YEARLY STATUS REPORT - 2020-2021

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 VST. 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 Tamil Nadu 641 020

- 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   **rmmcpeiqac@gmail.com**

- Alternate e-mail address (IQAC)   **jayabal@rmv.ac.in**

3.Website address   http://srkvmcpe.org

- Web-link of the AQAR: (Previous Academic Year)   https://srkvmcpe.org/wp-content/uploads/2020/09/AQAR%202019-20.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/2020/04/Academic%20Calendar%202020-2021.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

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/PMMMNMTT 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)

College organized Student Induction Programme through online mode from 02.12.2020 to 05.12.2020.

College organized 5-day International Webinar on yoga from 17.06.2020 to 21.06.2020 and celebration of Virtual International Yoga Day on 21.06.2020.

Memorandum of Understanding (MOU) signed withTamil Nadu Yoga Association, Madurai on 21.01.2021.

Maruthi Alumni meeting was held on 21.02.2021. About 90 Alumni participated in the meeting.

College organized International e-Conference on Synthesis of Traditional Yoga and Modern Science: Solution for the Current Pandemic on 20.06.2021.

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
Faculty Development Programme was conducted for faculty members on the topic 'Online Teaching' on 07.07.2020.	Dr. T. Thangamani, Assistant Professor received an award of 'Yogachariya' in recognition of his achievements in the field of yoga by Tamil Nadu Yogasana Association (Affiliated to Yoga Federation of India & Recognized by SDAT and Tamil Nadu Olympic Association) on 21.06.2021. Dr. A. Needhiraja, Assistant Professor has been awarded Grade 'B' certification in Basketball by the National Testing Agency under Coach Education Programme (CEP). The online examination was conducted in June 2020.
Encouraging the staff to continue studies	Dr. M. Srinivasan, Assistant Professor completed the eight-week online course (Feb-Apr 2020) 'Enhancing Soft Skills and Personality' with a consolidated score of 68% organized by The National Programme on Technology Enhanced Learning (NPTEL), IIT Kanpur.
Faculty Development Program	Faculty Development Programme was conducted for faculty members on the topic 'Online Teaching' on 07.07.2020. Faculty Development Programme was conducted for faculty members on the topic 'Recent Trends in Physical Education' on 07.05.2021. Faculty Development Programme was conducted for faculty members (through online mode) on the topic 'Statistical Product and Service Solutions' (SPSS) on 08.05.2021. Faculty

	Development Programme was conducted for non-teaching staff members on the topic 'Efficacy of Office Administration' on 08.07.2021.
Proposed to UGC NET coaching classes	UGC-NET coaching classes were conducted for PG students and M.Phil scholars from 06.03.2021 to 10.03.2021.
Proposed to conduct Maruthi Alumni meeting	Maruthi Alumni meeting was held on 21.02.2021. About 90 Alumni participated in the meeting.
Proposed to organize International E-Conference on Synthesis of Traditional Yoga and Modern Science: Solution for the Current Pandemic	International e-Conference on Synthesis of Traditional Yoga and Modern Science: Solution for the Current Pandemic was conducted on 20.06.2021
Proposed to organize workshop on 'Latest Developments in Basketball'	College organized a Workshop on 'Latest Developments in Basketball' on 11.05.2021 through online mode.
Following the All India Survey of Higher Education (AISHE) guidelines.	The report for the All India Survey on Higher Education was submitted and the Reference No: C-7944-2020 Date:11/02/2022

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
COLLEGE COMMITTEE	25/04/2022

14.Whether institutional data submitted to AISHE

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Data of the Institution	
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• Designation	**Principal**
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• Mobile No:	**9443294170**
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NAAC guidelines		
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COLLEGE COMMITTEE	25/04/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	11/02/2022

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:

-

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 StudentCentric 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:

During the Covid period, classes were conducted through online. Google Classroom was created for each course by the respective

teachers. Relevant materials for each course were stored in google classroom and videos were shared from google drive through google classroom. Classes were taken through google meet. Attendance for the students is marked automatically by those attending classes through google meet. Semester examinations were conducted through online mode. Seminars/Conferences were also organized through online mode.

Extended Profile

2.Student

2.1	**156**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**85**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**51**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**78**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**78**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**81**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**14.19163**
4.2 Total number of computers on campus for academic purposes	**35**

5.Teacher

5.1 Number of full-time teachers during the year:	**14**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**14**

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

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

In courses where units/topics related to policies, regulations or laws that change to accommodate the latest developments, changes or corrections are subsequently incorporated as recommended by board of studies and approved by academic council. Necessary steps are taken to incorporate revision / modification of syllabi before the end of the year so as to implement the revised syllabi in the forthcoming academic year.

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

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	B. Any 5 of the above

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

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 students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

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

96

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

96

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	View File

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

`19`

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

`50`

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 in to 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

The College making the teacher trainees to understand diversified educational systems that exist at school level.

Types of educational systems such as:

1.Tamil Nadu State board schools

2.CBSE schools

3.Matriculation schools

4.ICSE schools

5.Anglo Indian Schools

6.Sainik Schools

7.Kendriya Vidyalaya Schools

8.Navodaya Vidyalaya Schools

DEVELOPMENT OF SCHOOL SYSTEM

Appointment of physical education teachers are made to middle schools in regular and contract mode with minimum qualification of D.P.Ed, to high schools, with minimum qualification of B.P.Ed., In the same manner, the Physical Directors for the higher secondary schools with the qualification of M.P.Ed.

FUNCTIONING OF VARIOUS BOARDS IN TAMIL NADU

In Tamil Nadu, the syllabus is same for state board schools and matriculation schools.

ICSE schools and Anglo Indian

ASSESSMENT SYSTEM

The assessment system in state board and matriculation schools for the physical education from

standard I to standard IX is continuous and comprehensive which includes formative assessment,

practical exam and summative assessment.

The grading system is adopted. CBSE, ICSE schools and Anglo Indian Schools follow the National

pattern of assessment.

NORMS AND STANDARDS

The Government of Tamil Nadu, department of school education has designed the norms in

measuring the physical fitness (Battery test) among the students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<u>View File</u>
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

College emphasizes the Student Induction Programme.

The curriculum contains all the necessary Allied Sports Science Courses which cultivate the

science background among the Teacher Trainees.

The curriculum insists on the Teaching Practice, it helps the trainees to become good Physical Education Teachers.

The curriculum offers Intramural and Project Sports Meet to the trainees .

College has a Students Council, which provides opportunities to participate and organizes various competitions among the trainees.

The trainees were encouraged to serve as Officials (Referees and Umpires), they were motivated to serve as an official in various tournaments.

College possesses a significant practice namely Synchronized Physical Training, which is an invigorating activity for the trainees.

College conducting Leadership Training Camp.

The trainees are encouraged to do Self-Study courses through which they can enhance

their Professional Qualification.

Trainees are encouraged to involve in the Swachh Bharat movement and service activities through the NSS.

The curriculum gives priority to conducting coaching classes for the NET.

College takes a keen interest in organizing Conferences, Seminars, and Workshops.

College has well-established sports science laboratories .

Value Education Classes are provided.

International Day of Yoga is celebrated.

College conducting Campus Interviews.

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

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

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

81

2.1.1.1 - Number of students enrolled during the year

81

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	View File

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

51

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

51

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	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	View File

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.

List of Relevant Initiatives:

• College provides personalized attention to each and every student taking admission.

- Within a month after admission, through class tests, level of learning of students is assessed.

- Slow learners are identified and provided with more intense attention both inside and outside class.

- Special classes are held for slow learners to help them cope with the curriculum.

- Advanced students are encouraged to aim high and are helped by timely supply of reference books, and study materials from various e-portals like INFLIBNET subscribed by the college.

- Communications are maintained between parents and teachers so that parents can take the advice of teachers if and when their wards face any physical or psychological distress.

- Students of a particular class are divided into groups and are assigned to the special care of a teacher, thus establishing a Mentor Mentee system which enables students to receive close attention from a particular mentor in addition to the accessibility of the faculty members in general.

- Advanced learners are also encouraged to be supportive towards their less proficient class mates as peer support is a great morale booster.

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	Six/Five of the above

abled) Multilingual interactions and inputs

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

12:1

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	**No File Uploaded**

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.

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

Experiential Learning and Participative Learning

- **For experiential learning, teaching practice in schools consciously attempts to provide experience to the U.G. (B.P.Ed) teacher trainees so that teaching becomes a reflective practice.**
- **P.G. (M.P.Ed) teacher trainees go for internship to educational institutions to gain experiential and participative learning**

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

Library has been subscribing the e- journals/resources and they are available online for access throughout in the campus and remote access in the college website such as N-LIST

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	**No File Uploaded**

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

8

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

150

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	**Five/Six 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	**No File Uploaded**

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.

With this mentor mentee meeting each student is getting awareness about their responsibilities and taking up the responsibilities on their shoulders.

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 acumen a lot of 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 development in the field of physical education and sports. These titles are coined through brain storming sessions involving faculty members and teacher trainees related to social needs. Teacher trainees are motivated to develop a variety of working models, graphical charts, sports videos, sports training protocols, play activities protocols, and norms for physical exercises with their imagination 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, 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 possibl	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	**Six/Seven of the above**

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	

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	All of the above

activities Performance tests Oral assessment Rating Scales

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	No File Uploaded

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 ofcommunity related events Building teams and helping them to participate Involvement

All of the above

in preparatory arrangements Executing/conducting the event

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	**Four 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:

- **Internship programme is systematically arranged by involving the head of the institution, teaching practice staff in-charge, head of the school and school mentor teacher (physical director/physical education teacher) and make a detailed plan of the teaching practice programme for the academic year.**
- **The college has good rapport with CEO office, DEO office and**

- practice teaching schools for planning and executing teaching practice to conduct internship.
- The teaching practice schools are selected on the basis of the availability of required infrastructural facilities and type of school (government, aided and matriculation in rural and urban areas).
- The teacher trainees are allotted on the basis of student strength (school) and required game of specialization of the schools.

2. Orientation to school principal/teachers:

- Teacher trainees, visit the allotted teaching practice schools with the permission letter from CEO and inform to the head of the school to allot required classes.
- Teaching practice staff in-charge gives an orientation to school mentor teacher (physical director/physical education teacher) to provide the classes and necessary guidance to the teacher trainees.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

71

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	Five/Six of the above

Administrative responsibilities-experience/exposure Preparation of progress reports

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	View File
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 to the teacher trainees on the importance of teaching practice.**
2. **The faculty in-charge handles model lesson plans to the teacher trainees, with detailed explanation and demonstration of each component of the lesson plans i.e., general lesson plan and particular lesson plan.**

Feedback Mechanism adopted during practice teaching:

Faculty members evaluate the teacher trainees competencies in teaching during their visits to the practice teaching schools and they give individual constructive criticism. Teacher trainees also receive personal feedback from the peers who observe their classes.

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

Rural Coaching:

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

Feedback Mechanism adopted during internship:

1. Faculty members evaluate the teacher trainees competencies in teaching and coaching during their visits to the colleges and they give immediate individual constructive criticism.
2. The mentor teachers in the practice teaching colleges observe the classes of teacher trainees, point out drawbacks, if any, and give an appropriate feedback.

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,	Five of the above

initiative and commitment Extent of job readiness	

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	**No File Uploaded**
Any other relevant information	View File

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

91

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	No File Uploaded

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 adopted by the college for the last several years with emphasis on monitoring incremental academic growth of every student admitted in various programmes.
•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 20 and 80 respectively. For internship the weightage of the internal and external is 90 and 10 respectively and for dissertation the weightage of the internal and external is 50 and 50 respectively.**

- **Passing minimum is fixed as 50% in both CIA and ESE.**
- **For M.P.Ed programme, one credit is equivalent to 20 hours of teaching for theory course, 30 hours for practicum course, 30 hours for internship and 20 hours for dissertation.**

- **For the B.P.Ed programme, setting of question papers and evaluation of answer scripts for the end semester examination is done by external examiners for all the theory courses.**

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	Five 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	No File Uploaded

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:

- Evaluation of answer scripts (other than rectification of casting errors and omissions in evaluation) in respect of CIA examination / End semester examinations.
- Grievances with regard to improvement, re-totaling and re-valuation are duly addressed by the controller of examinations.
- If a teacher trainee is unable to appear in the scheduled examinations due to his pre-occupation with participation in tournaments, he is permitted to appear for special examinations on producing proper documents to grievance

redressal cell.

- ○ **After receiving the applications from the teacher trainee, Grievance Redressal Cell (GRC) conducts a meeting and verifies the grievances and takes a decision.**
- ○ **Finally, the GRC communicate about the action taken on the grievances to the concerned teacher trainee.**

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

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 academic calendar every year at the beginning of the academic year, with respect to the academic activities which are to be conducted in the college for the academic year. After completion of 30 working days, CIA I (Continuous Internal Assessment I) and after completion of 60 working days CIA II (Continuous Internal Assessment II) Examinations are conducted.

1. **Continuous Internal Assessment Examinations (CIA I & CIA II) maximum marks are as 40 with two hours duration.**
2. **After completion of 95 working days, Pre-Semester examinations are conducted as per the schedule given in the academic calendar and by informing the students and also by exhibiting in the notice board duly signed by the Principal and the Controller of Examinations.**
3. **Pre-semester examination question pattern is similar to Semester examination with maximum of 60 marks with three hours duration. Assessment of students' knowledge and skills at regular intervals by conducting a number of tests internally by the teachers in the subjects concerned. Hence the institution strictly adheres to the academic calendar for the conduct of internal evaluation.**

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:

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

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

   o Internal and external theory examinations
   o Internal and external sports and games practical examination
   o 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

180

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	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

100

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	View File
Any other relevant information	View File

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	View File

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	**One of the above**

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
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 tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
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

4

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

5

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

2

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

147

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

152

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

152

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

6

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

6

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

5

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 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	**Five/Six of the above**

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	View File

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 has excellent infra-structural facilities equipped with modern and functional workspaces to create a serene ambience and atmosphere for teaching-learning and organising physical education and sports programmes. Adequate number of classrooms and halls for teaching learning transaction with LCD and audio visual

aids are available. Well-equipped Principal's room, office and staff rooms are available. A Multi-purpose auditorium for organizing conferences seminars, workshops, cultural functions and co curricular activities. Well-furnished Seminar Hall and conference Hall for conducting meetings of Board of Studies, Academic Council and Governing Body and other meetings

Sports Facilities

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

File Description	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

7

File Description	Documents
Data as per Data Template	View File
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)

540752

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

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

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

Bar-coding used: Yes

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

RF –Technology System

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

File Description	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 () 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), Shodhganga,ShodhGangotri,SWAYAM,NDLI,etc.

The portal also facilitates access to the knowledge resources of Ramakrishna Mission Vidyalaya Maruthi College of Physical education. The digital resources of the portal include publications of faculty members, theses, videos, and other teaching and learning resources. 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)

0.104

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

2088

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	**No File Uploaded**
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

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

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

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

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

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	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

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	One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=nRkUC1OdKuc
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://naac.srkvmcpe.org/wp-content/uploads/2022/06/4.3.4_Link-to-the-e-content-developed-by-the-faculty-of-the-institution.pdf
Any other relevant information	No File Uploaded

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)

833102

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	No File Uploaded

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:

Physical infrastructure of the institution is provided as per NCTE norms.

The maintenance of physical, academic and support facilities is headed by the Principal who in turn monitors the work of the teaching staff, administrative staff and supportive staff at the next level.

Regular maintenance of civil, electrical, plumbing, carpentry, masonry and painting are adequately monitored and maintained by the maintenance section of the central management of the institution.

The Staff in-charge of laboratories maintains all the documents and registers for the available equipment.

Utilization:

Laboratories

In the sports sciences laboratories practical experience is provided to the teacher trainees.

In-house scholars and research scholars from other institutions also can utilize these laboratories by paying nominal charges.

Library

Facilities available in the college library:

Library has a rich collection of latest text and reference books, Educational encyclopaedias, yearbooks, e-books, e-journals, e-theses, CD-ROM and print journals and magazines on physical education.

A digital library (Institutional Repository) has been developed, which has accessing e-resources through INFLIBNET, Open Source Journals and Magazines a collection of course materials, question papers, materials for communication skills, journal content pages,

File Description	Documents
Appropriate link(s) on the institutional website	https://srkvmcpe.org/facilities/
Any other relevant information	No File Uploaded

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	Five fo 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	Seven/Eight of the above

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

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	View File
Any other relevant information	No File Uploaded

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)	Four 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	No File Uploaded

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
23	77

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).

27

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)

1

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

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

Functioning of Students Council

Objectives

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

Major Activities

- Coordinating the activities of various, cells and associations.
- Organising important days like Teachers Day, National Sports Day, National Youth Day, Independence Day and Republic Day to impart patriotism and national integration among the teacher trainees.

- Coordinating with the faculty in organizing various activities during Gurupuja celebrations
- Taking initiative in publishing the Annual Magazine
- Coordinating the activities of Swachh Vidyalaya Programme
- Maintaining the clean college environment sets a good example to students.
- Taking up cleaning activities in the adopted village
- Conducting various cultural activities and competitions
- Co-operating and coordinating with the students and faculty in organizing workshops, seminars and other curricular and co-curricular activities in the college.

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

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

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

5

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 college has an Alumni Association and the meetings are periodically conducted. Ramakrishna Mission Vidyalaya Institutions have a common Alumni Association, referred as 'All Vidyalaya Alumni Association' (AVAA). All the alumni units of the respective sister institutions are a part of AVAA. Similarly Maruthi Alumni Association (MAASS) is a unite under the umbrella, AVAA.

The Head of the institution and one senior faculty from each of the institutions are the executive members of AVAA. The executive meeting of AVAA is conducted on the Foundation day of Ramakrishna Mission Vidyalya, 3rd February, every year.

The functioning of a strong Alumni association is a unique feature of the college. The alumni contribute to the overall academic growth of the institution by playing a major role as members of various committees, resource persons, job providers, financial supporters and professional partners.

The report of activities of each institution is shared and compiled and featured in the annual publication magazine called Alumni News.

Reputed alumni of the Vidyalaya institutions are honoured for their meritorious achievements every year during the Foundation Day.

Alumni motivate and encourage the teacher trainees by giving pep-talks during their visit to the institution.

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	**No File Uploaded**
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 institute has a vibrant alumni association that works closely with faculty in devising ways to improve teaching methods, organizes events that build teacher trainees confidence in accepting responsibility and successfully address the challenges they face during the study.**
- **They address the teacher trainees at the beginning of the academic year about the scope and avenues in physical education and sports.**

- **They share their professional experience with students and motivating them through various activities like delivering guest lectures and workshop on career prospects and current scenario of education and sports.**

- **Thus the alumni help in personality development, career advising, industry institute interaction, sponsorship, mentoring and providing placement assistance, preparing lesson plans, writing of synopsis, paper presentation and participation in organizing tournaments and performing in sports and games.**

- **The alumni also encourage students to be entrepreneurial and innovative by sharing their experiences with current requirement and boost their confidence and mould themselves.**

- **The alumni act as judges the physical demonstration events during the annual day function.**

- **The alumni assist to arrange workshops and conduct national conferences and seminars in the college thereby engage to promote research attitude among the teacher trainees.**

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 participates in the governance of the institution through various administrative responsibilities such as Class Teacher, Mentor, Counseling and Placement Officer, In-Charge of Internship, Intramural Director, Extramural Director, House in-charge, Students' Council in-charge, IQAC co-ordinator, Controller of Examinations, NSS Programme Officer and co-ordinator of various committees.**

- **Teacher trainees contribute in the governance of the institution through effective representation such as Class leader, Mentee, Students' Council office bearers, Intramural Committee office bearers, members in Board of Studies and IQAC and other committees.**
- **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

Decentralization and Participative Management

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

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.
2. 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:

1. **As the post accredited initiative, the college had planned to implement a strategic plan to enable the stakeholders to optimally utilize various resources and let the services be also utilized by the public.**
2. **This initiative was brought to the discussion of the members of IQAC and staff council.**
3. **The modalities for optimally utilizing the resources of the college are worked out and discussed.**

Resources identified to be utilized optimally:

I. Fitness centre, Weight lifting and Power lifting facilities

II. Badminton:

For Teacher Trainees: Teacher trainees are encouraged to make use of Badminton indoor courts during practical hours, and every day in the evening time.

1. **For School children: During weekends, Badminton courts are available for school children. School children can pay the monthly subscription and become the members. Teacher trainees, who are proficient in badminton give coaching to the school children**
2. **For Public: Public can make use of badminton courts in the morning hours by paying monthly subscription. Approximately 50 members are making use of this facility. Teacher trainees those are good in badminton serve as coaches.**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://srkvmcpe.org/wp-content/uploads/2021/03/Strategic%20Plan%20and%20development%20documents.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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.

Policies

- **The overall administration of the college is managed by the Management Committee which nominates the Secretary of the college. With the approval of the Government, the nominated secretary functions as the Secretary of the College Committee/Governing Body.**

- **The Governing Body is constituted and functions as per the regulations of UGC. Through proper selection procedure, the College Committee appoints the Principal of the college who is responsible for administering the various activities of the college.**

Administrative Setup:

- **The College committee and Governing Body review and evaluate the academic progress, administrative processes, co-curricular and extension activities, and administrative functioning of the College.**
- **The Finance Committee approves proposals for the development of infrastructure and sports scholarships.**
- **IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non-academic events.**

Appointment:

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC state

Government rules and regulations such as reservation policy etc.

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	View File

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.

Functions of the Statutory Bodies:

1. College committee:

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

1. Governing Body:

- **Fix the fees and other charges payable by the students of the college on the recommendations on the finance committee.**

1. **Finance Committee:**

- **Budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. collected for the activities to undertake the scheme of autonomy.**

1. **Academic Council:**

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

1. **Board of studies:**

- **Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the academic council.**

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	**No File Uploaded**

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

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

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

- The free internet facility available to the teaching and non-teaching staff paves the way for their academic enrichment.
- To attend the Faculty Development Programmes, Orientation and Refresher courses for the professional development of the staff.
- Offered various training programmes such as Computer awareness and a programme on Communicative English for their professional development.
- Tamil Nadu state government is providing health insurance for all the aided and teaching and non-teaching staff members. For the self-financing teaching and non-teaching staff, our management is providing health care facilities through the dispensary.
- The management has a strong cherished desire and willingness to take care of the employees both aided and un-aided, teaching and non-teaching. The staff members have been provided leave salary, festival advance, salary advance, provident fund/EPF, group insurance and health insurance by the management.
- The management is providing financial support to the faculty members for attending Seminars and Conferences.
- Management contributes an equal share of the Employee provident Fund for teaching and non-teaching staff.
- Residential Staff quarters

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

4

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	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
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

6

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

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.

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time for teaching and non teaching staff. The performance of each employee is assessed annually after completion of one year of service. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS).

Teaching staff

1. **Increments and Promotions are completely based upon the Performance.**
2. **The performance of teaching staff is assessed on the following bases: their Professional Qualification, Academic activities, Research Guidance, Workshops / Certificate Courses / Online Certificate Courses attended/Completed, Papers presented in the Conferences / Seminars, Publications, Edited Books, Proceedings, Journals, Projects etc., Other than that, membership of professional bodies or societies are also recorded.**

Non-Teaching staff

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

File Description	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)

9,200

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	No File Uploaded
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 stake holders, government, UGC, local well-wishers and alumni. The Management helps to create a well-furnished and healthy campus for the students. College has a transparent mechanism of auditing and a specific committee for utilizing this grant and resources.

Optimal Utilization of Resources: College keeps its infrastructure updated from time to time. College has policies for effective

implementation and optimal utilisation of resources. The institution received funding from UGC and takes care of the received funds by paying through the Cheque, RTGS or NEFT and through online mode only. As per the priority and advice of committees, the funds are utilized for infrastructural development and beautification, ICT devices up-gradation, student development and necessary equipment for the programmes. The grants received are spent with the consent of statutory committees.

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 objectives of IQAC are:**

  - To realize the Mission and Vision of the college.

  - To distribute the information on various quality parameters of higher education.

  - To coordinate the quality-related activities of the institution.

  - To document the various programmes and activities leading to quality improvement.

  - To promote the measures for institutionalize the best practices.

  - To foster a framework to enhance the academic and administrative excellence of the college.

  - To optimize and integrate the modern methods of teaching and learning in physical education and sports.

  - To effectively implement the decisions of IQAC

- **IQAC in curriculum planning, reviewing and revising:**

- **IQAC for teaching learning and evaluation:**

  ○ **Faculty are integrated ICT with e-learning resources in theory and practicum courses in the UG and PG programmes.**
  ○ **Faculty development programmes are orgnaised to develop innovative methods of teaching.**

- **IQAC conducts Academic and Administrative Audit:**

- **IQAC emphasizes the feedback collection and action plan:**

- **IQAC encourages various committees/cells/association of the college to organize extension and service oriented activities.**

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

File Description	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:

- **Faculty discussion on curriculum planning, reviewing and modifying in Pre-Board of Studies**

- **Finalizing the curriculum in Board of Studies, Academic Council meetings and approval through Governing Body**

- **Teacher trainees are provided with the calendar, diary and syllabus to know all the details of activities and scheme of**

evaluation of the college
- Organize seminars, conferences and workshops at various levels in the college to enrich the knowledge of faculty and teacher trainees
- Conducting faculty development programme to enhancing the academic and intellectual environment in the college
- Providing faculty members with enough opportunities to pursue research and to participate in seminars

- Controller of Examinations carry out:

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

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

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/wp-content/uploads/2020/09/IQAC%20-%202020-2021%20(Q1-Q4).pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://srkvmcpe.org/wp-content/uploads/2020/09/AQAR%202019-20.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

CONTEXT:

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

Facilities Established with the UGC Grant:

I. Construction of Sports Sciences Laboratory building

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

OUTCOMES:

Quality Initiatives:

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

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

III. Sports Sciences laboratories:

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

IV. Public:

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

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**

- o **E-waste management**
- o **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	[View File](#)

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. Separate washrooms are provided for men trainees, women and faculties. The supporting staff ensures that cleanliness and sanitation are neatly maintained in the washrooms and restrooms.
2. RO purified safe drinking water is available.
3. Saplings are planted on the college campus and ensure the growth of the plants with regular watering and natural manure.
4. Leaves which are fallen from the trees were used as natural manure.
5. The trainees of the college are actively involved in maintaining cleanliness in the playgrounds and college campus and are made aware of issues related to preserving good health and hygiene.
6. Maintenance of playfields was included in the curriculum.
7. The college has initiated "Swatch Vidyalaya" and "Swatch Bharat", and trainees are actively involved in the programme and clean the college campus and nearby government institutions.
8. Play equipment and implements are maintained properly and kept in the appropriate racking system.
9. Playgrounds are maintained with proper watering and levelling.
10. Indoor tennis courts and badminton courts are maintained at regular intervals.
11. Sports wears and gymnastic mats are maintained with a suitable storing system.
12. Green Covers and Pollution free environment.

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)

331982

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

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

COIMBATORE'S RESOURCES:

- **Coimbatore is famous for foundry and automobile industries,**

manufacturing of textile industry equipment, spares, motor pump sets, wet grinders and varied engineering goods and services.

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:
- Alcohol consumption:

REMEDIAL MEASURES:

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

LEVERAGING:

- Management of the college understands that health issues of the youth can be minimized by making them to involve in exercise regime.
- General Public are encouraged to use the campus facilities for walking/jogging.

OUTCOMES:

- Consumption of alcohol by the members of fitness centre is reduced significantly after joining the fitness centre.
- General health of the members has been improved
- Lifestyle of these members is improved

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 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	A. All of the above

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	No File Uploaded
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	View File
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-1

Game-Based Training for Improving Skills and Physical Fitness in Sports

Objectives:

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

Best Practice-2

Developing professional competencies essential for qualified officials to effectively organize sports and games using field based training

Objectives of the practice

- To motivate the teacher trainees to opt for officiating positions as part of their professional career.
- To enable the teacher trainees to get acquainted with the necessary basic knowledge and develop proficiency in acquiring specific skills to effectively perform the duties as officials of various games.

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

IMPARTING SYNCHRONISED PHYSICAL TRAINING THROUGH UNIFIED PERFORMING ARTS PRACTICES

Prelude:

Physical Education is an education which brings improvement in human performance with the help of physical activities. It is necessary that physical education must be taught from an early age as it is a gateway to learn other subjects.

Objectives:

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

Significance of the Distinctive Activity:

This extension activity renders service to the children studying in Panchayat union elementary schools through teaching various synchronized physical activities, related to health, hygiene, fitness and social harmony.

The Practice:

Phase-I: Planning and Preparation

Phase-II: Implementation of the programme in schools

Phase-III: Demonstration of the Activities

Impact of the practice:

1. **Parents, school teachers and public recognize the importance and significance of this mega event as it develops inter-personal and intra-personal skills of their children.**
2. **Teacher trainees are immensely benefited of this mega event.**

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**