirit of working together with various stake-holders.
- In participatory learning, the teachers use their professional and pedagogical knowledge, skills,

experience and creativity to find space for the implementation of participatory methods in the context of teaching their theory and practicum courses.

Problem-Solving Methodologies and Brain Storming

- Laboratory practical classes are regularly conducted for teacher trainees to teach problem-solving methodologies.
- Class room seminar provides group creativity by which efforts are made teacher trainees to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by the teacher trainees. It is a situation where a group of students meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. Teacher trainees are able to think more freely and they suggest as many spontaneous new ideas as possible.
- All the ideas are noted down without criticism and after the brain storming session the ideas are evaluated.

Focused Group Discussion

- After identifying the slow learners, focus groups are formed and remedial teaching classes are conducted.
- This helps the slow learners, as an element of compensatory education.
- Through graded assignments, different focus groups are enabled to do better in their learning.

Online Mode

Library facilities

- Library has been subscribing to e- journals/resources and they are available online for access throughout in the campus and remote access in the college website such as N-LIST (National Library and Information Services Infrastructure for Scholarly Content), E-PG Pathshala, Shodhganga, Shodh Gangotri, National Digital Library of India (NDLI), SWAYAM, DOAJ (Directory of Open Access Journals), DOAB (Directory of Open Access Books). They provide easy access to the teacher trainees for their intensive teaching practice, assignments, prescribed seminar topics and project works.

<https://srkvmcpe.org/facilities/library/>

Language and computer laboratory facilities

- The language and computer laboratory with internet connection is being utilized effectively for spoken English training and for preparing self-study courses. It has the following facilities:
 - Computers with internet connection bandwidth 300mbps
 - LCD projector with audio facilities
 - Multimedia connectivity with headphones on all the computers
 - Language learning CD's such as, Communication Skills (Self Improvement Series), Shine with the power of English (Improve your Listening and Speaking Skills) etc.

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..

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	8	8	8

File Description	Document
Data as per Data Template	View Document
Link of LMS	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: 96.15

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: 150

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	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:

- The teacher trainees have been divided into thirteen groups for the purpose of mentor mentee meeting and each group consists of 10 to 14 teacher trainees. The thirteen groups are allotted to thirteen faculty members. Each group has been allotted to one faculty member as a mentor. The mentor mentee meeting is being conducted once in two months.
- During the meeting the respective faculty members give orientation about the purpose of the mentor mentee meeting, need and importance of team work, responsibilities of teacher trainees towards self-discipline, self-development, curriculum development, professional development, institutional development, societal development, needs of the hour, etc.
- The teacher trainees are given an opportunity to express their views with respect to the above-mentioned areas and also other areas which will be useful for the student community as well as the societal needs in the current scenario.
- With this mentor mentee meeting the teacher trainees became aware of their responsibilities and take up the responsibilities on their shoulders. Various new ideas are obtained from teacher trainees which will be implemented for the progress of the student community.
- The teacher trainees are given opportunity to express their views with respect to the curriculum, facilities, etc. The minutes of the meetings are recorded and submitted to the attention of the Principal and the management in order to take necessary initiatives in this regard.
- Through this the leadership and followership qualities are developed and thereby team building qualities are enhanced. Here, roles of the teachers as well as the teacher trainees are discussed and this would pave the way for restructuring the curriculum.
- Personal guidance and counseling are given to the teacher trainees that need them. Recent developments in the profession are discussed and there by the knowledge of the teacher trainees is enhanced.

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
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

Enriching Soft skills - Educational Exhibition

The teaching-learning process provides a lot of opportunities to the teacher trainees to explore their hidden talents and creativity. Faculty members encourage the teacher trainees to take part in the educational exhibition organized every year on different unique titles relevant to the recent developments in the field of physical education and sports. These titles are coined through brain storming sessions involving faculty members and teacher trainees related to social needs. Teacher trainees are motivated to develop a variety of working models, graphical charts, sports videos, sports training protocols, play activities protocols, and norms for physical exercises with their imagination coupled with scientific approach to be showcased in the educational exhibition. While preparing the training models, the teacher trainees would logically analyse the functions and movements of the working models. The development of various play and physical exercise protocols is very useful for the public to follow in their daily routine. Teacher trainees are highly benefitted not only in terms of gaining hands-on experience but also by developing their creative thinking and reasoning.

Enriching life skills - Sports Competition for Persons with Disabilities

SRMVMCPE keenly concentrates on the life skills and professional development of the trainees. The teacher trainees are motivated to organize various sports competitions. For example, they organize “**Sports Competitions for Persons with Disabilities**” namely, Volleyball for Visual impairment, Paraplegic

Cricket, Football for Intellectual Disability. This teaching-learning process naturally develops empathy and social responsibility among the trainees. The trainees are in-charges of organising the entire program starting from the preparation of playfields to the valedictory function. Here, the trainees have plenty of opportunities to learn about adapted physical education modified rules, the nature of the disability, etc. It is an opportunity to understand inclusive physical education. The teacher trainees have hands-on experience through organizing “Project Sports meet and Intramural Competitions”. Here, the trainees will be divided into four different houses. Subsequently, they will compete with each other. Each house has a captain and vice-captain. They have to organize various sports competitions and athletic track and field meets. The trainees would get an opportunity to become athletes, players, officials, organizers, captains, spectators, coordinators, announcers, record keepers, etc. This learning process develops leadership qualities, organizing capacity, communication skills, and thinking ability while organizing and participating in the competition. These programmes are taught and doubts are clarified well in advance by the concerned faculties.

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: B. Any 6 or 7 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: B. Any 6 or 7 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
Any other relevant information	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
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

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

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

Response: 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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/identification of schools for internship:

- Internship programme is systematically arranged by involving the head of the institution, teaching practice staff in-charge, head of the school and school mentor teacher (physical director/physical education teacher). They prepare a detailed plan of the teaching practice programme for the academic year.
- The college has good rapport with CEO office, DEO office and practice teaching schools for planning and executing teaching practice to conduct internships.
- The teaching practice schools are selected on the basis of the availability of required infrastructural facilities and type of school (government, aided and matriculation in rural and urban areas).
- The teacher trainees are allotted on the basis of student strength (school) and required game of specializations in the schools.

2. Orientation to school principal/teachers:

- Teacher trainees visit the allotted teaching practice schools with the permission letter from CEO

and inform the head of the school to allot required classes.

- Teaching practice staff in-charge provides an orientation to the school mentor teachers (physical director/physical education teacher) to provide the classes and necessary guidance to the teacher trainees.

3. Orientation to students going for internship:

- The faculty-in-charge of the teaching practice programme orient the teacher trainees on the significance of the teaching practice programme and make sure that they are well aware of the rules, regulations and timings of the school and their regularity in attending the institution.

4. Defining role of teachers of the institution:

The faculty-in-charge of the teaching practice programme defines the role of teachers of the institution.

- Teacher trainees have to sign in the attendance register which is kept in the Headmaster's/Principal's office regularly.
- The teacher trainees shall take 20 general lessons in the first year and 20 particular lessons in the second year.
- Preparing appropriate teaching aids to teach each lesson plan.
- To know the details of records and registers maintained by the physical education teacher etc.

5. Streamlining mode/s of assessment of student performance:

- The faculty members take feedback from the mentor teachers on each student-teacher using a feedback proforma.
- Feedback is also collected from the head of the school on matters related to the behaviour, conduct and punctuality of the teacher trainees.
- Teacher trainees overall teaching performance is assessed objectively and due weightage is given for the assessment.
- The outcome of this assessment is quantitatively measured and added to the internal assessment scores of each teacher trainee.

6. Exposure to variety of school settings:

- While planning the internship programme, the institution takes care of providing exposure to variety of schools to teacher trainees i.e. government, aided and matriculation schools in rural and urban areas.
- Teacher trainees undergo internship in a variety of school settings with systematic supervisory

support and feedback from faculty-in-charge of teaching practice programme as per the curriculum.

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

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

Response: 2.23

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

Response: 35

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	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: B. Any 6 or 7 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

For UG – Bachelor of Physical Education (B.P.Ed):

PRACTICE TEACHING:

1. The faculty in-charge of the teaching practice provides orientation to the teacher trainees on the importance of teaching practice.
2. The faculty in-charge handles model lesson plans to the teacher trainees, with detailed explanation and demonstration of each component of the lesson plans i.e., general lesson plan and particular lesson plan.
3. In the staff council meeting, the schedule of academic calendar is discussed and finalized in which the schedule of practice teaching is also finalized.
4. After finalizing the practice teaching dates, letters are sent to Chief Educational Officer (CEO) and District Educational Officer (DEO), seeking permission.
5. The teacher trainees visit the allotted practice teaching schools with the permission letters from CEO and DEO and inform the head of the institution about the internship.
6. Physical education teacher of the concerned school allots the classes to the teacher trainees.
7. Each teacher trainee handles 20 lessons and faculty members visit the schools and supervise the practice teaching of the teacher trainees.

Feedback Mechanism adopted during practice teaching:

Faculty members evaluate the teacher trainees competencies in teaching during their visits to the practice teaching schools and they give individual constructive criticism. Teacher trainees also receive personal feedback from the peers who observe their classes. The Director of physical education and Physical Education teachers of the practice teaching schools observe the classes of teacher trainees and point out drawbacks, if any, and give appropriate feedback. Teacher trainees engage in self-reflection which also provides valuable insights on their performance.

For PG – Master of Physical Education (M.P.Ed):

Rural Coaching:

Rural coaching and internship was introduced as an integral component of practice teaching. The post graduate teacher trainees are provided with rural coaching at colleges and internship programme at sports industry.

1. The faculty-in-charge orients the teacher trainees about the significance of the programme. The Post Graduate students have an internship programme namely Teaching, Coaching and Officiating lessons of specialization and track and field events in the rural educational institutions
2. After discussion in the staff council meeting, the faculty members make a detailed plan of the rural coaching programme for the academic year. Teacher trainees, visit the allotted rural coaching colleges and fitness centres seeking permission from heads of the institutions for internship.
3. The in-charge of the physical education of particular college allots the classes for instruction and provides necessary guidance. The staff in-charge of internship visits the institutions where the teacher trainees are undergoing internship and provides feedback.

Feedback Mechanism adopted during internship:

1. Faculty members evaluate the teacher trainees competencies in teaching and coaching during their visits to the colleges and they give immediate individual constructive criticism.
2. Teacher trainees also receive personal feedback from the peers who observe their classes.
3. The mentor teachers in the practice teaching colleges observe the classes of teacher trainees, point out drawbacks, if any, and provides appropriate feedback.
4. Teacher trainees engage in self-reflection which also provides valuable insights on their performance.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	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: B. Any 4 of the above

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

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

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

Response: 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: 92

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 97.83

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

Response: 9

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

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

Response: 6.5

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

Response: 91

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:

- Staff Council meetings are conducted regularly, through which the faculty share their professional experiences.
- Staff Orientation Programme is conducted to update the PLOs and CLO by inviting experts in the field of physical education.
- Faculty are motivated to attend and present papers at conferences and seminars at national and international levels. After attending, the faculty share their experiences about the outcomes of these conferences in the staff council meetings.
- Staff members are encouraged to attend Faculty Development Programmes like Orientation Programmes, Refresher Courses, SWAYAM Online courses, etc., to update their professional knowledge. After completing the courses, the staff share their professional knowledge with colleagues in the staff council.
- Pre-BOS are conducted to ensure a better teaching-learning transaction. Faculty recommend the essential inputs to incorporate and modify the curriculum according to the requirement of the employers.
- In BOS, faculty express their innovative professional inputs to be introduced in the curriculum by external experts.

- The Principal served as a member of the Syndicate and Academic Council of TNPESU. He shares the deliberations of those meetings in the staff council meetings.
- Many faculty members currently serving as members of BOS and the Academic Council of other institutions. They share their knowledge in the staff council meetings.
- Resource Persons are invited for guest lectures to deliberate on the recent trends in sports sciences.
- Faculty members are involved with SCERT in formulating the state policies and in modifying the curriculum of physical education & sports.
- Intercollegiate competitions are organized in the college in various sports and games every year. During the competitions the team managers and coaches of affiliated colleges are encouraged to share their views on new skills, techniques, technological advancements, and recent trends in the particular game.
- Many of the faculty are members of the Doctoral Committees of various universities and they share their research knowledge with their colleagues.
- Faculty members are encouraged to serve as resource persons in seminars, conferences, workshops, and FDP conducted by other institutions.

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:

•Continuous Internal Evaluation (CIE) is adopted by the college for the last several years with emphasis on monitoring incremental academic growth of every student admitted in various programmes. Continuous Internal Assessment (CIA) followed in the college is objective and transparent.

•For B.P.Ed theory, the weightage of internal and external is 40 and 60 respectively. For practicum 100 % weightage is given for internal evaluation alone and for internship the weightage of internal and external is 75 and 25 respectively.

Sl.no	Specification	Theory	Practicum	Internship
1	Internal	40	100	75
2	External	60	—	25

- For M.P.Ed theory, the weightage of external and internal is 60 and 40 respectively. For practicum the weightage of the external and internal is 20 and 80 respectively. For internship the weightage of the internal and external is 90 and 10 respectively and for dissertation the weightage of the internal and external is 50 and 50 respectively.

Sl.no	Specification	Theory	Practicum	Internship	Dissertation
1	Internal	40	80	90	50
2	External	60	20	10	50

- Nature of CIA applied to theory courses:
 - Comprehensive CIA process is based on scores secured by the students in written tests, assignments, pre-semester exam and attendance. The scoring process for all the components of CIA is explained in the table below:
- Table: Details of CIA scoring process for B.P.Ed and M.P.Ed programmes

<i>S.No</i>	<i>Particulars</i>	<i>marks</i>
1	First Continuous Internal Assessment (CIA) Tests - I	10 Marks
2	Second Continuous Internal Assessment (CIA) Tests - II	10 Marks
3	Pre-semester Examination	10 Marks
4	Assignment	5 Marks
5	Attendance	5 Marks
	95 % - and above 5 Marks: 90 % – 94 % 4 Marks	
	85 % – 89 % 3 Marks : 81 % – 84 % 2 Marks : 75% - 80% 1 marks	
	Total	40 Marks

- Criteria for Assessment of Assignment:

1.	Understanding of basic concepts	2 marks
1.	Organization and coherence	1 mark
1.	Clarity of expression	1 mark
1.	Quality of presentation	1 mark

- Passing minimum is fixed as 50% in both CIA and ESE.
- Credit system is adopted. For B.P.Ed programme, one credit is equivalent to 20 hours of teaching for theory course, 30 hours for practicum course and 26 hours for internship.
- For M.P.Ed programme, one credit is equivalent to 20 hours of teaching for theory course, 30 hours for practicum course, 30 hours for internship and 20 hours for dissertation.
- For the B.P.Ed programme, setting of question papers and evaluation of answer scripts for the end semester examination is done by external examiners for all the theory courses.
- The evaluation of practicum is done internally by the faculty members themselves.
- The evaluation of internship is done by internal and external examiners.
- For Ability and Skill Enhancement course (ASEC), evaluation is done through internal only of which credits are not considered for SGPA/CGPA.

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

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

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

Response: 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
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

- A Grievance redressal cell has been established in the College. The purpose and functions of the cell are explained to the teacher trainees. Mechanism to deal with examination related grievances is transparent, simple and easily accessible.
- The mechanism and procedure for grievance redressal related to examinations are mentioned below:
 - Evaluation of answer scripts (other than rectification of casting errors and omissions in evaluation) in respect of CIA examination / End semester examinations.
 - Any delay in the conduct of examinations, or declaration of results, beyond the schedule mentioned in the academic calendar of the college.
 - Any discrepancy noticed in assigning the scores during internal evaluation by the faculty.
 - Grievances with regard to improvement, re-totaling and re-valuation are duly addressed by the controller of examinations.
 - If a teacher trainee is unable to appear in the scheduled examinations due to his pre-occupation with participation in tournaments, he is permitted to appear for special examinations on producing proper documents to grievance redressal cell.
 - After receiving the applications from the teacher trainee, Grievance Redressal Cell (GRC) conducts a meeting and verifies the grievances and takes a decision.
 - As far as the special examination is concerned, the GRC will verify the grievances with valid documents and decide whether to conduct the special examination or not.
 - Finally, the GRC communicate the action taken on the grievances to the concerned teacher trainee.

Grievance Form Link: <https://forms.gle/b7sYWebZ34hfsnvf9>

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

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

Response:

The institution prepares academic calendar every year at the beginning of the academic year, with respect to the academic activities which are to be conducted in the college for the academic year. In this academic calendar, the pre-determined academic activities are scheduled and it is issued to students and staff in a printed booklet format at the time of reopening of the college. In the academic calendar the date of the internal evaluation is scheduled as per the following procedures.

- After completion of 30 working days, CIA I (Continuous Internal Assessment I) and after completion of 60 working days CIA II (Continuous Internal Assessment II) Examinations are conducted. Examination schedule is pre scheduled in the college academic calendar as well as displayed in the notice board one week / ten days prior to the examinations.
- Continuous Internal Assessment Examinations (CIA I & CIA II) maximum marks are 40 with two hours duration. The answer papers along with question papers and score sheet are issued to the concerned subject teachers for valuation with one week time duration. The marks are exhibited on the notice board duly signed by the Principal and the Controller of Examinations.
- After completion of 95 working days, Pre-Semester examinations are conducted as per the schedule given in the academic calendar and by informing the students and also by exhibiting in the notice board duly signed by the Principal and the Controller of Examinations.
- Pre-semester examination question pattern is similar to Semester examination with maximum of 60 marks with three hours duration. The answer papers along with question paper and score sheet is issued to the concerned subject teachers for valuation. The marks are exhibited in the notice board duly signed by the Principal and the Controller of Examinations five days prior to the commencement of Semester examinations.

Since the academic calendar is given to the students, they are well aware about the schedule of examinations and can be prepared for the internal and external semester examinations. Unless the demands arise from the Government due to unavoidable situations, there will be no change in the schedule of internal evaluation. Assessment of students' knowledge and skills also occurs at regular intervals through number of tests conducted internally by the teachers in the subjects concerned. Hence the institution strictly adheres to the academic calendar for the conduct of internal evaluation. The internal examinations are conducted in such a way by providing enough time to prepare and appear for the semester examinations as per the academic calendar.

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:

- The curriculum is specially designed to ensure that students have the required knowledge, skills and attitude.
- It is developed with the view of the contemporary changes, developmental objectives of the educational institutions, the society and in alignment with the model curriculum prescribed by NCTE.
- The curriculum is designed to create scope for teacher trainees to achieve wholesome development.
- Current trends and recent developments in the field of physical education and sports are always incorporated into the curriculum during regular restructuring.
- The program outcomes are identified as per the regulatory bodies such as NCTE to meet the global standards as well as the requirements of employers.
- Program outcomes are attained through realization of course outcomes. All the courses offered as part of B.P.Ed and M.P.Ed programmes are aligned with the program outcomes.
- The course outcomes are identified or assigned as per the content and objectives of the course within the programme framework.
- The course objectives are taken into consideration while conceiving the course outcomes.
- The course outcomes are planned and designed so as to cover the entire syllabus and the assigned skills/competencies.
- The course outcome indicators reflect the abilities that are displayed or performed by the teacher trainee as a result of the knowledge acquired in the mentioned course.
- Based on these indicators, the assessment pattern and model are designed for both internal and external examinations.
- The outcome indicators describe specific understanding and capabilities that students should demonstrate consistently.
- During the examination, it is ensured that the students attempt all the pre-planned outcomes.
- If choices are given, they belong to only within the course outcome. The internal tests are conducted at the end of every identified course outcome.

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

2.7.2 Average pass percentage of students during the last five years

Response: 99.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
77	77	72	71	96

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
Any additional information	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:

1. B.P.Ed and M.P.Ed curricula are developed by considering and assuring that they are aligned with the program objectives.
2. The Program Outcomes (POs) of B.P.Ed and M.P.Ed broadly emphasize the importance of physical education and sports, application of sports sciences, and analysis of the teaching-learning process in physical education and sports.
3. Course Outcomes (COs) of B.P.Ed & M.P.Ed are appropriately framed along with the framework of lines of the program outcomes.
4. Continuous and comprehensive evaluations are implemented for the theory, practicum, and teaching practice aspects.
5. Attainment of Course Outcomes is measured through Continuous Internal Assessment and External Examination of theory courses.
6. Attainment of practical course outcomes is enhanced by the execution of the skills by teacher trainees in various sports and games and physical activities.
7. Internship outcomes are evaluated by the staff in charge of practice teaching, external examiner, and internal examiners.
8. The methods of measuring the attainment of POs and COs are as follows.
 - The pass percentage of teacher trainees
 - Opinions from the external examiners' theory, practicum & internship courses
 - Percentage of teacher trainees pursuing higher studies
 - Percentage of teacher trainees placed in the jobs
 - Feedback from alumni

1. The progression of the attainment of POs and Cos are calculated by the faculty through the following aspects:

- Teacher trainees' involvement in classrooms
- Active participation in sports and games
- Optimum execution of motor abilities in practical classes
- Considerable engagement in teaching and coaching practice
- Using e-resources in sports & games

1. Principal, class teacher, and the respective course faculty discuss the examination results and take necessary action to attain the POs and COs.

2. The teacher trainees are assisted through mentorship, compensatory coaching assignments, individualized sports coaching, remedial classes, and peers' feedback to attain the POs and COs.

3. Overall performance and attainment of the POs and COs of the teacher trainees are evaluated through

- Internal and external theory examinations
- Internal and external sports and games practical examination
- Internal and external practice teaching

1. Course attainments and Programme attainments are mapped with COs and POs

- Course outcomes are developed in accordance with the Programme Objectives
- Mapping is done for each course attainments with respective course outcomes.
- Mapping is done for programme attainments
- All course attainments are treated as Programme attainments
- Mapping is done for programme attainments and programme outcomes

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: 94.87

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

Response: 74

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

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

Response:

- At the beginning of the year teacher trainees are assessed on multiple fitness parameters namely speed, leg explosive power, shoulder explosive power by the way of 100m dash, long jump and shotput respectively.
- The teacher trainees are also assessed based on their skill performance in their major games. Based on these assessments their initial abilities are identified and according to that opportunities are provided and they are encouraged to develop their capability to their optimum level.
- During the year of study, they are repeatedly assessed through project track and field meet as well as in intramural and extramural tournaments.
- Opportunities are provided through specific coaching by the respective faculty to improve their ability.
- Level-appropriate personal guidance for utilizing sports infrastructural facility is provided.
- Teacher trainees are encouraged to participate in intramural and extramural tournaments.
- Teacher trainees are motivated and encouraged to attend NIS coaching programmes in their game of specialization organized by Sports Authority of India.
- All the teacher trainees are encouraged to undergo career-based value added / skill enhancement courses offered by the institution.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.94

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.2

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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: 23099.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	115499	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	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: D. Any 1 of the above

File Description	Document
Documentary proof for each of the claims	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: E. None of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications

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

Response: 8.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	12	47	11

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: 12.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	21	19	34	37

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: 10.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	9	15	13	15

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: 94.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
147	149	144	140	159

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: 95.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
152	149	144	140	159

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:

Academic Development

- The outreach program provides students with an opportunity to understand their course content, make them aware of the determinants of health, valuing the pedagogy of transacting physical education curriculum and also developing their career.
- Students articulated their enthusiasm for training in outreach programmes with a sense of growing confidence in their abilities and development of practical sports skills. The academic field visits also contribute in the enhancement of their theoretical knowledge and competencies. Many studies conducted in the field of sports and games also advocate the fact that ‘the opportunity to apply learned theories in a new setting would insulate more practical experience and undoubtedly enhance the students’ learning opportunities.

Personal Development

- With the increase in out-reach activities, there is an inevitable increase in breadth of experience. These activities improve upon the identity of an individual, develop potential, facilitate employability, enhance quality of life and contribute to the realization of aspirations of students.
- The involvement of students in outreach activities lays the foundation for developing not only skills in physical education but also developing life skills by acquiring them by envisioning their aims in life, and setting goals to realize and maximizing their potential.

Skill Enhancement

- The out-reach activities enable the college students to recognize the value of a multidisciplinary approach in physical education, and make them feel comfortable while working with others in the community.
- Students also realize that teaching and learning within an outreach context is neatly structured, prepackaged, and time scheduled. Working in the outreach setup had increased the participants’ self-confidence as they are solely in managing their assigned duties. As a result, positive effects were observed on the students learning experience, appreciation for the need of team-work, development of organisational and communication skills.

Service to deprived students

- Outreach programs are beneficial not only by providing the students an academic foundation but also developing their self-confidence, leadership qualities, and their responsibilities toward the community. These activities strengthened their sense of responsibility toward their studies and had a positive impact on their attitudes to develop physical education skills among students of disadvantaged communities.
- Such outreach experiences were effective as an adjunct to traditional school-based training in improving students' confidence in enhancing skills in sports. Due to these experiences students not only become knowledgeable in the specialized area of physical education but also develop features such as community awareness, community involvement, commitment to service, career development, self-awareness, leadership qualities, awareness of determinants of health, and understanding of course content.

Civic Responsibility

- The outreach activities provide opportunities to build a partnership between the institution and the community thus recognizing the value in developing key relationships with schools in order to support the school curriculum and students' knowledge. Working in outreach settings develop the cultural competencies while interacting and communicating with the individuals of the community, appreciation of their support, and physical education efforts extended by them.

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

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

Response: 4

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

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	2	2

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: 11

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: 11

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

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

1. Local community base activities
2. Practice teaching /internship in schools

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Academic Facilities

- The College has excellent infra-structural facilities equipped with modern and functional workspaces to create a serene ambience and atmosphere for teaching-learning and organising physical education and sports programmes.
- Adequate number of classrooms and halls for teaching learning transaction with LCD and audio visual aids are available.
- Well-equipped Principal's room, office and staff rooms are available.
- A Multi-purpose auditorium for organizing conferences, seminars, workshops, cultural functions and co- curricular activities.
- Well-furnished Seminar Hall and conference Hall for conducting meetings of Board of Studies, Academic Council and Governing Body and other meetings.

Sport Sciences Laboratories	Name of the Equipment	
Sports medicine Laboratory	Ultra Sound, IFT, Traction, Wax Therapy Electrical Muscle Stimulation Transcutaneous Electrical Neural Stimulation	
Kinesiology & Biomechanics Laboratory	Anthropometric kit, G-Walk, Goniometer Sports performance analyser, Skin fold caliper, box, Muscle girth measurement tape, Woodruff box, posture frame	
Exercise Physiology Laboratory	Cardio Exercise System, Digital Spiro Meter, Digital Blood Pressure Monitor, Segmental Body Analyzer, Bicycle Ergometer	
Isokinetic Laboratory	Isokinetic system	
Sports Psychology Laboratory	Finger Dexterity Board, Tweezer Dexterity Board Steadiness Tester , Kinesthesio meter , Mirror Drawing , Measuring Tactual Sensation Human Maze,	

	Habit Interference Negative Transfer of Learning Color Contrast, Depth Perception Box Size Consistency Apparatus Pass Along Test Pass Along Test for Superior Athletes KOH'S Block Design Test Haufmann and Kasnin Concept Division of Attention Board Tachistoscope Reaction Timer Electronic Memory Drum Muller Lyer Illusion Board	
Anatomy & Physiology and Health Education Laboratory	Skeleton Unisex Torso Muscular System Human Digestive System Vetibral Column Human Eye, Lungs, Joints, Bones, Head Brain, Kidney, Charts, Ear	
Adapted Physical Education	Tracing the Element Hand eye coordination devices Multi Limb Bicycle Tennis ball shooting	
ICT & Educational Technology Laboratory	Computer LCD Projector	

English language & Computer Laboratory	Interactive Board	
	Audio Mixer	
	Multimedia Speaker	
	Computer	
	LCD Projector	
	LCD Projector Display Screen	
	Multimedia Speaker	

Sports Training Gadgets:

College has sports training gadgets like cricket bowling machine, shuttle feeding machine, tennis ball feeding machine and table tennis ball feeding machine. These sophisticated training gadgets are used to improve the performance of teacher trainees. This equipment is also used for research purpose.

Sports Facilities:

- College has a well-established Fitness Centre and Powerlifting cum Weightlifting centre.
- The college provides adequate space, sporting equipment and infrastructural facilities for sports and the conduct indoor and outdoor games.
- The college has well maintained Football Field, Hockey Field, standard Cricket ground, Cricket Practice Nets, Tennis Courts, Volleyball Courts, Basketball Courts, Kabaddi Courts, Kho-Kho Fields, Ball Badminton Courts, Handball Field, Throw Ball Courts, Softball Field and 400 Meters standard Tack. Gymnastics Mats, Vaulting Horse, Vaulting Horse Take off Board, Trampoline, Roman Rings, Horizontal Bar, Parallel Bar along with Weight lifting equipment. It is also equipped with a multipurpose yoga hall which can accommodate 200 teacher trainees to practice Yoga.

File Description	Document
List of physical facilities available for teaching learning	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 100

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

Response: 7

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

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

Response: 72.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.40	115.38	17.20	13.91	123.27

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 has a collection of 6413 books, print documents and other digital/electronic resources. Library is automated by Open source software, Koha Library Management Software (Multi-User) in order to enhance the quality of library services. Two terminals are reserved for students to search for Online Public Access Catalogue (Web enabled) and another terminal is used for e- Gate Entry. The OPAC is used to search for books and other documents in the library such as location, circulation status and reservation facilities. E-

gate facilitates our users to mark their attendance by using barcode embedded ID card.

The KOHA software has various administrative facilities which helps to generate various types of reports which are useful for various committees and inspections from time to time. Koha software integrates book database along with user's database so that library transactions are made easy.

The library renders its service to users very effectively and quickly with the help of Koha ILMS. All document transitions such as issue, return, renewal of books are performed through Koha ILMS. The Koha software is integrated with RFID technology/Bar code technology

Bar-coding used: Yes

Library Circulation Services such as book issue and return are carried out with the help of barcode system. Each book in the library and borrower's card are bar coded.

RF –Technology System

In addition to Bar-code technology. The library has implemented RF (Ratio Frequency Technology) for Security purpose. Each book in library is embedded with RF Tag.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

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

Response:

The College Library has an exclusive web portal for digital learning, teaching and research resources () to facilitate the faculty members, research scholars and students to access the digital resources and scholarly literature remotely. This user friendly interface helps the users to access various popular digital resources in the form of e-books, e-journals, e-theses, etc through N-List, DOAJ (Directory of Open Access Journals), DOAB (Directory of Open Access Books), etc.

The portal also facilitates access to the knowledge resources of Ramakrishna Mission Vidyalaya Maruthi College of Physical education. The digital resources of the portal include publications of faculty members, theses, videos, and other teaching and learning resources. The following digital learning, teaching and research resources are made available in the web-portal.

- **N-LIST** (National Library and Information Services Infrastructure for Scholarly Content),

It is an initiative of Ministry of Human Resource Development (MHRD) under the National Mission on Education (NME) through ICT being jointly executed by the UGC-INFONET.

The N-LIST offers 375 e-books and 145 journals in the domain of Physical Education, Sports Science, Yoga, etc.

- **E-PG Pathshala**

It is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC and e-Adhyayan. It is a platform to provide e-Books for the Post Graduate Courses. It has unique collection of 1349 Course contents in the form Text and Video in Physical Education, Sports and Health Education, Psychology, Social Medicine, etc.

- **Shodhganga**

Shodhganga provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. It has 3, 47,279 theses and 8352 Synopses. It has 23586 Ph.D. theses are related to Physical Education, sports science and Health Education.

- **ShodhGangotri**

Research scholars and Research supervisors in universities and colleges to deposit electronic version of approved synopsis submitted by research scholars to the universities for registering themselves for the Ph.D programme.

- **National Digital Library of India**

National Digital Library of India (NDLI) is a virtual repository of learning resources, which is not just a repository with search/browse facilities but provides a host of services for the learner community. It has a collection of 36,904 versatile digital resources in sports science.

- **SWAYAM**

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality.

- **DOAJ**

DOAJ is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals. It has 100 peer reviewed journals in the field of Physical Education.

- **DOAB**

DOAB is a community-driven discovery service that indexes and provides access to scholarly, peer-reviewed open access books and helps users to find trusted open access book publishers. It has 50000 peer-reviewed books out of which 2730 books are related to Physical Education, Sports and Health Education, Psychology, etc.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	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
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

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

Response: 0.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.10	0.74	0.96	0.069	0.73

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

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

Response: 59.01

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: 2088

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: 2002

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: 2107

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: 2129

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: 1705

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

College has well-established ICT facilities that enable the conduct of classes, seminars, conferences and workshops, etc. College has internet connectivity and Wi-Fi facility that can be effectively accessed in the administrative office, classrooms, library, etc. Each classroom is provided with a computer and LCD projector.

The Wi-Fi access is established by a private Internet Service Provider (ISP), “Ready link” with a speed of 300 Mbps and the access is given through a Wi-Fi router. The Wi-Fi facility is utilized by the students, staff and research scholars of college for academic purposes.

The institution has digital and e-learning facilities which all the students, staff and research scholars of the college are allowed to use for the purpose of teaching and learning. All information about the college is made available on the college website.

Common facility is available in the campus to help the teachers to record their videos and develop e-content. Videoconferencing facility is also available which enables the teachers to handle training programmes with the advantages of ICT.

Multimedia and Hardware section of the Vidyalaya campus takes care of the maintenance of all IT related equipment. All the computers are periodically updated with anti-virus software to protect the computers and for smooth functioning. Maintenance of computers is done through Annual Maintenance Contract (AMC).

All the electronic gadgets available in the college in various units such as computers, LCD Projectors, Scanner, Printer, Video and audio systems, Smart Boards are regularly updated with latest configuration.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4:1

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

4.3.3 Internet bandwidth available in the institution

Response: 300

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

Response: 300

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

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	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: 15.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.20	12.73	12.42	15.06	13.71

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

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

Response:

Maintenance:

- Physical infrastructure of the institution is provided as per NCTE norms.
- The maintenance of physical, academic and support facilities is headed by the Principal who in turn monitors the work of the teaching staff, administrative staff and supportive staff at the next level.
- Budget provisions are made for new as well as old facilities, repairs and maintenance.
- Physical facilities are cleaned regularly by assigned supportive staff.
- Regular maintenance of civil, electrical, plumbing, carpentry, masonry and painting are adequately monitored and maintained by the maintenance section of the central management of the institution.
- The Staff in-charge of laboratories maintains all the documents and registers for the available equipment.

Utilization:

Laboratories

- In the sports sciences laboratories practical experience is provided to the teacher trainees.
- In-house scholars and research scholars from other institutions also can utilize these laboratories by paying nominal charges.

Library

Facilities available in the college library:

- Library has a rich collection of latest text and reference books, Educational encyclopaedias, yearbooks, e-books, e-journals, e-theses, CD-ROM and print journals and magazines on physical education.
- A digital library (Institutional Repository) has been developed, which has accessing e-resources through INFLIBNET, Open Source Journals and Magazines a collection of course materials, question papers, materials for communication skills, journal content pages, college journal etc., by using open source software D-Space with adequate number of computers with internet access are utilised by the teacher trainees regularly.
- Library facilities are used by the faculty, teacher trainees and research scholars

Lecture Halls

- The classrooms are well equipped with a fixed LCD Projector, Interactive Board and a computer to conduct technology based lessons.
- The faculty members provide opportunities to the students to make use of the ICT facilities through seminars, presentations, group discussions and team teaching and cooperative learning sessions to make the learning environment interactive and participatory.

Utilization of the Play fields:

- In the play fields, practical classes and teaching practice classes are conducted.
- Organizing intercollegiate tournaments and coaching camps of Tamil Nadu Physical Education and Sports University in various games and sports are a regular feature of the institution
- Apart from the regular academic programmes, Badminton coaching academy, Tennis coaching academy and fitness centre have been functioning without disturbing regular academic programmes.

Indoor tennis and badminton courts

Indoor tennis and badminton courts are used to up skill the teacher trainees and to conduct research studies, tournaments and to practice synchronized physical training activities etc.,

Multi-Purpose seminar hall

Guest lectures, demonstration of lessons, group discussion and group activities are organized to the teacher trainees.

Indoor Stadium

Ramakrishna Mission Vidyalaya has an international standard indoor stadium which can accommodate two volleyball and basket courts. In this stadium the institution organises youth convention, graduation day and annual day functions etc.

Canteen

A spacious and hygienic common canteen with all facilities is functioning on the college campus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

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

Response: C. Any 3 or 4 of the above

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View 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: 40.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	33	35	37

File Description	Document
Upload any additional information	View 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: 36.36

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 27

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

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

Response: 1

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 2.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	1	1	2

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:

Functioning of Student Council

On Saturdays, the afternoon session is allotted for conducting activities of students association and various activities are performed under the supervision of a faculty-in-charge.

Objectives

- To develop bonding among the student fraternity for their holistic development
- To develop students' social awareness.
- To promote interaction and knowledge sharing among teacher trainees.
- To nurture the aptitude of the student community for holistic development.

- To promote and develop organizational ability.

Major Activities

- Coordinating the activities of various, cells and associations.
- Organising important days like Teachers Day, National Sports Day, National Youth Day, Independence Day and Republic Day to impart patriotism and national integration among the teacher trainees.
- Coordinating with the faculty in organizing various activities during Gurupuja celebrations.
- Taking initiative in publishing the Annual Magazine.
- Coordinating the activities of Swachh Vidyalaya Programme.
- Maintaining a clean college environment that sets a good example to students.
- Taking up cleaning activities in the adopted village.
- Conducting various cultural activities and competitions.
- Co-operating and coordinating with the students and faculty in organizing workshops, seminars and other curricular and co-curricular activities in the college.

Optimum opportunities are given to Student-Teachers for their Representation in the Following Academic and Administrative Bodies.

- Board of Studies
- IQAC
- Library Committee
- Student Council
- Anti-Ragging Cell
- Grievance Redressal Cell
- Placement Cell

Apart from these, teacher trainees also have representation in committees to monitor discipline, to arrange cultural programmes and sports activities. Teacher trainees also work as volunteers to ensure the smooth conduct of the various events organized in the college.

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: 8.2**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	11	12	13

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

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

- The college has an Alumni Association and the meetings are periodically conducted. Ramakrishna Mission Vidyalaya Institutions have a common Alumni Association, referred as 'All Vidyalaya Alumni Association' (AVAA). All the alumni units of the respective sister institutions are a part of AVAA. Similarly Maruthi Alumni Association (MAASS) is a unite under the umbrella, AVAA.
- The Head of the institution and one senior faculty from each of the institutions are the executive members of AVAA. The executive meeting of AVAA is conducted on the Foundation day of Ramakrishna Mission Vidyalaya, 3rd February, every year.
- A separate website (<https://srkvmcpe.org/alumni-association/>) is available for online registration of alumni and it is linked with the college website. Periodical registration is monitored by the faculty-incharge. At present, the final year Students of every programme have registered on the alumni website.
- The functioning of a strong Alumni association is a unique feature of the college. The alumni contribute to the overall academic growth of the institution by playing a major role as members of various committees, resource persons, job providers, financial supporters and professional partners.
- Every year, an All Vidyalaya Alumni Association (AVAA) meeting is held where the alumni come together and share their valuable experiences.
- The alumni association units of all institutions in the campus are made as members of the executive council of All Vidyalaya Alumni Association (AVAA).
- The report of activities of each institution is shared and compiled and featured in the annual publication magazine called Alumni News.
- Reputed alumni of the Vidyalaya institutions are honoured for their meritorious achievements every year during the Foundation Day.

- After the All Vidyalaya Alumni Association meeting, each institution will hold an alumni meeting at the respective institution. At this meeting alumni will provide their valuable inputs to enhance the quality of the institution. Alumni meetings are jointly organized by staff and students.
- The general activities of the alumni association include the following: creation, updation and maintenance of MCPE alumni database, updating the alumni of MCPE with the developmental activities of the institution, assisting the institution in arranging talks by alumni and other resource persons, promoting student, alumni and faculty interaction.
- To share the experiences and knowledge among the students, illustrious and prominent alumni are invited as chief guests and deliver special address, motivating the students to pursue higher education and to find means for job opportunities during the project track and field meet organized by each house i.e. Dhyanchand, Milkha Singh, Sachin Tendulkar and Viswanathan Anand. This programme provides an unique opportunity for the students to improve and develop professional competencies and a relationship with alumni.
- Alumni motivate and encourage the teacher trainees by giving pep-talks during their visit to the institution.

All Vidyalaya Alumni Association New Letter Link:

<https://srkv.org/avaa-all-vidyalaya-alumni-association-2020-newsletter/>

<https://srkv.org/avaa-all-vidyalaya-alumni-association-2019/>

<https://srkv.org/avaa-all-vidyalaya-alumni-association-2018/>

<https://srkv.org/avaa-all-vidyalaya-alumni-association-2017/>

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

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

Response: 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
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

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

Response: 8

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

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

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

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

Response:

- The institute has a vibrant alumni association that works closely with faculty in devising ways to improve teaching methods, organizes events that build teacher trainees confidence in accepting responsibility and successfully address the challenges they face during the study.
- They address the teacher trainees at the beginning of the academic year about the scope and avenues in physical education and sports.
- They share their professional experience with students and motivate them through various activities like delivering guest lectures and workshops on career prospects and current scenario of education and sports.

- They invite teacher trainees to organize and officiate sports and games which provide exposure to the teacher trainees.
- The alumni also encourage students to be entrepreneurial and innovative by sharing their experiences current professional requirement .
- The alumni act as judges for the physical demonstration events during the annual day function.
- The alumni assist in arranging workshops and conduct of national conferences and seminars in the college thereby promote research attitude among the teacher trainees.
- Thus the alumni help in personality development, career counselling, industry institute interaction, sponsorship, mentoring and providing placement assistance, preparing lesson plans, writing of synopsis, paper presentation and participation in organizing tournaments and performing in sports and games.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

Striving for excellence in the quality of training teachers and teacher educators in Physical Education and Sports through proper training, effective coaching, in-depth research and field based activities blended with emerging technologies and value based education on par with global standards.

Mission:

- Training committed, competent, and skillful pre-service physical education teachers and teacher educators by equipping them with necessary practical knowledge, skills, right attitude and nurturing holistic values so as to enable them to be creative and confident in fulfilling global demands.
- Imparting effective coaching by amalgamating basic skills and innovative strategies in order to successfully encounter unforeseen situations.
- Strengthening scholastic and non-scholastic skills through systematic, field-based and outreach activities integrating appropriate ICT strategies.
- Encouraging research activities by prioritizing the thrust areas of research through re-visiting emerging trends in the field of Physical Education and Sports.

Objectives:

- To educate the teacher trainees to attain proficiency in Physical Education and Sports
- To provide the essential professional attributes for teacher trainees
- To facilitate the teacher trainees to integrate the global challenges by means of innovative and self-assured practices
- To provide effective coaching in fundamental skills of major games and physical activities to succeed the unexpected circumstances with amazing results
- To incorporate the ICT strategies among teacher trainees
- To encourage teacher trainees to identify the essential areas of research in physical education and sports

Governance:

- The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is a Society having their branches all over the world and having registered under the Societies Registration Act, 1860.
- The College functions in compliance with the directions given by UGC, NCTE, Government of Tamil Nadu, and Tamil Nadu Physical Education and Sports University to which it is affiliated.
- The overall administration of the college is governed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College.
- The faculty members participate in the governance of the institution through various administrative responsibilities such as Class Teacher, Mentor, Counseling and Placement Officer, In-Charge of Internship, Intramural Director, Extramural Director, House in-charge, Students' Council in-charge, IQAC co-ordinator, Controller of Examinations, NSS Programme Officer and co-ordinator of various committees.
- Teacher trainees contribute in the governance of the institution through effective representation such as Class leader, Mentee, Students' Council office bearers, Intramural Committee office bearers, members in Board of Studies and IQAC and other committees. They act as an interface between the administration and the students in curricular and extracurricular endeavors responsibly.
- Policies related to academic, research, curriculum development, administration, finance, infrastructural development, outreach activities are planned and executed with adequate representations and involvement of stakeholders.
- A structured feedback system adopted by the College helps to maintain teaching and learning pedagogy, curriculum design, social outreach initiatives, teacher trainees, faculty and management relationships.

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:

Decentralization and Participative Management

- The institution decentralizes the powers to the faculty with full autonomy to accomplish the task.

- The powers are decentralized in a hierarchical way to all the subject teachers, coordinators, and committees.
- The activities of the institution are carried out with utmost transparency using a participatory approach.
- Academic tasks are planned and executed by the Principal and faculty members as per the academic calendar and perspective plan with due consultation.
- The college functions as per the framework of the perspective plan and specific strategies are followed for human resource planning and development, and community engagement.
- Welfare programs for the faculty members and administrative staff are available.
- The management conducts various meetings periodically to review matters related to academic and non-academic matters.
- The college conducts an academic audit every year.
- The strengths and weaknesses are identified and analyzed and necessary remedial measures are suggested in the IQAC meeting for better functioning of the college.

Process and functions

- The Principal of the college ensures decentralized administration of academic affairs, sharing of responsibilities, and autonomy coupled with accountability and participative decision-making.
- The role of the Head of the Institution is to provide academic leadership and manage the day-to-day activities of the college along with extending administrative support.
- The Principal motivates, encourages, and monitors the faculty members on the effective transaction of the curriculum using the resources available.
- The Principal supports and guides the administrative staff to provide effective services to the institution.
- The head of the institution encourages the faculty to attend conferences, seminars, and workshops and to take up additional responsibilities in different educational institutions, organizations, and universities.
- The Principal plays a major role in assessing the needs of the institution and identifies and procures human and material resources and makes them available for the development of faculty and students.
- As the chairperson of different committees in the college, the Principal monitors the progress and development of the college.
- The Principal assumes responsibilities for all financial transactions.

Committees and Cells

- The institution decentralizes the powers to the faculty with full autonomy to accomplish the task.
- The powers are decentralized in a hierarchical way to all the subject teachers, coordinators, and committees.
- The faculty members perform their duties by forming different committees and cells.

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:

Transparency in Academic Functions

- The College Calendar is prepared before the commencement of the academic year.
- The College provides course outlines and course schedules for enabling the students to get an idea of what they are going to learn.
- Provision is made to continuously monitor and evaluate the quality of teaching and its effect on student performance.
- Advertisements are placed in newspapers along with applications and the prospectus being sold.
- The filled-in applications are scrutinized by the scrutinizing committee and eligible candidates are called for interview.
- All the staff members are members of the selection committee and the Principal is the chairman.
- Transparency is ensured at all stages of the admission process and proper notification is made regarding their performance.
- The research scholars are selected through a common entrance examination and an interview which is conducted by TNPESU and admission is given to students on the basis of the vacancy available with the approved guides.
- The Controller of Examinations (COE) elaborates various aspects of the evaluation pattern followed by the college and highlights transparency practices in-built in utilizing the services of the office of COE for the benefit of students transparency and security are the quality indicators of an examination system.
- The internal marks are also uploaded within one week of the assessment.

Transparency in the Financial Function

- The financial regulations of the institution are based on clearly 'laid-down procedures' of financial management with total transparency.
- The planning is done by the finance committee.
- The sources of income for the academic program in particular and the institution, in general, are legitimate and known and hence all the items of expenditure are budgeted. There is transparency in all the transactions.
- Management maintains transparency in financial issues by adhering to:
 - The management audit (Internal audit)
 - The Government audit and AG Audit

Transparency in Administrative Function

- The college follows a democratic, rational, team-based model of decision-making.
- Since team-based functionality is the cornerstone of administrative practices in the college, decision-making is delegated to the various teams at each level of activity.
- A high degree of transparency is maintained in the process.
- The decision-making process is thus a consequence of collective teamwork and participatory administration with all the different groups, as mentioned above.

- Policy decisions of regular and general nature are taken at the college committee while major decisions involving considerable financial involvement, starting of new courses, etc., need the approval of the managing committee of the Ramakrishna Mission Vidyalaya, who in turn are advised by the governing body of the college. The decisions are then made democratically with the consent of all the stakeholders
- The Principles of Total Quality Management are strictly adhered to and the salient features are identified and managed. Computerization of every unit/system (Office, Admission, Examination, Administration) is done through Interactive Mode.

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:

Strategic Plan:

- As an initiative after previous NAAC accreditation, the college planned to implement a strategic plan to enable the stakeholders to optimally utilize various resources and let the services be also utilized by the public.
- This initiative was brought to the discussion of the members of IQAC and staff council.
- The modalities for optimally utilizing the resources of the college are worked out and discussed.

Resources identified to be utilized optimally:

I. Fitness centre, Weight lifting and Power lifting facilities

II. Indoor Badminton facilities

III. Summer Coaching camp

V. Sports Sciences Laboratories

I. Fitness centre, Weight lifting and Power lifting facilities:

- Teacher trainees are encouraged to make use of the fitness centre, Weight lifting and Power lifting facilities every day during evening hours.
- For public: Public are also encouraged to make use of the centre at nominal monthly subscription fees.
- Every month approximately 80-90 members make use of this facility. Teacher trainees are motivated to serve as coaches.

II. Indoor Badminton Facilities:

- **For Teacher Trainees:** Teacher trainees are encouraged to make use of Badminton indoor courts during practical hours, and every day in the evening hours.
- **For School children:** During weekends, Badminton courts are available for school children. School children can also pay monthly subscription and become members. Teacher trainees who are proficient in badminton coach the school children.
- **For Public:** Public can make use of badminton courts in the morning hours by paying monthly subscription. Approximately 50 members are currently making use of this facility. Teacher trainees who are proficient in badminton serve as coaches.

III Summer Coaching Camp:

- Summer coaching camps are conducted for 40 days during summer holidays for the benefit of school children in Badminton, Cricket and Tennis. Competitions are conducted among the players and winners are awarded with trophies. All the children get participation certificates. Teacher trainees serve as coaches in their game of specialization.

IV. Sports Sciences Laboratories:

- All the sports sciences laboratories are utilized for teaching and research purposes by the teacher trainees. This laboratory equipment is made available to other educational institutions for research purposes at nominal charges.

Outcomes:

Teacher Trainees:

- Teacher trainees are benefited by serving as coaches - they get coaching experience and monetary benefit as well.
- Public utilize the facilities of the college by paying nominal charges. Public are benefited as they get international standard facilities at low cost.

School Children:

- School children are benefited as they improve their fundamental skills in various games through the weekend and summer coaching camps.

Research Scholars:

- In-house research scholars and scholars from other educational institutions make use of sports sciences laboratories and library for their research purposes.

Conclusion:

- As per the deployment of strategic plan, attempts are made by the college to ensure that the available sports facilities are utilized to the maximum extent by the teacher trainees, research scholars, school children and public.

- Since the facilities of the college are open to users from other colleges and public, the services of the college are well recognized and appreciated by the student community and public.

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

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

Response:

- The College is one of the units of Ramakrishna Mission Vidyalaya, Coimbatore, which is a branch of Ramakrishna Mission, Belur, Kolkata. The Ramakrishna Mission is an International Society with their branches all over the world and is registered under the Societies Registration Act, 1860.
- The overall administration of the college is managed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College Committee/Governing Body.
- The Secretary of the Management Committee functions as the Chairman of the College Committee/Governing Body. The college committee is constituted and functions as per the regulations of Tamil Nadu Private College Regulation Act 1976.
- The Governing Body is constituted and functions as per the regulations of UGC. Through proper selection procedure, the College Committee appoints the Principal of the college who is responsible for administering the various activities of the college.
- The recommendations of Statutory and Non-Statutory Committees are effectively implemented by the Principal with the approval of College Committee and Governing Body.

Administrative Setup:

- College has a well-defined organizational structure and managed by Ramakrishna Mission Vidyalaya, Coimbatore.
- The College committee and Governing Body review and evaluate the academic progress, administrative processes, co-curricular and extension activities, and administrative functioning of the College.
- The Finance Committee approves proposals for the development of infrastructure and sports scholarships.
- All rules and regulations are stated in the service manual drafted by the Governing body. The Principal is responsible for the College functioning and growth including administrative, academic, co-curricular, extra-curricular and extension programmes.
- IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non-academic events.
- Staff members have been designated as Coordinators or members of various committees and cells.

Appointment:

Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC state Government rules and regulations such as reservation policy etc.

- Service rules:
- In accordance with the Tamil Nadu private Colleges Regulation Act, 1976 and GO from Tamil Nadu Government, the college has laid down the service rules for the teaching and non-teaching staff. These rules govern the following:
- Probation and continuation of service:
- The staff will have a probationary service period of two years during which their service will be comprehensively evaluated every semester. Soon after the appointment, the college seeks university approval of qualification of the appointed staff. At the end of the second year, the staff are made permanent if the service is satisfactory.
- Training and development:
- The staff shall undergo need-based programmes i.e. orientation, refresher, faculty development programme etc. to update their knowledge and become professionally competent
- The staff can complete self-paced online courses offered by Massive Open Online Courses (MOOC) platforms as part of the training programme.

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

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	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:

Functions of the Statutory Bodies:

College committee:

- The college committee shall be the principal executive body of the institute. The Board shall supervise the work of the college and its administration and exercise all such powers necessary for the smooth running of the college.

Governing Body:

- Fix the fees and other charges payable by the students of the college on the recommendations on the finance committee.
- Approve institution of the new programme of the study leading to degrees and or diplomas.
- Perform such other functions and institute committee, as may be necessary and deemed fit for the proper development, and fulfill the objectives for which the college has been declared as autonomous.

Finance Committee:

- Budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. collected for the activities to undertake the scheme of autonomy.
- To recommend to the governing body about the financial need towards various programme/activities of the college.

Academic Council:

- Scrutinize and approve the proposals with or without modification of the boards of studies with regard to courses of the study, academic regulations, curriculum, syllabi and modifications thereof, instructional and evaluation arrangements, methods procedures relevant thereto etc., provided that where the academic council differs on any proposal, it will have the right to return the matter for reconsideration to the board of studies concerned or reject it, after giving reasons to do so.
- Make regulations regarding the admission of the students to different programmes of the study in

the college.

- Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.
- Recommend to the governing body proposals for institution of new programmes of the study.

Board of studies:

- Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the academic council.
- Suggest methodologies for innovate teaching and evaluation techniques.
- Suggest panel of names to the academic council for appointment of examiners.
- Co-ordinate research, teaching, extension and other academic activities in the college.
- In the previous NAAC peer team's report it has been recommended that "Efforts to be made to appoint required number of teachers on permanent basis as per NCTE norms".
- Based on this recommendation, vacancies of teaching and non-teaching have been filled up with the following measures:
 - Advertising in the News papers.
 - Seeking eligible candidates from the employment office.
 - Scrutinizing the Applications.
 - Conducting the interviews through appropriate panel.
 - Selecting the suitable candidates by the selection committee.
 - Getting qualification approval from the parent university.
 - Getting financial approval from the State Government.

All the procedures have been followed after getting approval from the appropriate committees.

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

6.3 Faculty Empowerment Strategies

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

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff.

The following welfare measures are available for teaching and non-teaching staff:

- The free internet facility available to the teaching and non-teaching staff paves the way for their academic enrichment.
- The management encourages the faculty to attend the Faculty Development Programmes, Orientation and Refresher courses for the professional development of the staff.
- The non-teaching staff members are offered various training programmes such as Computer awareness and a programme on Communicative English for their professional development.
- Tamil Nadu state government is providing health insurance for all the aided and teaching and non-teaching staff members. For the self-financing teaching and non-teaching staff, our management is providing health care facilities through the dispensary.
- An ambulance facility is readily available on our campus itself for emergency incidents.
- Medical camps are frequently organized by the Ramakrishna Mission Vidyalaya on the campus. Employees make use of the camp for treatment and general check-ups
- The management has a strong cherished desire and willingness to take care of the employees both aided and un-aided, teaching and non-teaching. The staff members have been provided leave salary, festival advance, salary advance, provident fund/EPF, group insurance and health insurance by the management.
- The staff members are allowed to avail housing loans and personal loans through the bank.
- Faculty development activities are conducted to make the faculty members be aware of various funding agencies for research, budgeting and saving schemes and health insurance schemes.
- Group insurance benefit is also provided to the employees.
- On-Duty leave is provided for attending Workshops, Conferences Orientation courses, and refresher courses.
- The management is providing financial support to the faculty members for attending Seminars and Conferences.
- Research facilities are available for teachers pursuing their PhD.
- Management contributes an equal share of the Employee provident Fund for teaching and non-teaching staff.
- Residential Staff quarters are available within the campus for both the teaching and non-teaching staff at nominal rates.
- Ramakrishna Mission and Math centres are spread all over India and abroad and Vidyalaya management helps in providing the accommodation to our staff members in these centres.

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

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

Response: 28.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	3	1	5

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
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	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: 14

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

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

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: 28.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	2	0	0

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

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

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the **UGC 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 non teaching staff. The performance of each employee is **assessed annually** after completion of one year of service. The objective is not only to objectively evaluate the performance as per **established norms**, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS).

Teaching staff

1. Increments and Promotions are completely based upon the Performance.
2. The performance of teaching staff is assessed on the following bases: their Professional Qualification, Academic activities, Research Guidance, Workshops / Certificate Courses / Online Certificate Courses attended/Completed, Papers presented in the Conferences / Seminars, Publications, Edited Books, Proceedings, Journals, **Projects etc.**, Other than that, **membership of professional bodies** or societies are also recorded.
3. 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.
4. The Institution accords appropriate weightage to these contributions in their overall assessment.
5. The **PBAS Proforma** filled by the Faculty Member is checked and verified by the Principal.

Non-Teaching staff

1. All **non-teaching staff** are also assessed through annual confidential reports and annual performance appraisal.
2. The various parameters for non teaching staff members are assessed under different categories i.e. Knowledge of rules, regulation and procedure, ability to organize work and carry it out, ability and willingness to take up additional load in times of exigencies, creativity and innovation, ability to learn and perform new duties, maintenance of files/records, accuracy & speed of work, neatness & tidiness of work, attendance, punctuality, integrity and behavior, cooperation with colleagues, and responsibility towards tasks.
3. Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the Principal and then forwarded to the management.
4. Their increments and promotions are also based up on their performance appraisal.

Based on their performance, employees are granted **promotions and financial up-gradation**. The Performance Appraisal System significantly helps in the evaluation of the performance of employees and in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

College regularly follows Internal & external financial audit system. College has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted quarterly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit and they are submitted to the management. External audit is conducted once in a year by an external agency i.e. Joint Director of Collegiate Education, Coimbatore Region, Coimbatore. The mechanisms used to monitor effective and efficient use of financial resources are as below: Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the Governing Body to the management. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non- recurring expenses like lab equipment purchases, furniture and other development expenses. The expenses are monitored by the accounts department as per the budget allocated by the

management. Further the accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. The institution did not come across with any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

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: 1.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.092	0.15	0.61	3.66	2.60

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

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

Response:

Institutional strategies for mobilization of funds:

The institution and faculty take efforts for mobilization of funds. The IQAC explores funding schemes of various agencies like UGC, etc. The institution and faculty apply for various projects and developmental schemes announced by these funding agencies. The college generates financial resources through its stakeholders, government, UGC, local well-wishers and alumni. The Management helps to create a well-furnished and healthy campus for the students. College has a transparent mechanism of auditing and a specific committee for utilizing this grant and resources.

Optimal Utilization of Resources: College keeps its infrastructure updated from time to time. College has policies for effective implementation and optimal utilisation of resources. The institution received funding from UGC and takes care of the received funds by paying through the Cheque, RTGS or NEFT and through online mode only. As per the priority and advice of committees, the funds are utilized for infrastructural development and beautification, ICT devices up-gradation, student development and necessary equipment for the programmes. The grants received are spent with the consent of statutory committees.

1. **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and requirements of the college through finance committee. The budget takes care of research activities, computer lab, sports laboratories, Library and sports. As per budget the Principal proceeds with the planned activities.

2. **Accounts and Audit:** All funds mobilized are properly accounted and documented. 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.

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) was established on June 20, 2006 in accordance with NAAC regulations to institutionalize and enhance the quality assurance strategies in the college.

The objectives of IQAC are:

- To realize the Mission and Vision of the college.
- To distribute the information on various quality parameters of higher education.

- To coordinate the quality-related activities of the institution.
- To document the various programmes and activities leading to quality improvement.
- To promote measures to institutionalize the best practices.
- To foster a framework to enhance the academic and administrative excellence of the college.
- To optimize and integrate modern methods of teaching and learning in physical education and sports.
- To effectively implement the decisions of IQAC

IQAC in curriculum planning, reviewing and revising:

- IQAC regularly plans, reviews and revises the curriculum in the internal board of studies and passed through Board of Studies.
- All the recommendations of Board of Studies are scrutinized and submitted to Academic Council for approval.
- The framed syllabi passed through Academic Council are implemented with the approval of Governing body.

IQAC for teaching learning and evaluation:

- Faculty are integrated ICT with e-learning resources in theory and practicum courses in the UG and PG programmes.
- Faculty development programmes are organised to develop innovative methods of teaching.
- Teacher trainees are facilitated to use ICT support for learning such as, mobile-based learning, communication skills and learning apps.
- Teacher trainees are provided with opportunities to develop competencies by preparing lesson plans, demonstrating teaching skills, assessment of learning through field based skill tests and evolving tools of assessment for both online and offline learning.

IQAC conducts Academic and Administrative Audit:

- Provide an opportunity to the college to weigh up the educational quality processes required to produce, assure, and regularly improve the quality of teaching and learning.
- To evaluate the efficiency and effectiveness of the administrative procedure.
- To assess the policies, strategies and functions of the administrative system of the college.

IQAC emphasizes the feedback collection and action plan:

- At the end of the semester, feedback is collected from teacher trainees to modify the curriculum and teaching methodologies.
- Faculty, alumni and employer feedback on curriculum is utilized for framing the strategies for curriculum design and implementation.
- IQAC encourages various committees/cells/association of the college to organize extension and service oriented activities.

- IQAC prepares and submits Annual Quality Assurance Report as per the guidelines, criteria and key indicators of NAAC manual.

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:

College periodically reviews its teaching-learning process through IQAC

- Faculty discussion on curriculum planning, reviewing and modifying in Pre-Board of Studies
- Finalizing the curriculum in Board of Studies, Academic Council meetings and approval through Governing Body
- Conducting staff council meetings periodically to execute
 - Discussion, preparation and finalization of academic calendar
 - Allotment of theory, practicum and internship courses
 - Time table
 - Course plan
 - Review and submission of course materials
 - Integration of ICT in UG and PG programmes by faculty
 - Remote access to library resources to faculty and teacher trainees and assure to use frequently
- Teacher trainees are provided with a calendar, diary and syllabus to know all the details of activities and scheme of evaluation of the college
- Organizing seminars, conferences and workshops at various levels in the college to enrich the knowledge of faculty and teacher trainees
- Conducting faculty development programmes to enhance the academic and intellectual environment in the college
- Providing faculty members with enough opportunities to pursue research and to participate in seminars/conferences/workshops that enable them to update their research and pedagogical skills

Controller of Examinations carry out:

- Preparation of detailed semester comprehensive time tables and their publication in time

- Periodical assessment and comprehensive evaluation in theory, practicum and internship courses through CIA-I, II tests, internal and external practicum, pre-semester, end semester examinations and internship
- Convene meetings and maintain the minutes of Board of examination
- Issue grade sheet with the required security features.

Feedback collection from faculty and teacher trainees on curriculum at the end of each semester and submission of its analysis report to IQAC for follow-up actions.

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: 16.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	17	16	16	16

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: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

CONTEXT:

- College had sports sciences laboratories, but also aspired for sophisticated equipment which are helpful for conducting quality research.
- In order to fulfil this requirement, a proposal was sent to the University Grants Commission (UGC) for financial assistance for the development of sports infrastructure and equipment.

ACCEPTANCE OF THE PROPOSAL AND SANCTIONING OF THE GRANT BY THE UGC:

- The proposal was approved and a total amount Rs.250 lakhs was sanctioned on 27.02.2015.
- First instalment Rs.10 lakhs was received on 03.03.2015.
- Second instalment Rs.120 lakhs was received on 14.12.2015.
- Final instalment Rs.96 lakhs was received on 19.02.2019.

Facilities Established with the UGC Grant:

I. Construction of Sports Sciences Laboratory building:

- Sports Sciences Laboratory building construction started on 01.01.2016, and was completed on 31.03.2017.
- The total amount spent for the building construction was Rs.1,20,01,107.42.
- International standard Weightlifting and Powerlifting station with necessary equipment was established on 14.02.2017 with Rs.7,55,800/-
- Other fitness equipment worth Rs.2,44,385/- was purchased on 19.12.2016

II. Isokinetic Laboratory equipment worth Rs.96,24,428/- was established on 18.07.2019

OUTCOMES:

Quality Initiatives:

I. Fitness centre, Weight lifting and Power lifting facilities:

- Teacher trainees are encouraged to make use of the fitness centre, Weight lifting and Power lifting facilities every day during evening hours.
- For public: Public are also encouraged to make use of the centre at nominal monthly subscription fee. Every month approximately 80-90 members make use of this facility.

II. Teacher Trainees:

- The administration encourages the teacher trainees to serve as coaches at the fitness centre. The trainees are benefited by serving as coaches - they get valuable coaching experience and monetary benefit as well.

III. Sports Sciences laboratories:

- All the sports sciences laboratories are utilized for teaching and research purposes by the teacher trainees. Laboratory equipment are made available to other educational institutions for research purposes at nominal charges.

IV. Public:

- Public utilize the facilities of the college by paying nominal charges and are benefited as they get access to international standard facilities at low cost.

V. Research Scholars:

- In-house research scholars and scholars from other educational institutions make use of sports sciences laboratories for their research purposes.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college has established the Energy Conservation Cell (ECC) to promote efficient use of energy, besides achieving energy security along with monetary, environmental and social benefits. The college strongly believes in conserving energy and in providing its students a carbon-free and environment friendly campus.

Policy statement

Energy conservation is one of the policies to reduce the energy consumption through varieties of energy saving measures and strategies. This is achieved by following in day today life: using low-energy materials, creating awareness among trainees and public.

Motto

‘Today’s energy conservation is tomorrow’s energy utilization’

Policy objectives

1. To implement energy conservation
2. To create awareness among teacher trainees and public
3. To use energy saving products
4. To initiate energy efficiency measures
5. To bridge the gap between demand and supply of energy

Action Plan

The college has taken the following measures to ensure energy conservation:

1. Installation of the LED lights and bulbs to reduce the energy consumption.
2. Floor-wise master switches are fixed to enable shut down of power as per the requirement.
3. Energy Conservation Cell organizes periodical meetings to implement the policies and update the initiatives taken by the cell.
4. The college has technological forethinking for well-designed buildings to maximize the use of natural light and ventilation.
5. Appointment of security personnel to monitor and maintain the energy consumption in the college campus. The security personnel would switch off unnecessary lights at night.
6. Energy Conservation Cell gives orientation to the staff and students to turn off lights / fans when they are not in use.
7. Fixing awareness banners in and around the college campus to reinforce the importance of energy conservation.

8. Purchasing energy-efficient appliances and also considering the Energy Star Ratings which consume less energy like Split AC instead of Window AC, 4-Star Rated Refrigerator, technological printers etc.
9. College ensures the proper maintenance of electrical appliances in the institution by providing Annual Maintenance Charges (AMC) scheme.
10. Solar panels are placed in the campus for the alternative use of energy resources.
11. The trainees are instructed to switch off the lights and fans at the time of leaving the classrooms.
12. Computers are set for automatic “sleep” mode when they are not in use.

Energy conservation tips to the trainees

1. Place the computers in “sleep” mode when they are not in use.
2. Turn off the monitor while leaving the table.
4. Whenever possible, shut down rather than logging off.
5. Turn off unnecessary lights during day time.
6. Avoid the usage of decorative lighting.
7. Use LED bulbs.
8. Switch the lights off in conference rooms, classrooms, lecture halls when they are not in use.
9. Use fans only when they are needed.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

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

Response:

The college has constituted the “Waste Management Cell” to ensure the appropriate execution of waste on the campus. The cell includes the faculty members and the representatives of the trainees. The cell keenly takes care of the collection, transport, treatment and disposal of waste, together with monitoring and regulation of the waste management process.

Policy Statement

Waste management includes the processes and actions required to manage waste from its inception to its final disposal.

Policy Objectives

1. To ensure that waste management is performed in accordance with all waste.
2. To minimize waste generation at source and facilitate repair, reuse and recycling.
3. To take care solid waste, liquid waste and e-waste in the campus.
4. To promote environmental awareness in order to increase and encourage waste minimization, reuse and recycling.
5. To ensure the safe handling and storage of wastes in the college.

Implementation procedure

Food waste

All hostels and the canteen are provided with waste disposal mechanisms. The food waste is used for biogas production and as feed for Emu birds. The biogas produced is utilized for cooking at the hostel.

Vegetable and Fruit waste

The waste from the food outlets on campus are removed by the service providers and is disposed.

Leaf Litter

Leaf litter from the campus is used for mulching around tree base to help retain water content and enhance nutrients or sent to the corporation disposal bins for disposal. A small quantity is sent to the vermicomposting unit.

Over 500 kgs of leaf wastes are collected at Vidyalaya Campus every day to make it Organic Manure. It is used for fertilizing the plants on the campus.

Dustbins are placed around the campus to collect the waste and an exclusive team of personnel in the maintenance department dispose of it systematically every day. The entire campus, all floors and classrooms are cleaned every day.

Vermicompost

The disposal mechanism involves the proper collection, segregation and disposal of waste. The biodegradable wastes are disposed of in the compost yard, composted and recycled. Waste are collected and heaped in the farmyard and this waste is composted and converted into manure.

Liquid waste management

Waste water from the toilets is collected through drainage pipelines and drained out by the drainage system thereby avoiding stagnation of water inside the campus. The waste water from hostel is used in the garden to water the plants. Sewage Treatment Plants (STP) treated water is pumped out for 6 hours for feeding the greenery of the campus.

Other-waste management

The maintenance team takes care of collecting the broken, non-usable furniture and sends them for repairs and restoration to the carpentry inside the campus. They systematically dispose of reuse the materials collected by the maintenance team. They also methodically dispose of the e-waste with the arrangement through an external vendor.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	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: A. All 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:

- Separate washrooms are provided for men trainees, women and faculties. The supporting staff ensures that cleanliness and sanitation are neatly maintained in the washrooms and restrooms.
- RO purified safe drinking water is available.
- Saplings are planted on the college campus. The growth of the plants is ensured through regular watering and natural manure.
- Leaves which are fallen from the trees are used as natural manure.
- The trainees of the college are actively involved in maintaining cleanliness in the playgrounds and college campus and are made aware of issues related to preserving good health and hygiene.
- Maintenance of playfields is included in the curriculum.
- The college has initiated “Swatch Vidyalaya” and “Swatch Bharat”, and trainees are actively involved in the programme and clean the college campus and nearby government institutions.
- Cleaning and sanitation are part of community service activities under the NSS scheme.
- Play equipment and implements are maintained properly and kept in the appropriate racking system.
- Playgrounds are maintained with proper watering and levelling.
- Indoor tennis courts and badminton courts are maintained at regular intervals.
- Sports wears and gymnastic mats are maintained with a suitable storing system.
- Sufficient number of dustbins are used in and around the college campus.
- Wastewater is being used for plants and playgrounds.
- A guest lecture on plantations and forestation was arranged to create awareness among the trainees.
- Medical services are available free of cost to the students, employees and their families through ‘Charitable Dispensary’ run by the management.
- A Health Insurance scheme is implemented for students, teaching and non-teaching faculty members.
- Health awareness programmes such as Blood donation, Drug abuse are regularly organized.
- A canteen with all required facilities is available on campus.
- Removal of broken, waste and unusable material is done regularly.
- ‘Print little’ promotion with paperless office and the continuation of E-governance is practiced by the management.
- Maintaining carbon neutrality through ‘Plantation Move’ by NSS students inside and outside the college campus.
- Minimum use of plastic bags on the campus.
- The outer space of the college building is neatly maintained with paver blocks. The cleanliness of the overall campus is ensured through regular follow-up.
- College provides a course on Health Education and Environmental studies to make the students understand the importance of safety, sanitation, hygiene, pollution-free environment.
- Ecological and environmental awareness is created in students through various activities of the college. Activities such as group gardening, planting saplings, distributing seeds through our Institute of Agricultural and Rural Development (IARD) and seedlings to the nearby villages, cleaning the campus etc are undertaken by the students.
- Awareness programmes are conducted to ensure a pollution-free environment.
- Students are taught to maintain a plastic, litter and substance abuse free campus and to develop an eco friendly, evergreen and pollution-free lifestyle inside and outside the institution.

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
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
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: 4.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.03	4.38	3.37	2.29	3.73

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:

LOCAL ENVIRONMENT:

- Coimbatore is a hub of textile industry; hence the city is also referred as the '*Manchester of South India*'. The city has a major production and economy in the textile industry.
- The city is surrounded by the cotton fields in neighbouring villages.

COIMBATORE'S RESOURCES:

- Coimbatore is famous for foundry and automobile industries, manufacturing of textile industry equipment, spares, motor pump sets, wet grinders and varied engineering goods and services.
- As per the Government records there are more than 25,000 small, medium and large scale industries in the city. People of Coimbatore city are known for innovation, workmanship and hard work. Coimbatore is also famous for quality education and has many engineering colleges of national repute and is known for many private Universities.
- Coimbatore is also the preferred health care destination. Since it provides highly affordable and quality health care of international standards.

COMMUNITY PRACTICES:

- People are God fearing and give importance to culture and traditions.
- Youth and middle aged men are working hard and earning well.
- Consumption of alcohol is the major social issue.

CHALLENGES:

Health issues:

- According to Makkalai Thedi Maruthuvam (MTM), a State Government scheme, the two major health issues of Coimbatore District are hypertension and diabetes. Doctors have identified that the lack of exercise is the main reason for these health hazards.

Alcohol consumption:

- According to National Family Health Survey (NFHS) 32% of men of Coimbatore District consume alcohol.
- Making the people understand the importance of good habits in maintaining the good health.

REMEDIAL MEASURES:

- Life style modification for better health includes proper diet, exercise and sleep.
- Initiating and continuing the exercise regime regularly is the major challenge.

LEVERAGING:

- Management of the college understands that health issues of the youth can be minimized by making them to involve in exercise regime.
- General Public are encouraged to use the campus facilities for walking/jogging.
- Faculty members of the institute frequently give keynote addresses and seminars/webinar presentations at other educational institutions and to the general public.
- Quality fitness centre facilities are provided for the public with minimal monthly subscription
- Indoor Badminton courts are made available for the general public during specific hours at nominal rates without disturbing the college schedule.

OUTCOMES:

- Consumption of alcohol by the members of fitness centre is reduced significantly after joining the fitness centre.
- General health of the members has been improved
- Lifestyle of these members is improved
- Members of the fitness centre and Badminton players are claiming that their health, fitness, immunity, quality of life and happiness index have been improved significantly with the regular exercise routine.
- Quality of sleep of the members of the fitness centre is also improved.

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
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

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

Response:

Best Practice–1

BEST PRACTICE - 1

GAME-BASED TRAINING FOR IMPROVING SKILLS AND PHYSICAL FITNESS IN SPORTS

Objectives:

- To enable the coach to isolate and focus on specific skills
- To use specific strategies to optimal utilization of players' strength and overcome their weaknesses
- To keep encourage players to spend more of the practice engaged in moderate- to vigorous physical exercise.

Practice:

Phase – I

Players are asked to practice as a team during the pre-competitive season. This training gives enough opportunity to train the specific group of muscles which are involved in specific training required for the game.

Phase – II

While arranging the number of practice matches, the following principles of sports training are followed, Principle of overload, Principle of specificity, Principle of continuity, Principle of cyclicity, Principle of adaptation etc., Practice matches are arranged and played with equal calibre teams and also with better teams.

Phase – III

Match analysis is done by the coaches with the help of scouting. This scouting gives the scope to analyse the performance of every player. Similarly, analysis of the game is also shown to all the players by the coach and explains strengths and drawbacks of each player. Finally, clear instructions are given to all the players, what is to be done in the next match, individually and as a whole team.

Benefits

- Game-based approach provides the situations required for improved decision-making.
- During pressure situations in a game, this helps players how to read and react appropriately and improve their capabilities of performing better
-
- **BEST PRACTICE-2**
- **DEVELOPING PROFESSIONAL COMPETENCIES ESSENTIAL FOR QUALIFIED OFFICIALS TO EFFECTIVELY ORGANIZE SPORTS AND GAMES USING FIELD BASED TRAINING**
- **Objectives of the practice**
- To motivate the teacher trainees to opt for officiating positions as part of their professional career.
- To enable the teacher trainees to get acquainted with the necessary basic knowledge and develop proficiency in acquiring specific skills to effectively perform the duties as officials of various games.

The practice

Phase – I

- Alumni, who have become national and international officials of various games are invited to motivate the teacher trainees to take up officiating as a career option.
- Brain storming sessions are arranged on selective areas of specialization in Physical Education keeping skilled teacher trainees as focused groups with Alumni support.
- Motivational lectures are arranged. Intensive interactive sessions are arranged using video clippings of unique live action plays witnessed occur during various sports and games.
- Teacher trainees are given opportunities to express their views and suggestions.
-
- **Phase – II**
- Professional coaches and officials are invited to handle the sessions to orient the intricacies of the game.
- Various strategies and situations of the game are explained by using the videos.
-

Phase – III

Officiating examinations are conducted in theory and practicum.

- Viva-Voce is conducted and grades are given based on the performance.

-

Impact of the practice

- The teacher trainees are enabled to clear officiating examination successfully.
- The teacher trainees are able to acquire additional add-on certificates along with their programme of study enabling them for better job placements.

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

7.3 Institutional Distinctiveness

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

Response:

IMPARTING SYNCHRONISED PHYSICAL TRAINING THROUGH UNIFIED PERFORMING ARTS PRACTICES

Prelude:

Physical Education is an education which brings improvement in human performance with the help of physical activities. Physical activities range from simple walking to jogging, running, sprinting, hopping, jumping, climbing, throwing, pushing, pulling, kicking, etc. Education without physical activities is like body without soul. Mental, intellectual, emotional and social development of a growing child is dependent and closely related to physical development. Henceforth, it is necessary that physical education must be taught from an early age as it is a gateway to learn other subjects.

Objectives:

- To provide instruction to trainees in a variety of developmentally appropriate motor skills that challenge students to develop physically, cognitively, socially, and emotionally;

- To enable the trainees to know various fitness activities that educate and help students understand and improve or maintain optimal fitness levels;

Significance of the Distinctive Activity:

This extension activity renders service to the children studying in Panchayat union elementary schools through teaching various synchronized physical activities, related to health, hygiene, fitness and social harmony. It is a mega team activity of portraying synchronized performing arts activities such as calisthenics, flag drills and exercises with flower sticks, coconut shells, folk dance (oyilattam) and cultural asanas (yoga). These activities are demonstrated in a team to the tunes of devotional and patriotic songs. Utilizing indigenous materials and inexpensive gadgets are unique features of this training.

The Practice:

Phase-I: Planning and Preparation

1. The synchronized physical activities are planned and designed during the faculty meet every year.
2. Identifying, selecting and preparing patriotic and devotional songs in tune with selective synchronized performing arts activities
3. Identification and selection of schools for providing synchronized physical training.
4. Giving orientation by the staff in-charge and practice of the activities to the teacher trainees

Phase-II: Implementation of the programme in schools

1. Teacher trainees visit various schools for providing physical training for two weeks
2. After introducing physical activities, school students are exposed to devotional and patriotic songs.
3. Teacher trainees train the school students using various strategies so as to enable them to perform the activities in various modes of presentations

Phase-III: Demonstration of the Activities

1. Around 3000 school children from 60 schools perform these synchronized activities to the tunes of patriotic and devotional songs.

Obstacles faced if any and strategies adopted to overcome them:

- Although transportation of 3000 children from 60 schools every year is a cumbersome process, with the support and encouragement of the management, this mega event has been successfully conducted for several decades.

Impact of the practice:

1. Parents, school teachers and public recognize the importance and significance of this mega event as it develops inter-personal and intra-personal skills of their children.
2. Teacher trainees are immensely benefited of this mega event, as they gain direct field experience in training children of various age groups and get involved in planning, organizing, coordinating various group activities of different nature.

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

5. CONCLUSION

Additional Information :

UNIQUE CREDENTIALS OF THE COLLEGE

- **Community linked socio-cultural function**

Every year, Gurupuja celebration, a community-linked socio-cultural function, is organized in which all the students involve in extending voluntary social service to the public with the guidance of teachers. The responsibilities entrusted with the students and their execution enable them to improve their academic, leadership, collaborative and organizational skills through the following activities/events - Educational expo, Science exhibition, Literary competition, Cultural programmes, Spiritual discourses, Managerial skill development programmes and Hospitality management.

- Reaching the unreached student population through synchronized sports training and games for decade long outreach services.
- **Sports achievements by the teacher trainees**

International participation

N. Manikanta, BPED I has been selected to represent Indian Rural Volleyball Team and participated in the INDO-NEPAL rural games at Nepal on 27th& 28th October, 2017.

G.MunavarBasha, BPED II has been selected to represent Indian Rural Hockey Team and participated in the INDO-NEPAL rural games at Nepal from 28th January to 5th February 2018.

National participation

P.Sankar, BPED II has been selected to represent Tamil Nadu State Kho-Kho team and took part in Senior National Championship 2017 which was held at Maharastra during 25th to 29th October, 2017.

S.Tamilselvan, BPED I student represented Tamil Nadu State Senior Judo Team and participated in the Judo National Championship held at Visakhapatnam in the year 2018-2019.

V.Muthukumaran, BPED I represented Tamil Nadu state throwball team and secured gold medal in 13th South Zone Nationals throwball tournament held at Corporation Ground Lakshmi Nagar, Chennai in the year 2018-2019.

Recipient of Chief Minister Trophy

1. Deepan Chakravarthy recieved Gold medal in Tamil Nadu State Athletic Competition and he received rupees Rs. 5 lakhs as cash award.

Inter University Participation

The following teacher trainees of Maruthi College of Physical Education have represented the Tamil Nadu

Physical Education and Sports University in the South Zone Inter-University competitions:

Year	Representation
2016-2017	34
2017-2018	31
2018-2019	33
2019-2020	30
2021-2022	23
Total	151

- **100% placement for the outgoing teacher trainees**
- **Consistent student progression to police recruitment.**
- **Many teacher trainees have become qualified officials in state, national and international repute.**

Concluding Remarks :

OVERALL CONCLUSIVE REPORT

- Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education has understood that the greatness of man is not decide by his intellectual capacity alone.
- A complete man is characterized by his attitude, intellectual independence, social dependence, virtues and the values he follows and his personal philosophy of life.
- Therefore, the Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education is marching towards a ‘man making and character building education’ besides the intellectual development of an individual as perceived by Swami Vivekananda.
- Fulfilling the objectives of education is a long journey. Now the occasion come to look back and go ahead with new strength and energy nourished with past experiences and forward looking insight.
- The Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education after 65 years of rich experience in dealing with educational practices striving for quality improvement has experienced the fact that there is no end for excellence.
- It is not just the over night product. There is a long way to go. It is worth to once again spell out the words of Swami Vivekananda.

Arise, awake and stop not till the goal is reached.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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 Faculty of the institution Head/Principal of the institution Schools including Practice teaching schools Employers Experts Students Alumni Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above																				
2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years.. 2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>51</td><td>51</td><td>51</td><td>51</td><td>47</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>48</td><td>51</td><td>51</td><td>49</td><td>47</td></tr></table> Remark : Input edited as per the supporting documents given by HEI.	2020-21	2019-20	2018-19	2017-18	2016-17	51	51	51	51	47	2020-21	2019-20	2018-19	2017-18	2016-17	48	51	51	49	47
2020-21	2019-20	2018-19	2017-18	2016-17																	
51	51	51	51	47																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
48	51	51	49	47																	
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 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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

2.3.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	8	8	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	8	8	8

Remark : Input edited as per the total number of teachers in metric 3.1.

2.3.4

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

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

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

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

2.4.1

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

- 1. Organizing Learning (lesson plan)**

	2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
2.4.2	Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
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 Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
3.1.4	Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas

	3. Official approval and support for innovative try-outs 4. Material and procedural supports Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above																				
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 Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: B. Any 5 or 6 of the above																				
4.1.3	Percentage of expenditure excluding salary for infrastructure augmentation during the last five years 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>540752</td><td>1153889 3</td><td>1720596</td><td>1391591</td><td>1232776 9</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5.40</td><td>115.38</td><td>17.20</td><td>13.91</td><td>123.27</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	540752	1153889 3	1720596	1391591	1232776 9	2020-21	2019-20	2018-19	2017-18	2016-17	5.40	115.38	17.20	13.91	123.27
2020-21	2019-20	2018-19	2017-18	2016-17																	
540752	1153889 3	1720596	1391591	1232776 9																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5.40	115.38	17.20	13.91	123.27																	
4.2.4	Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs) 4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>10400</td><td>74991</td><td>96557</td><td>6992</td><td>73870</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	10400	74991	96557	6992	73870	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
10400	74991	96557	6992	73870																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

	<table><tr><td>0.10</td><td>0.74</td><td>0.96</td><td>0.069</td><td>0.73</td></tr></table>	0.10	0.74	0.96	0.069	0.73															
0.10	0.74	0.96	0.069	0.73																	
4.4.1	Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>520518</td><td>1273652</td><td>1242124</td><td>1506355</td><td>1371360</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5.20</td><td>12.73</td><td>12.42</td><td>15.06</td><td>13.71</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	520518	1273652	1242124	1506355	1371360	2020-21	2019-20	2018-19	2017-18	2016-17	5.20	12.73	12.42	15.06	13.71
2020-21	2019-20	2018-19	2017-18	2016-17																	
520518	1273652	1242124	1506355	1371360																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5.20	12.73	12.42	15.06	13.71																	
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 Answer before DVV Verification : B. Any 7 of the above Answer After DVV Verification: A. Any 8 or more of the above																				
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 Answer before DVV Verification : B. Any 5 of the above																				

	Answer After DVV Verification: C. Any 3 or 4 of the above																				
5.2.1	Percentage of placement of students as teachers/teacher educators 5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>26</td><td>30</td><td>33</td><td>36</td><td>37</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>26</td><td>30</td><td>33</td><td>35</td><td>37</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	26	30	33	36	37	2020-21	2019-20	2018-19	2017-18	2016-17	26	30	33	35	37
2020-21	2019-20	2018-19	2017-18	2016-17																	
26	30	33	36	37																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
26	30	33	35	37																	
5.4.2	Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: A. Any 6 or more of the above																				
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 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 Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>6</td><td>6</td><td>2</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	2	0	0	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	6	2	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

	<table><tr><td>6</td><td>5</td><td>2</td><td>0</td><td>0</td></tr></table> Remark : Input edited as per the supporting documents. One teacher attending one or more professional development Program in a year to be counted as one only.	6	5	2	0	0															
6	5	2	0	0																	
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) 6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9200</td><td>15100</td><td>61900</td><td>366030</td><td>260000</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.092</td><td>0.15</td><td>0.61</td><td>3.66</td><td>2.60</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	9200	15100	61900	366030	260000	2020-21	2019-20	2018-19	2017-18	2016-17	0.092	0.15	0.61	3.66	2.60
2020-21	2019-20	2018-19	2017-18	2016-17																	
9200	15100	61900	366030	260000																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.092	0.15	0.61	3.66	2.60																	
7.1.7	Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) 7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>331982</td><td>636398</td><td>539153</td><td>568193</td><td>768786</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2.03</td><td>4.38</td><td>3.37</td><td>2.29</td><td>3.73</td></tr></table> Remark : Input edited as per supporting documents given by HEI.	2020-21	2019-20	2018-19	2017-18	2016-17	331982	636398	539153	568193	768786	2020-21	2019-20	2018-19	2017-18	2016-17	2.03	4.38	3.37	2.29	3.73
2020-21	2019-20	2018-19	2017-18	2016-17																	
331982	636398	539153	568193	768786																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2.03	4.38	3.37	2.29	3.73																	

2.Extended Profile Deviations

ID	Extended Questions				
1.2	Number of seats sanctioned year wise during the last five years..				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	85	85	85	85	85

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	85	85	85	85

2.1

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1419163	13847580	4301635	4273141	15445078

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
141.91	138.47	43.01	42.73	15.44