SRI RAMAKRISHNA MISSION VIDYALAYA
MARUTHI COLLEGE OF PHYSICAL EDUCATION

An Autonomous College Recognized by NCTE
Affiliated to the Tamil Nadu Physical Education and Sports University
Re-accredited by NAAC with 'A+' Grade
SRKV Post, Periyanaickenpalayam, Coimbatore-641 020
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Institutional Development Plan

2026-2036

A Ten-Year Roadmap for Academic Excellence, Research,
Physical Education and Sports Development, Institutional Quality and Social Responsibility

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1. PREAMBLE

Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education established in 1956 and formally inaugurated by Acharya Vinobaji on 22nd September 1956, and named after Mahavir, also known as Maruthi or Hanuman, the great hero of the Ramayana. Faith and devotion are essential factors in the development of strength in any individual. Personal purity and devotion to a great cause are the necessary requisites for a healthy living. Maruthi, who personified in himself, these great qualities, has stood as the ideal of manhood of millions of men in this country. And so it is only fitting that this institution is named after him. Guided by the teachings and ideals of Sri Ramakrishna, Holy Mother Sri Sarada Devi, and Swami Vivekananda, the institution upholds the values of spirituality, character building, selfless service, and universal brotherhood. It promotes professional competence, physical fitness, leadership, discipline, sportsmanship, and holistic development, preparing future physical education teachers and sports professionals for service to society.

1. INSTITUTIONAL PROFILE

Name of the Institution	Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education
Address	Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore-641 020, Tamil Nadu
Year of Establishment	1956
Head of the Institution	Dr.T.Jayabal
Contact Details	Email: srkvmcpe@gamil.com Mobile No.8681923323 Office:0422-2692443

College Website	srmvmcpe.edu.in
Name of the IQAC Co-ordinatore	Dr.E.Amudhan Email: amudhan@rmv.ac.in Mobile No.8825894948
Programmes	B.P.ES., B.P.Ed., M.P.Ed. and Ph.D. (Full time and Part-Time)
University affiliation	Tamil Nadu Physical Education and Sports University (TNPESU), Chennai
UGC Recognition	UGC recognition under Sections 2(f) and 12(B) Clause 7.5 of the UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) regulations, 2023
NAAC Accreditation	A+ Grade, 2023; CGPA 3.38/4.00
NCTE Recognition	B.P.Ed. and M.P.Ed.
Tamil Nadu Physical Education and Sports University Recognition	B.P.E.S
AISHE Code	C-7944
Financial Status	Grant-in-Aid

INSTITUTIONAL STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC) ANALYSIS

Strengths

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

Weaknesses

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

Opportunities

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

Challenges

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

INSTITUTIONAL DEVELOPMENT PLAN (2026-2036)

2.1 Vision

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

2.2 Mission

- Training committed, competent, and skilled pre-service physical education teachers and teacher educators by equipping them with the necessary practical knowledge, skills, and right attitudes, while nurturing holistic values to meet global demands with creativity and confidence.

- Imparting effective coaching by integrating fundamental skills and innovative strategies to successfully address unforeseen situations.

- Strengthening scholastic and non-scholastic skills through systematic field-based and outreach activities integrated with appropriate ICT strategies.

- Promoting research by prioritising key research areas and exploring emerging trends in Physical Education and Sports.

2.3 Core Values

- Character, discipline, integrity and selfless service.
- Excellence in teaching, learning, coaching and research.
- Respect for diversity, inclusion, accessibility and equal opportunity.
- Scientific temper, innovation, evidence-informed practice and academic honesty.
- Physical fitness, health, safety, sportsmanship and lifelong physical activity.
- Environmental responsibility, teamwork and community partnership.

2.4 Goals and Objectives

Academic excellence and curriculum development: Strengthen outcome-based, competency-oriented and practice-rich physical education programmes; review curricula periodically against current regulations, professional standards and emerging sector needs.

Teaching, learning and educational technology: Expand digital learning resources, video-based teaching, learning-management systems, assessment tools and appropriate use of AI-enabled educational technologies.

Research, development and innovation: Build a sustainable research culture in physical education, sports science, pedagogy, health, inclusion and performance analysis; improve the quality and visibility of publications and funded projects.

Faculty development: Support continuing professional development, research supervision, digital pedagogy, coaching qualifications, interdisciplinary learning and participation in conferences.

Sports performance and practical training: Improve coaching practice, fitness assessment, sports performance support, officiating skills and access to safe, well-maintained training facilities.

Student progression and employability: Strengthen career guidance, internships, school and sports-sector placements, competitive-examination preparation, entrepreneurship and alumni mentoring.

Inclusion and student welfare: Promote adapted physical education, inclusive sports, student counselling, gender sensitivity, safety, health awareness and equitable participation.

Partnerships and community engagement: Build meaningful collaborations with schools, universities, sports bodies, health institutions, fitness organisations and community agencies.

Infrastructure and sustainability: Plan phased modernisation of classrooms, library, ICT, fitness and sports facilities, research spaces, accessible infrastructure and environmentally responsible campus practices.

Quality assurance and governance: Use IQAC-led planning, stakeholder feedback, annual performance reviews and evidence-based documentation to support continuous improvement and regulatory compliance.

2.5 Implementation Phases

Phase	Period	Priority direction
Short term	2026-2028	Establish baselines, identify priorities, strengthen documentation, update curricula and digital resources, initiate staff training, formalise partnerships and prepare research proposals.
Medium term	2029-2031	Expand collaborative research, certificate programmes, internships, placement services, sports-science support and infrastructure upgrades; review progress against defined indicators.
Long term	2032-2036	To strengthen the College as a centre of excellence in physical education, sports and research, expand national and international collaborations, maintain high-quality infrastructure and facilities, and achieve measurable outcomes in student development and community engagement.

STRATEGIC ACTION PLANS

3.1 Developing Motivated and Energised Faculty

Short term (2026-2028)

- Prepare an annual faculty development calendar covering physical education pedagogy, ICT, research methods, statistics, academic writing, inclusive teaching and sports-science developments.

- Encourage faculty to complete relevant MOOCs, refresher courses, professional certifications and approved faculty development programmes.
- Create an institutional register of faculty expertise, research interests, coaching qualifications and professional achievements.

Medium term (2029-2031)

- Promote interdisciplinary faculty collaboration and joint publications with universities, research centres and sports/health organisations.
- Support faculty participation in national and international conferences, workshops, coaching clinics and research networks, subject to resources.
- Develop mentoring and peer-learning arrangements for early-career faculty and research supervisors.

Long term (2032-2036)

- Build a stable pool of experienced teacher educators, research supervisors, coaches and sports-science specialists.
- Review faculty development outcomes through teaching quality, research output, professional engagement and student feedback.

3.2 Teaching, Learning and Educational Technology

Short term (2026-2028)

- Map programme outcomes, course outcomes and learning activities for all programmes, and strengthen outcome-based education and assessment rubrics.
- Develop digital lesson materials, demonstration videos, practical manuals, online reading lists and recorded skill demonstrations.
- Use student feedback, assessment results and mentor-mentee reviews to identify learning gaps and provide academic support.

Medium term (2029-2031)

- Expand blended learning and digital assessment where permitted by the relevant regulatory framework.
- Integrate suitable applications of video analysis, wearable technology, performance data and AI-supported learning with appropriate ethical safeguards.
- Strengthen interdisciplinary learning across physical education, sports science, psychology, health, nutrition, technology and inclusive education.

Long term (2032-2036)

- Maintain a regularly reviewed digital repository of teaching-learning resources and practical demonstrations.
- Evaluate teaching innovations through student achievement, graduate feedback and peer review.

3.3 Research, Development and Innovation

Short term (2026-2028)

- Identify priority research themes such as physical education pedagogy, sports performance, exercise physiology, biomechanics, sports psychology, adapted physical education, physical activity and community health.
- Conduct workshops on research design, ethics, statistics, data management, intellectual property, scholarly writing and responsible publication.
- Create a research-support mechanism to identify funding calls and assist faculty in preparing proposals to eligible funding agencies.
- Encourage students to undertake well-supervised research projects and present findings at seminars or conferences.

Medium term (2029-2031)

- Submit collaborative research proposals to appropriate state, national, university, industry and philanthropic funding agencies.
- Develop research partnerships with universities, hospitals, physiotherapy institutions, schools, sports bodies and relevant laboratories.
- Promote quality publications, research presentations, datasets and evidence-based interventions while avoiding predatory publishing practices.
- Explore a research and performance-analysis facility based on feasibility, staffing, space and funding.

Long term (2032-2036)

- Establish sustained research groups and collaborative projects in priority areas.
- Develop a recognised research profile through credible publications, funded projects, community impact and knowledge-sharing.
- Review research performance annually using quality-focused indicators rather than publication counts alone.

3.4 Industry, Professional and Academic Partnerships

Short term (2026-2028)

- Map potential partners including schools, colleges, universities, sports associations, fitness centres, physiotherapy and healthcare institutions, sports event organisers and technology providers.
- Develop a standard procedure for MoUs that defines activities, responsibilities, student safety, supervision and review.
- Invite qualified practitioners and domain experts for guest lectures, demonstrations, career talks and curriculum consultation.

Medium term (2029-2031)

- Implement structured internships and field experiences in schools, sports academies, fitness centres, community programmes and eligible sports organisations.

- Develop joint workshops, coaching clinics, research activities and continuing professional development programmes.
- Review each partnership annually for actual student learning, research or community benefit.

Long term (2032-2036)
- Maintain a portfolio of active, outcome-oriented partnerships at regional, national and, where feasible, international levels.
- Explore faculty/student exchange and collaborative projects subject to institutional approval and available resources.

3.5 Student Placement, Career Guidance and Entrepreneurship

Short term (2026-2028)
- Establish or strengthen a career guidance and placement coordination mechanism with a verified database of graduating students and their career interests.
- Provide career guidance for physical education teaching, coaching, fitness training, sports administration, officiating, research and higher studies.
- Arrange sessions on CV preparation, interviews, competitive examinations, professional ethics, safeguarding and workplace expectations.
- Track graduate progression through a structured annual survey.

Medium term (2029-2031)
- Build a network of schools, sports academies, fitness organisations, sports event agencies and other relevant employers for internships and recruitment.
- Offer approved short-term skill courses in areas such as fitness assessment, coaching methods, sports officiating, event management, first aid/CPR and sports analytics.
- Support students interested in self-employment in coaching, fitness, sports services and community physical activity, with appropriate mentoring.

Long term (2032-2036)
- Use graduate tracking and employer feedback to improve curriculum and career services.
- Set annual placement and progression targets after establishing a reliable baseline; review achievements and gaps through IQAC.

3.6 Sports Performance, Practical Training and Student Development

Short term (2026-2028)
- Prepare an annual maintenance and equipment-replacement schedule for sports grounds, indoor facilities, the Fitness Centre, powerlifting and weightlifting equipment and other training resources.
- Strengthen safety procedures for practical classes, equipment use, fitness testing, sports events, travel and competition participation.
- Provide structured exposure to coaching practice, officiating, event organisation, fitness assessment and school-based teaching practice.

- Encourage participation in university, district, state and national competitions where appropriate, while maintaining academic progress.

Medium term (2029-2031)

- Improve access to sport-specific coaching, performance feedback and evidence-informed training support, subject to available expertise and resources.
- Explore partnerships for sports medicine, physiotherapy, nutrition, injury prevention and safe return-to-play education.
- Develop student leadership through sports event management, officiating assignments and community coaching.

Long term (2032-2036)

- Consolidate a comprehensive practical training model linking classroom learning, school experience, coaching practice, research and community sport.
- Review participation, safety, student development and sporting achievements annually.

3.7 Inclusion, Adapted Physical Education and Student Welfare

Short term (2026-2028)

- Review physical access, learning materials and practical activities to identify reasonable accessibility improvements.
- Strengthen awareness of adapted physical education, inclusive coaching, disability awareness and equitable participation.
- Provide clear referral pathways for student counselling, health support, grievance redressal and safeguarding concerns.

Medium term (2029-2031)

- Develop inclusive activity sessions and adapted sport demonstrations in collaboration with appropriate schools and specialist organisations.
- Provide staff development on inclusive teaching, gender sensitivity, student well-being and safe sport practices.
- Review student feedback to improve access to facilities, support services and participation opportunities.

Long term (2032-2036)

- Embed inclusive practice into programme planning, practical assessment, fieldwork and community engagement.
- Monitor participation and student support outcomes, while protecting confidentiality and dignity.

3.8 Community Engagement and Social Responsibility

Short term (2026-2028)

- Plan school and community programmes promoting physical literacy, fitness, health awareness, safe exercise and active lifestyles.

- Develop service-learning opportunities for students under faculty supervision.
- Maintain records of activities, participating groups, reach, feedback and learning outcomes.

Medium term (2029-2031)

- Build continuing relationships with schools, community groups and public agencies for physical activity and sports development.
- Evaluate selected outreach programmes using participation data and feedback from beneficiaries.

Long term (2032-2036)

- Develop sustainable community partnerships that connect teaching, research, service and local physical activity needs.

3.9 Quality Assurance, Accreditation and Governance

Short term (2026-2028)

- Strengthen IQAC-led annual planning, evidence collection, stakeholder feedback and follow-up action reporting.
- Maintain an updated compliance calendar for applicable UGC, NCTE, university, accreditation and government requirements.
- Use programme outcomes, student feedback, examination performance, research activity and graduate progression to guide improvements.

Medium term (2029-2031)

- Conduct periodic internal reviews of academic delivery, student support, infrastructure, research and partnerships.
- Prepare for applicable accreditation and ranking processes using verified evidence and approved institutional data.
- Improve institutional data management, record retention and documentation protocols.

Long term (2032-2036)

- Develop a culture of continuous quality improvement, transparent governance and evidence-based decision-making.
- Review the IDP at least annually and undertake a formal mid-term review in 2031, followed by a final review in 2036.

3.10 Infrastructure, Library, ICT and Campus Sustainability

Short term (2026-2028)

- Undertake a needs assessment of classrooms, library, ICT, sports facilities, fitness equipment, sanitation, drinking water, accessibility and safety.

- Prepare a phased maintenance and procurement plan, prioritising safety, high-use equipment and teaching-learning needs.
- Continue strengthening library access, digital resources, cataloguing and ICT connectivity.

Medium term (2029-2031)
- Upgrade priority teaching spaces, digital learning facilities, practical-training areas and research resources based on approved budgets.
- Improve energy and water conservation, waste management, greenery and environmentally responsible campus operations.
- Plan facility use and scheduling to maximise safe, equitable access to available spaces.

Long term (2032-2036)
- Implement a phased infrastructure master plan based on feasibility, regulatory requirements, funding and institutional priorities.
- Establish a rolling asset-management plan for maintenance, replacement, accessibility and long-term sustainability.

3.11 Alumni Engagement and Institutional Networking

Short term (2026-2028)
- Update the alumni database and establish regular communication with graduates across teaching, coaching, fitness, sports administration and research.
- Organise alumni interactions on career pathways, professional development and student mentoring.

Medium term (2029-2031)
- Engage alumni as mentors, guest speakers, internship contacts and contributors to professional networking.
- Document alumni achievements and gather feedback on programme relevance and graduate preparedness.

Long term (2032-2036)
- Develop a sustainable alumni engagement plan with annual activities and transparent reporting of contributions and outcomes.

3.12 Skill Development of Administrative and Support Staff

Short term (2026-2028)
- Identify staff training needs in office procedures, digital records, student services, communication, data security and equipment maintenance.
- Arrange periodic training in relevant software, institutional documentation, safety and emergency response.

Medium term (2029-2031)
- Provide role-specific professional development and cross-training to support continuity of essential services.

- Review training effectiveness through service quality, accuracy and feedback.

Long term (2032-2036)

- Maintain an annual staff development cycle aligned with changing institutional systems and service requirements.

IMPLEMENTATION, MONITORING AND REVIEW

The Principal, IQAC, relevant committees, programme coordinators, faculty, administrative staff and student/alumni representatives will contribute to implementation within their approved roles. Each action should be translated into an annual operational plan with a responsible unit, timeline, resource estimate, evidence source and measurable indicator.

Area	Suggested indicators / evidence	Review cycle
Academic quality	Programme and course outcome review; student feedback; learning-support actions; curriculum review records	Annually
Faculty development	Participation in professional development; training outcomes; faculty expertise register	Annually
Research	Proposals submitted; funded projects; quality publications; student research presentations; collaborations	Annually
Student progression	Internship participation; placement and higher-study data; graduate survey response	Annually
Sports and practical training	Facility maintenance records; practical exposure; competition participation; safety reviews	Each semester / annually
Inclusion and welfare	Accessibility actions;	Annually

	awareness activities; support-service review; confidential feedback mechanisms	
Partnerships and outreach	Active MoUs; activities completed; student participation; stakholder and beneficiary feedback	Annually
Infrastructure and sustainability	Maintenance completion; procurement status; energy/water/waste actions; accessibility improvements	Annually
Accreditation and compliance	Regulatory submissions; IQAC action-taken reports; verified data and evidence readiness	As required / annually

Annual review: The IQAC should consolidate progress and challenges, document corrective actions and submit a report to the competent institutional authority. Targets should be revised when regulations, institutional priorities, resources or external conditions change.

RESOURCE MOBILISATION AND RISK MANAGEMENT

- Prepare annual budget proposals linked to the IDP priorities and distinguish essential, desirable and long-term investments.
- Explore eligible grants, research funding, alumni support, approved consultancy, continuing education and partnerships in accordance with institutional policies.
- Prioritize expenditure on student safety, regulatory compliance, teaching-learning quality, essential equipment maintenance and research capacity.
- Assess risks relating to funding, staffing, equipment breakdown, student safety, data protection, regulatory change and partner continuity.

- Use documented approvals, procurement procedures, risk assessments and periodic financial and operational reviews.

EXPECTED OUTCOMES BY 2036

- Strengthened quality and relevance of physical education and sports teacher-education programmes.
- Improved integration of practical training, digital learning, research and professional experience.
- More systematic research planning, collaborations and applications for external funding.
- Stronger career guidance, internship coordination, employer engagement and graduate tracking.
- Well-maintained and progressively upgraded teaching, library, ICT, fitness and sports facilities.
- Expanded inclusion, adapted physical education awareness, student welfare and community engagement.
- More robust institutional documentation, quality assurance and evidence-based planning.
- Deeper alumni engagement and a sustainable network of academic, professional and community partners.