



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	SRI RAMAKRISHNA MISSION VIDYALAYA MARUTHI COLLEGE OF PHYSICAL EDUCATION
• Name of the Head of the institution	Dr.Ch.V.S.T.Saikumar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04222692443
• Mobile No:	9443294170
• Registered e-mail ID (Principal)	srkvmcpe@gmail.com
• Alternate Email ID	rmmcpe@gmail.com
• Address	Sri Ramakrishna Vidyalaya (Post) Periyanaickenpalayam, Coimbatore - 641020 Tamil Nadu
• City/Town	Coimbatore
• State/UT	Tamil Nadu
• Pin Code	641020
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Physical Education
• Type of Institution	Men

• Location	Rural				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Tamil Nadu Physical Education and Sports University				
• Name of the IQAC Co-ordinator/Director	Dr. T. Jayabal				
• Phone No.	7402168639				
• Alternate phone No.(IQAC)	8012533973				
• Mobile (IQAC)	8681923323				
• IQAC e-mail address	rmmcpeiqa@gmail.com				
• Alternate e-mail address (IQAC)	jayabal@rmv.ac.in				
3.Website address	https://www.srkvmcpe.org				
• Web-link of the AQAR: (Previous Academic Year)	https://srkvmcpe.org/wp-content/uploads/2021/12/AQAR%20-%202021-%202022.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://srkvmcpe.org/wp-content/uploads/2022/04/SRKV%20MCPE-Calendar%202022-2023.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81	2006	21/05/2006	20/05/2011
Cycle 2	B	2.32	2016	19/02/2016	18/02/2021
Cycle 3	A+	3.38	2023	10/01/2023	09/01/2028
6.Date of Establishment of IQAC	20/06/2006				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0

8. Whether composition of IQAC as per latest NAAC guidelines	Yes		
• Upload latest notification of formation of IQAC	View File		
9. No. of IQAC meetings held during the year	4		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes		
• (Please upload, minutes of meetings and action taken report)	View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No		
• If yes, mention the amount			
11. Significant contributions made by IQAC during the current year (maximum five bullets)			
• Student Induction Programme was organized from 17.08.2022 to 18.08.2022			
• As a part of NSS activity, International Day of Yoga was celebrated on 14.05.2022 at our college premises. Around 100 students demonstrated various yoga activities.			
• In Commemoration of 125 years of Ramakrishna Math & Ramakrishna Mission and 75th Anniversary of Indian Independence, our college organized a State Level Inter-school Yogasana Competition on 30.07.2022.			
• In Commemoration of Major Dhyanchand's birthday, National Sports Day was celebrated on 29.08.2022.			
• College organized the leadership training camp was conducted for			

BPEd I year students from 10.09.2022 to 14.09.2022 at college premises.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Proposed to conduct Tamil Nadu Physical Education and Sports University inter collegiate tournaments-2022-2023	Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education organized Tamil Nadu Physical Education and Sports University inter collegiate Cricket, Ball badminton, Hockey and Tennis tournaments were organised by our college from 29.09.2022 to 01.10.2022
Proposed to organize State level workshop and referee examination in 'Athletics'	State level workshop and referee examination in 'Athletics' was conducted by our college in collaboration with the Tamil Nadu Athletic Association on 01.11.2022 and 02.11.2022. In the inaugural function, Dr. Ch. VST. Saikumar, Principal welcomed the gathering, Swami Virahananda, Secretary, Sri Ramakrishna Mission Maruthi College of Physical Education was the chief guest, Dr. E. Amudhan, Assistant Professor, delivered the theme of the workshop. Sri S. Srinivasan, Coimbatore District's Athletic Association was the resource person and delivered a special address. Dr. T. Jayabal, Associate Professor proposed vote of thanks.
Proposed to organized UGC-NET coaching classes	Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education was organized UGC-NET coaching classes are

	being conducted for MPed – I & II year teacher trainees from 14th to 16th February, 2023.
Proposed to organize Bhagavan Sri Ramakrishna Paramahamsar's centenary memorial Play Festival	Bhagavan Sri Ramakrishna Paramahamsar's centenary memorial Play Festival was conducted on 23.02.2023, for which, B.P.Ed students (96) were given training in the various rhythmic activities. As a part of practice teaching, the B.P.Ed students visited Government schools from 08.02.2023 to 22.03.2023 and taught these activities to the school children.
Proposed to organize National Seminar	Sri Ramakrishna Mission Vidyala Maruthi College of Physical Education conducted a National Seminar on Latest Advancements in Physical Education and Sport Sciences and Their Implications on 24 & 25 March 2023. Dr. Ch. VST Saikumar, Principal of the college, welcomed and rendered the inaugural address. The Secretary of Sri Ramakrishna Mission Vidyala College of Arts and Science presided and blessed. Dr. V. Saminathan, the Organising Convenor of this seminar, presented the theme of the seminar.
13. Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	
Name of the statutory body	Date of meeting(s)
GOVERNING BODY	14/12/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	12/02/2024

15. Multidisciplinary / interdisciplinary

- a. Interdisciplinary courses are offered by the college
- b. Teacher trainees are allowed to select a course of their own choice

16. 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

17. Skill development:

1. English soft skill training is given to the teacher trainees through specialized faculty
2. Teacher trainees are exposed to basic skills of computer
3. Practicum : Teacher Trainees are exposed fundamental skills of various sports and games

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Generic elective courses - Swami Vivekananda's philosophy of education is offered to BPED trainees 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.

19. Focus on Outcome based education (OBE): 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.

20.Distance education/online education:

In the theory part of each semester for both U.G and P.G programmes part - IV classes and handled through on-line.

Extended Profile

1.Student

2.1	174
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	185
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	128
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	72
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year		72
File Description	Documents	
Data Template	View File	
2.6		103
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		11357224
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		35
Total number of computers on campus for academic purposes		
3.Teacher		
5.1		14
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2		14
Number of sanctioned posts for the year:		
Part B		
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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		

the procedure adopted including periodicity, kinds of activities

Communication of decisions to all concerned

Plan developed for the last completed academic year

- Plans for mid- course correction wherever needed for last completed academic year

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

- The syllabi framed by each faculty are discussed in the Pre-Board of Studies (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 Academic Council for approval.
- The framed syllabi passed through Academic Council are implemented with the approval of Governing body

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

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://srkvmcpe.org/peo-po/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

36

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

63

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

63

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

72

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

72

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

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Teacher trainees are given practical exposure by them to officiate

in various games and sports in the schools and colleges as consultancy service. Students are also given opportunity to organize intramural tournaments and project sports meets. At the beginning of the academic year the teacher trainees of the institution are divided into four houses based on their skills and ability in the sports and games. Every year inter collegiate tournaments in various games and 4 project track and field meets are organized. The students are given an opportunity to organize the tournaments, thereby they are exposed to organizational skills and they are also evaluated. Through this the students acquire officiating skills in the college and later they are sent to various other institutions for organizing the sports meets and for conducting the tournaments.

Post graduate students are provided opportunity to handle theory classes through class room teaching, through which they are exposed to real practical situations thereby they could easily overcome the stage fear and get confidence.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

CBSE (Central Board of Secondary Education): CBSE, approved by the Central Government of India, encompasses various types of schools including Kendra Vidyalayas, JawaharNavodayaVidyalayas, Sainik Schools, KendriyaVidyalaya, NavodayaVidyalaya, and private schools. Additionally, various curriculum bodies govern school education at the state level

ICSE (Indian Certificate of Secondary Education): ICSE, conducted by the Council for the Indian School Certificate Examination, is a private board offering examinations in general education in

accordance with the recommendations of the New Education Policy 1986. It is conducted in English medium

State Board Schools: Each state has its own education board under the state government. These boards determine the standards of education and conduct examinations for schools within the respective states

Physical Education Programs in Schools: The Central Board of Secondary Education (CBSE) mandates the introduction of physical education from classes 9 to 12, with the option for schools to extend it to junior classes. The holistic approach to Health and Physical Education integrates health education, physical education, and yoga to achieve comprehensive well-being.

KendriyaVidyalayaSangathan prioritizes sports, physical fitness, and health education to foster the overall development of students through various activities and competitions

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

1. The institution emphasizes the“Students 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.
2. The curriculum insists on the “Teaching Practice”, it helps the trainees to become good “Physical Education Teachers” and they understand the pros and cons of the working atmosphere.
3. The curriculum offers “Intramural and Project Sports Meet”, which provides opportunities to the trainees as excellent“Organisers”.

4. The trainees are motivated to participate in the various levels of "Sports Competitions". This opportunity motivates the trainees to become outstanding "Sports persons".
5. the "National Eligibility Test", it helps the trainees to qualify for the UGC-NET.
6. The institution takes a keen interest to organize "Conferences, Seminars, and Workshops". And also encourages the trainees to participate and present their papers in the various seminars, conferences, and workshops conducted elsewhere.
7. MCPE has well-established sports science laboratories to provide scientific knowledge among trainees and create interest in research activities.
8. International Day of Yoga is celebrated on 21st June by involving around 1000 school students.

SRVMCPE invites stakeholders for conducting a "Campus Interview"

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

103

2.1.1.1 - Number of students enrolled during the year

103

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

128

2.1.2.1 - Number of students enrolled from the reserved categories during the year

99

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

The institutional policy aims not only to support advanced students in their pursuit of excellence but also to persistently assist students with more modest abilities, enabling them to refine their skills.

Relevant initiatives:

- Relevant initiatives include assessing students' learning levels within a month of admission through class tests, identifying slow learners, and providing them with intensified attention both inside and outside the classroom. Special classes are arranged to help these students cope with the curriculum. Advanced students are motivated to set high goals and are supported with timely access to reference books and study materials from e-portals like INFLIBNET, subscribed by the college.
- To ensure individualized attention, students are grouped and assigned to the care of specific teachers, establishing a Mentor-Mentee system.
- This system enables students to receive personalized attention from a mentor, supplementing the general accessibility of faculty members.

Special programs:

- Special programs are conducted cater to the needs of slow learners
- Extra classes are conducted by faculty members
- Workshops in various games and sports are conducted to enhance the practical skills of teacher trainees.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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 Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Experiential Learning and Participative Learning

- Experiential learning in teacher practice fosters reflection by providing practical experience to B.P.Ed teacher trainees in schools. Trainees share reactions, difficulties, and strategies. Faculty provide feedback on teaching practice.
- Participatory learning involves teachers using their knowledge, skills, and creativity to incorporate participatory methods in theory and practicum courses, promoting active engagement and collaboration among students.

Problem-Solving Methodologies and Brain Storming

- Laboratory practical classes are regularly used for imparting learning for students for teaching problem-solving methodologies.
- Class room seminar provides a 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 student.

Focused Group Discussion

- After identifying the slow learners, focus groups are formed and remedial teaching is conducted.

Online Mode

In the library online and remote access in the college website such as N-LIST (National Library and Information Services Infrastructure for Scholarly Content), E-PGPathshala, Shodhganga, Shodh Gangotri, National Digital Library of India (NDLI), SWAYAM, DOAJ (Directory of Open Access Journals), DOAB (Directory of Open Access Books) are easy access of the teacher trainees to their intensive teaching practice, assignments, prescribed seminar topics and project works.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://srkvmcpe.org/learning-management-system-lms/
Any other relevant information	View File

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

145

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://srkvmcpe.org/learning-resources/
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

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 were 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 the other areas which will be useful for the student community as well as the societal needs in the current scenario.

Through this the leadership and followership qualities are developed and there by 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 those who are in need. The recent developments in the profession are discussed and there by the knowledge of the teacher trainees is enhanced.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Enriching Soft Skills - Educational Exhibition

The teaching-learning process has many opportunities to explore the hidden talents and creativity among the trainees. Faculty members encourage the teacher trainees to take part in the educational exhibition organized every year on different unique titles relevant to recent developments in the field of physical education and sports. These titles are coined through brainstorming 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 with a scientific approach for showcasing in the educational exhibition.

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, and Football for Intellectual Disability. This teaching-learning process naturally develops empathy and social responsibility among the trainees. The trainees are the in-charges to organise the entire program, starting from the preparation of playfields to the valedictory function.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Six/Seven of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1. Selection/identification of schools for internship:

The institution follows NCTE and university guidelines for internships. Upon CEO approval, student-teachers are assigned to Government/Government Aided/Matriculation schools. Faculty inform school headmasters of the allocation order, including student details and required activities.

2. Orientation to school principal/teachers:

Faculty communicate internship orientation to headmasters, coordinating student-teacher allotment and guiding assignments

collaboratively. Discussions cover responsibilities, record-keeping, and mentor observation visits.

3. Orientation to students going for internship:

The College conducts an orientation session for student-teachers on School Internship, emphasizing teaching aspects, local context, and pupil welfare. Subject-specific faculty advise on subjects, records, and activities.

4. Defining role of teachers of the institution:

Teacher trainees undertake 20 general and 20 particular lessons yearly. Before placement, internship in charge trainees extensively in micro-teaching, lesson planning, and teaching aid preparation. They encourage active participation in school activities and provide continuous observation and guidance.

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.

6. Exposure to variety of school settings:

The institution ensures exposure to various school settings (government, aided, matriculation) in rural and urban areas during the internship programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

72

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

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

PRACTICE TEACHING:

- 1. The faculty in-charge of the teaching practice gives orientation and handles model lesson to the teacher trainees on the importance of teaching practice.**
- 2. In the staff council meeting, the schedule of academic calendar is discussed and finalized in which the schedule of**

practice teaching is also finalized.

3. After finalizing the practice teaching dates, letters are sent to Chief Educational Officer (CEO) and District Educational Officer (DEO), seeking permission.
4. Faculty members evaluate the teacher trainees competencies in teaching during their visits to the practice teaching schools and they give individual constructive criticism.

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

Rural Coaching:

1. The faculty-in-charge orients the teacher trainees about the significance of the programme. The Post Graduate students are having an internship programme namely Teaching, Coaching and Officiating lessons of specialization and track and field events in the rural educational institutions
2. After having discussion in the staff council meeting, the faculty members make a detailed plan of the rural coaching programme for the academic year.
3. Faculty members evaluate the teacher trainees competencies in teaching and coaching during their visits to the colleges and they give immediate individual constructive criticism.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

13

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

14

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

14

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

1. Staff Council meetings are conducted regularly, through which the faculty share their professional experiences.
2. Staff Orientation Programme is conducted to update the PLOs and CLO by inviting the experts in the field of physical education.
3. Faculty are motivated to attend and present papers at conferences and seminars at national and international levels. Staff members are encouraged to attend the Faculty Development Programmes like Orientation Programmes, Refresher Courses, SWAYAM Online courses, etc., to update their professional knowledge.
4. 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.
5. In BOS, faculty express their innovative professional inputs

to be introduced in the curriculum by external experts.

6. 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.
7. Many of the faculty are serving as members of BOS and the Academic Council of other institutions. They share their knowledge in the staff council meetings.
8. Faculty members are encouraged to serve as resource persons in seminars, conferences, workshops, and FDP conducted by other institutions.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) is embraced by the college for the many years with focus on monitoring incremental academic development of each student admitted in various programmes is named as Continuous Internal Assessment (CIA) 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.

- 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 25 and 75 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.

•For B.P.E.S theory the weightage of internal and external is 40 and 60 respectively. For practicum 100 % weightage is given for internal evaluation alone.

- Nature of CIA applied to theory courses:
 - Comprehensive CIA process is based on scores secured by

the students in written tests, assignment, pre-semester exam and attendance. The scoring process for all the components of CIA is explained in the table below:

- **Criteria for Assessment of Assignment: Understanding of basic concepts 2 marks, Organization and coherence 1 mark, Clarity of expression 1 mark & Quality of presentation 1 mark**
- **Passing minimum is fixed as 50% in both CIA and End Semester Examination (ESE).**

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Four of the above

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

- **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:

Grievance of students are addressed to:

- Evaluation of answer scripts (other than rectification of casting errors of CIA examination and End semester exams.
- 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 about the action taken on the grievances to the concerned teacher trainee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution prepares an annual academic calendar at the start of each academic year, outlining the scheduled academic activities that will take place throughout the year.

The college academic calendar includes the scheduled dates for CIA I& II (Continuous Internal Assessment) examinations, which take place after 30 and 60 working days, respectively.

For CIA I and CIA II examinations, the maximum marks are 40, and the duration of each exam is two hours. After completion of 95 working days, Pre-Semester examinations are conducted, following the schedule outlined in the academic calendar. The Pre-Semester examination question pattern reflects that of the Semester examination, with a maximum of 60 marks and a duration of three

hours.

The students are provided with the academic calendar, which allows them to have a clear understanding of the examination schedule, both internal and external, and enables them to adequately prepare for their assessments. Sufficient time is allocated between the internal examinations and the semester examinations, allowing students ample preparation time in accordance with the academic calendar.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

1. The curriculum is specially designed to ensure that students have the required knowledge, skills and attitude.
2. It is developed with the view of the contemporary changes, developmental objectives of the educational institutions, model curriculum prescribed by NCTE.
3. Current trends and recent developments in the field of physical education and sports are always incorporated into the curriculum during regular restructuring.
4. 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.
5. 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.
6. The course outcomes are planned and designed so as to cover the entire syllabus and the assigned skills/competencies.
7. The course outcome indicators reflect the abilities to be displayed or performed by the teacher trainee as a result of the knowledge acquired in the mentioned course.
8. Based on these indicators the assessment pattern and model are designed for both internal and external examinations.
9. The outcome indicators describe specific understanding and capabilities that students should demonstrate consistently.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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. Internship outcomes are evaluated by the staff in charge of practice teaching, external examiner, and internal examiners.
5. 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. 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

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

65

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

1. At the beginning of the year teacher trainees are assessed on the fitness parameters namely speed, leg explosive power, shoulder explosive power by the way of 100m dash, long jump and shotput respectively.

2. The teacher trainees are also assessed their skill performance in their major games. Based on these assessments their initial abilities are identified and according to that

the opportunities are provided and encouraged to develop their capability at their optimum level.

3. During the year of study, they are repeatedly assessed through project track and field meet as well as in intramural and extramural tournaments.

4. Opportunities are provided through specific coaching by the respective faculty to improve their ability.

5. Level-appropriate personal guidance for utilizing sports infrastructural facility is provided.

6. Teacher trainees are encouraged to participate in intramural and extramural tournaments.

7. Teacher trainees are motivated and encouraged to attend NIS coaching programmes in their game of specialization organized by Sports Authority of India.

8. All the teacher trainees are encouraged to undergo career based value added / skill enhancement courses offered by the institution.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

72

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think

Two of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas
Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

3

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

11

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

17

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

174

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

174

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

174

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

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

- With the increase in out-reach activities, there is an inevitable increase in breadth of experience. These activities improve upon identity of an individual, develop potential, facilitate employability, enhance quality of life and contribute to the realization of aspirations of students.

Skill Enhancement

- The out-reach activities enabled students to recognize the value of a multidisciplinary approach in physical education, and to make them felt comfortable in working with others in the community.

Service to deprived students

- Outreach programs are beneficial not only by providing the students an academic foundation but also to develop their self-confidence, leadership qualities, and their responsibilities toward the community.

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.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Academic Facilities

- The College is having 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.

Sports Facilities:

- College is having a well-established Fitness Centre and

Powerlifting cum Weightlifting centre.

- The college provides adequate space, sporting equipment and infrastructural facilities for sports to 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 Track. Gymnastics Mats, Vaulting Horse, Vaulting Horse Take off Board, Trampoline, Roman Rings, Horizontal Bar, Parallel Bar along with Weight lifting equipment. A multipurpose yoga hall which can accommodate 200 teacher trainees to practice Yoga.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

6

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://srkvmcpe.org/ict-facility/
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

7351387

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

Library has a collection of 6439 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 find out books and other documents in the library such as location, circulation status and reservation facilities. E-gate facilitates our users to login 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 have been performed through Koha ILMS. The Koha has integrated with RFID technology/Bar code technology

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://srkvmcpe.org/facilities/library/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The College Library has an exclusive web portal for digital learning, teaching and research resources(<https://srkvmcpe.org/facilities/library/>)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 to assess 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.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.54537

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

1156

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://srkvmcpe.org/library-usage/
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

College has well-established ICT facilities that enables to conduct classes, seminars, conferences and workshops, etc. College has internet connectivity and Wi-Fi facility that has been 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 300Mbps and the access is given through a Wi-Fi router. The Wi-Fi facility is utilized by the teacher trainees, staff and research scholars of the college for the academic purposes.

The institution has digital and e-learning facilities in which all the teacher trainees, staff and research scholars of the college are allowed to use the same for the purpose of teaching and learning process.

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.

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

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/nRkUC10dKuc
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://srkvmcpe.org/e-content/
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

3866962

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

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

MAINTENANCE :

- Infrastructure facilities are provided as per NCTE norms.
- Budget provisions are made for new as well as old facilities, repairs and maintenance.
- Staff in charge of laboratories maintains the documents and registers for the available equipment.

UTILIZATION:

- Laboratories: In the sports sciences laboratories, practical experience is provided to the teacher trainees.
- Library: Library is having a rich collection of latest text and reference books, Educational encyclopedias, yearbooks, e-books, e-journals, e-theses, CD-ROM and print journals and magazines on physical education. The digital library has e-resources through INFLIBNET, Open Source Journals and Magazines, question papers, etc., by using open source software D-Space.
- Lecture Halls: Classrooms are well equipped with LCD Projector, Interactive Board and computer to conduct technology based lessons.

UTILIZATION OF THE PLAY FIELDS:

- Conducting practicum and teaching practice classes

- **Organizing intercollegiate tournaments and coaching camps of Tamil Nadu Physical Education and Sports University in various games.**
- **Indoor tennis and badminton courts:** They are used to teach skills, 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 conducted.
- **Canteen:** Spacious and hygienic common canteen with all facilities is available on the college campus.

File Description	Documents
Appropriate link(s) on the institutional website	https://srkvmcpe.org/facilities/
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File

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

One of the above

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
43	72

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

22

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

- Saturdays are dedicated to afternoon sessions, prioritizing student association activities overseen by a faculty member.
- These meticulously crafted activities serve several objectives:
- Fostering Student Bonding: Cultivating camaraderie among students to support their overall development.
- Enhancing Social Awareness: Encouraging responsibility towards societal issues.
- Encouraging Interaction and Knowledge Sharing: Facilitating idea and experience exchange among aspiring teaches.
- Nurturing Holistic Development: Providing avenues for multifaceted student growth.
- Developing Organizational Skills: Cultivating leadership abilities and task organization efficiency.
- Primary activities include: Coordinating Various Cells and Associations: Ensuring seamless functioning and collaboration among student groups.
- Celebrating Important Days: Commemorating national occasions to foster patriotism and unity.
- Facilitating Gurupuja Celebrations: Honoring teachers through organized activities.
- Publishing the Annual Magazine: Showcasing student achievements through yearly publication creation and distribution.
- Implementing Swachh Vidyalaya Programme: Maintaining cleanliness within college premises and adopted villages.
- Organizing Cultural Activities and Competitions: Providing platforms for talent display and cultural heritage celebration.
- Supporting Workshops and Seminars: Assisting in educational event

planning and execution.

· Additionally, student-teachers engage in academic and administrative bodies such as the Board of Studies, Internal Quality Assurance Cell (IQAC), Library Committee, Student Council, Anti-Ragging Cell, Grievance Redressal Cell, and Placement Cell. They also volunteer to ensure event success, discipline maintenance, and cultural and sports activity organization.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

174

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni Association, particularly the 'All Vidyalaya Alumni Association' (AVAA) at Ramakrishna Mission Vidyalaya Institutions, serves as an indispensable asset in the institution's growth and

development. With its annual gatherings, dynamic engagement, and robust communication channels, the AVAA plays a pivotal role in nurturing a strong sense of community among alumni and current students.

Through its dedicated website and regular registrations, the association ensures streamlined communication and fosters lifelong connections among members. The AVAA's executive council, comprised of representatives from each institution, strategically steers alumni involvement and contributions towards the institution's academic enrichment.

Moreover, the AVAA's annual meetings and publications not only facilitate reunions but also serve as platforms for knowledge exchange and recognition of outstanding achievements. Alumni actively participate in various capacities, including as mentors, sponsors, and advocates, further strengthening the institution's ties with industry and society.

Additionally, the association's involvement in organizing events, inviting eminent alumni as speakers, and facilitating student-alumni interactions underscores its commitment to fostering holistic growth and professional development.

Overall, the Alumni Association stands as a beacon of support and inspiration, driving the institution forward by harnessing the collective expertise, resources, and goodwill of its alumni network.

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	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

- The Alumni Association serves as a vital support system for the institution, fostering a symbiotic relationship between past and present members. Through various initiatives, they contribute significantly to the growth and development of teacher trainees.
- Their involvement begins at the onset of the academic year, where they enlighten students about the vast opportunities in physical education and sports. By sharing their professional journeys through guest lectures and workshops, they inspire and guide students towards fulfilling careers. This exposure not only broadens horizons but also instills confidence and determination.
- Moreover, the Alumni Association plays a pivotal role in personality development, career advising, and industry interaction. They provide mentorship, sponsorship, and placement assistance, ensuring students are well-prepared for the professional world. Additionally, their involvement in organizing tournaments and sports events offers invaluable hands-on experience to teacher trainees.
- Furthermore, alumni involvement extends to academic pursuits, where they assist in preparing lesson plans, writing synopses, and participating in research activities. Their presence as judges in various events promotes excellence and encourages students to strive for their best.
- Overall, the Alumni Association's multifaceted engagement enhances the institution's educational ecosystem, creating a nurturing environment for students to thrive and excel in their chosen fields.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

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[1]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.

Policies related to academic, research, curriculum development, administration, finance, infrastructural development, outreach activities are planned and executed with adequate representations and involvement of stakeholders.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Response:

Decentralization and Participative Management

- The institution administers decentralization among faculty members, granting them full autonomy to accomplish tasks effectively.
- Powers are distributed hierarchically among teachers, coordinators, and committees.
- Activities operate transparently with a participatory approach.
- Academic tasks are collaboratively planned and executed by the Principal and faculty.
- The institution adheres to an academic calendar, emphasizing human resource development and community engagement.
- Welfare programs benefit faculty and administrative staff.
- Regular meetings address academic and non-academic matters.
- Annual academic audits identify strengths, weaknesses, and remedial measures, discussed in IQAC meetings for enhancing the quality of the institution.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Transparency in Academic Functions

1. The College Calendar is prepared before the commencement of the academic year.
2. The College provides course outlines and course schedules for enabling the students to get an idea of what they are going to learn.
3. In all programs, learning is made more student-centric.
4. The provision is made to continuously monitor and evaluate the quality of teaching and its effect on student performance.

5. All the staff members are members of the selection committee and the principal is the chairman.
6. Transparency is ensured at all stages of the admission process and proper notification is made regarding their performance.

Transparency in the Financial Function

1. The planning is done by the finance committee which consists of the following persons:
 - Secretary
 - Principal
 - Treasurer
 - Financial Advisor
 - Accounts Officer assisted by Clerks and Chartered Accountant.

Transparency in Administrative Function

1. 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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Strategic Plan:

- Initiating new programme i.e. Bachelor of Physical Education and Sports (BPES) for academic excellence.

Introducing a Bachelor of Physical Education and Sports (BPES) programme in the college strategically consolidates the institution's position as a premier hub for holistic physical education. This synergistic approach ensures that students receive a

comprehensive understanding of both the theoretical foundations and practical applications of physical education and sports science. By offering a diverse collection of courses, ranging from history and foundations of physical education, Human Anatomy and Physiology, Methods in Physical Education, Value Education and Indian Culture & Heritage, Obesity and Weight Management, Athletic Care and Rehabilitation to computer application, the college prepares graduates to excel in various roles, including coaching, sports management, and sports rehabilitation. Moreover, this strategic plan facilitates not only meets the evolving needs of the industry and society but also promotes a well-rounded professionals poised to lead the charge in promoting physical education and sports excellence.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://srkvmcpe.org/research-centre/laboratories/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Institutional Affiliation: The College operates under the auspices of Ramakrishna Mission Vidyalaya, Coimbatore, which is affiliated with Ramakrishna Mission, Belur, Kolkata, an International Society registered under the Societies Registration Act, 1860. The Management Committee oversees overall administration and nominates the Secretary, who also chairs the College Committee/Governing Body in compliance with Tamil Nadu Private College Regulation Act 1976.

Administrative Structure: The College Committee and Governing Body monitor academic progress, administrative processes, and extracurricular activities. The Finance Committee approves infrastructure development and sports scholarships. The Principal leads overall college functioning, including academic and administrative realms.

Quality Assurance and Planning: The Internal Quality Assurance Cell (IQAC) works on enhancing academic and administrative performance. College academic calendar schedules academic and non-academic events. Staff members are designated as coordinators or committee

members to streamline various institutional functions.

Appointment Procedures: Selection criteria for teaching and non-teaching staff adhere strictly to NCTE, UGC, and state government regulations, including reservation policies. Service rules, as per the Tamil Nadu Private Colleges Regulation Act, 1976. Staff development is facilitated through orientation, refresher, faculty development programs, along with online courses offered by MOOC platforms, ensuring professional competence and growth.

File Description	Documents
Link to organogram on the institutional website	https://srkvmcpe.org/administration/organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The college has various cells and committees to execute academic and administrative tasks.

- The Internal Quality Assurance Cell (IQAC) ensures continuous improvement in academic and administrative processes, enhancing excellence through assessments, feedback, and strategic planning while maintaining standards.
- The Board of Studies designs syllabi, recommends teaching methods, and coordinates innovative evaluation techniques, research, and academic activities.
- The Academic Council scrutinizes proposals on programs, regulations, and curricula from the Board of Studies, reserves the right to modify or reject them, and formulates admission regulations and facility maintenance guidelines in the college.
- The College Committee shall supervise the work of the college and its administration and exercise all such powers necessary for the smooth running of the college.
- The Governing Body approves programs to local needs, prioritizing skill development and job alignment. It aligns admission rules with state/national policies, fosters research, innovates assessment methods, utilizes educational technology, and promotes community engagement and societal benefit projects and fulfils the objectives for which the college has been declared as autonomous.
- Finance Committee estimates concerning grants received or receivable from UGC, as well as income from collected fees for activities related to implementing the autonomy scheme, along with audited accounts for the same, are required.
- Other committees such as Admission Committee, Library Committee, etc., perform for the smooth functioning of the college.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

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.
- For the self-financing teaching and non-teaching staff our management is providing health care facility through the dispensary.
- Medical camps are frequently organized by the Ramakrishna Mission Vidyalaya in the campus. Employees make use of camp for treatment and general check-up
- 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.
- Group insurance benefit is also provided to the employees.
- On-Duty leave is provided for attending Workshops, Conferences Orientation course, refreshers courses.
- The management is providing financial support to the faculty members for attending Seminars and Conferences.
- Management contributes equal share of Employees 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 the nominal rates.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Response:

The performance of faculty member is assessed according to the Performance Based Appraisal System (PBAS).

Teaching staff

The performance of teaching staff is assessed the professional qualification, academic activities, additional responsibilities, innovative teaching methods adopted, research guidance, courses completed, presentation of papers, publications, edited books, projects, involvement in extension activities etc., The Institution accords appropriate weightage to these contributions in the overall assessment. The PBAS Proforma filled by the faculty is checked and verified by the Principal.

Non-Teaching staff

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for non-teaching staff members are: professional competence, performance, personal attributes, and relations with staff and students. This includes adherence to rules, organizational skills, adaptability, creativity, record maintenance, accuracy, punctuality, integrity, cooperation, and responsibility towards tasks, all contributing to overall performance assessment.

The above parameters initially assessed by the Principal and then submitted to management. The increments and promotions are also based up on the 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	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

100000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

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 utilization of resources. The institution received

funding from UGC and takes care of the received funds by paying through the Cheque, RTGS or NEFT, PFMS 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.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

- 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.
- 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.
- 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.

- **IQAC conducts Academic and Administrative Audit:**
 - Gives poise to the college to weigh up the educational quality processes required to produce, assure, and regularly improve the quality of teaching and learning.
- **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 to curriculum design and implementation.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

College periodically reviews its teaching-learning process through IQAC are:

- **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 submitting the 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
- **Controller of Examinations carry out:**
 - Preparation of detailed semester comprehensive time table and their publication in time

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

16

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://srkvmcpe.org/wpcontent/uploads/2022/12/IQAC%201st%20Quarter%202022-2023%20to%204th%20Quarter%202022-2023.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://srkvmcpe.org/wpcontent/uploads/2021/12/AQAR%20-%202021-%202022.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Response:

CONTEXT:

College had sports sciences laboratories, but also aspired for sophisticated equipment which are helpful for conducting quality research.

OUTCOMES:

Quality Initiatives:

I. 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.

II. Research Scholars:

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

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

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 cell keenly concentrates to achieve the objectives of the cell with various initiatives. The college strongly believes in conserving energy, and believes in providing its students a carbon free 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 can be 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 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

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

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 taking care 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

- Paper waste
- Food waste

- Vegetable and Fruit waste
- Leaf Litter
- Vermicompost
- Liquid waste management
- E-waste management
- Other-waste management

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

All of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

1. The college provides separate washrooms for male and female trainees and faculty members.
2. The supporting staff ensures that the washrooms and restrooms are kept clean and hygienic.
3. RO purified safe drinking water is readily available on campus.
4. The college campus is adorned with saplings, which are regularly watered and nourished with natural manure made from fallen leaves.
5. Trainees are encouraged to maintain cleanliness in the playgrounds and on the college campus. The college has included the maintenance of playfields in the curriculum. The "Swatch Vidyalaya" and "Swatch Bharat" initiatives have been introduced, and trainees actively participate in them to keep the college campus and nearby government institutions clean.
6. Play equipment is appropriately stored in a racking system, and the playgrounds are regularly watered and levelled.
7. Indoor tennis and badminton courts are also maintained at regular intervals.
8. Suitable storing systems are in place for sports wears and gymnastic mats.
9. Finally, the college environment is green and pollution-free.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

655238

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

LOCAL ENVIRONMENT:

- Coimbatore is a hub of textile industry.
- The city has a major production and economy in the textile industry.

COIMBATORE'S RESOURCES:

- Coimbatore is famous for foundry, automobile, textile industry equipment, motor pump sets, wet grinders etc.

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:

- 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.
- And the police involved in protecting the public may be exposed to the same problems.

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 police personnel can be minimized by making them to involve in exercise regime.
- Yoga and Pranayama programmes have been provided to the Tamil Nadu police personnel of Mettupalayam division without disturbing the college schedule.

OUTCOMES:

- General health of the Tamil Nadu police personnel has been improved.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The

B. Any 3 of the above

Code of Conduct is displayed on the website
There is a committee to monitor adherence to the Code of Conduct
Institution organizes professional ethics programmes for students, teachers, administrators and other staff
Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice - I

Empowering the Physical Education Teacher Trainees to Lead Games and Track and Field Coaching for School Students

Objectives of the Practice:

Improve coaching in games and track.

Instill teamwork and sportsmanship.

Guide practical coaching by experienced mentors.

Promote innovative coaching methods.

Practice:

Trainees receive thorough training in theory, practical skills, and teaching methods, leading coaching sessions in various sports, guided by mentors.

Evidence of Success:

- Enhanced student performance and skill development
- Increased student enthusiasm and engagement in coaching.
- Ongoing professional growth

Problems Encountered:

Managing diverse student skills and interests.

Balancing coaching and academics.

Student resistance to traditional coaching methods.

Best Practice - II

Integrated teaching methodology by organizing and officiating tournaments and sports meets

Objectives:

Organize tournaments, enhance management, leadership, applying theory practically, and developing talents.

Practice:

Trainees coordinate with nearby institutions to organize sports events, managing scheduling, facilities, participants, disputes, ensuring smooth execution with faculty support.

Evidence of Success:

Higher educational institution engagement in tournaments.

Positive feedback validates effective teaching.

Improved soft skills and collaboration in students.

Appreciation for trainees' leadership.

Enhanced school spirit through sports.

Problems Encountered:

Increased participation from higher educational institutions.

Feedback validates effective teaching.

Improved soft skills and collaboration.

Appreciation for trainee leadership.

Enhanced school spirit through sports.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Response:

IMPARTING VALUE BASED SYNCHRONIZED PHYSICAL ACTIVITIES TO THE ELEMENTARY SCHOOL CHILDREN.

Objectives:

1. To provide instruction to trainees in a variety of developmentally appropriate motor skills that challenge students to develop physically, cognitively, socially, and emotionally;
2. To enable the trainees to know various fitness activities that educate and help students understand and improve or maintain optimal fitness levels;

The Practice:

Phase-I: Planning and Preparation

1. The synchronized physical activities are planned and designed during the faculty meet every year.

Phase-II: Implementation of the programme in schools

1. Teacher trainees visit various schools for providing physical training for two weeks

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.

Impact of the practice:

1. 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	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File