YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	**Y.M.C.A. COLLEGE OF PHYSICAL EDUCATION**
• Name of the Head of the institution	**Dr. S. JOHNSON PREMKUMAR**
• Designation	**PRINCIPAL IN-CHARGE**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**04424344816**
• Mobile No:	**9444313687**
• Registered e-mail ID (Principal)	**office@ymcacollege.ac.in**
• Alternate Email ID	**principal@ymcacollege.ac.in**
• Address	**497, Anna Salai, Nandanam**
• City/Town	**Chennai**
• State/UT	**Tamil Nadu**
• Pin Code	**600035**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Physical Education
• Type of Institution	**Co-education**
• Location	**Urban**

	• 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. K. JOTHI**
	• Phone No.	**04424344816**
	• Alternate phone No.(IQAC)	**9444335355**
	• Mobile (IQAC)	**9342204126**
	• IQAC e-mail address	**iqac@ymcacollege.ac.in**
	• Alternate e-mail address (IQAC)	
3.Website address		https://ymcacollege.ac.in/web/
	• Web-link of the AQAR: (Previous Academic Year)	https://ymcacollege.ac.in/web/wp-content/uploads/2024/02/23897.pdf
4.Whether Academic Calendar prepared during the year?		**Yes**
	• if yes, whether it is uploaded in the Institutional website Web link:	https://ymcacollege.ac.in/web/wp-content/uploads/2024/01/Y.M.C.A.-College-Calendar-2022-2023.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**86.70**	**2003**	**21/03/2003**	**20/03/2008**
Cycle 2	**A**	**3.28**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC	**01/02/2003**

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
Y.M.C.A. College of Physical Education	2(f) & 12(b)	UGC	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines — Yes

- Upload latest notification of formation of IQAC —

9.No. of IQAC meetings held during the year — 1

- 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) —

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)

To help the economically poor children by giving sports coaching in Football, Basketball Athletics & Volleyball at the Y.M.C.A. College Sports Hr. Sec School, Chennai

Training on the usage of e-library facility through INFLIBNETNLIST for students and faculty members

Outcome-based Education- (OBE) Implementation Curriculum Development

Facilitating research activities and Research publications of faculty members

More facilities for ICT -enabled Teaching & Learning

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
Subject specific seminars , workshops and awareness programs for students and faculty members	International, National Conferences, Seminars Workshops FDP
Facilitating research activities and Research publications of faculty members	Many Faculty members will be encouraged to publish research articles
Social and environmental Awareness programmes for students and faculty members	Rotaract Club Activities
Sports Coaching for economically poor boys of South Chennai	Teacher trainees of YMCA College

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff Council	01/08/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	21/02/2024

15.Multidisciplinary / interdisciplinary

Established a century ago, the YMCA College of Physical Education envisions itself as a premier teacher training institution dedicated to cultivating well-rounded leaders in Physical Education, fostering the development of physical, mental, moral, and spiritual values essential for nurturing healthy citizens who can contribute meaningfully to the nation. Throughout its century-long journey, YMCA College has consistently distinguished itself in delivering quality physical education programs.

Adopting a student-centered approach, the institution prioritizes the needs of its students and advocates for teaching methodologies such as active learning, research endeavors, problem-based learning, and project-based learning. Students actively participate in a plethora of learning opportunities available on campus, engaging in various academic activities provided by the institution. Meticulously chosen teaching practice schools enhance student teachers' experiences, enrich their knowledge, and bolster their confidence in teaching.

For Master's students, collaborative group work and discussions are encouraged. M.P.Ed. students are assigned mentors following a formal colloquium, wherein teachers partake as students present their research topics for dissertations and research work. Under the constant supervision of mentors, teacher educators collaborate to refine research proposals and provide feedback for finalizing the chosen topics.

The Bachelor of Physical Education (B.P.Ed.) program operates under a Choice-based Credit System (CBCS), emphasizing multidisciplinary studies through elective courses. Leadership camps held at Yelagiri nurture leadership qualities and managerial skills, including time management. To foster research acumen, students are required to present colloquiums, PowerPoint presentations, and classroom teaching events under the guidance of teachers. Student-centric initiatives encompass assignments, participation in student associations, dissertations, and the organization of rural sports events.

Students are adeptly trained to leverage various learning resources both within and beyond the campus. Skill development initiatives comprise intramural and inter-class competitions, practical sessions across all games and sports, Play Day organization, inter-school contests, and inter-collegiate tournaments in diverse disciplines.

Optional courses such as Bharathiam, Silambam, Orientation & Mobility, Band, and Yoga, alongside add-on courses covering Special Olympics & Adventure Sports, Sports Physiotherapy, Sports Nutrition, and Soft skills, are facilitated by faculty members from neighboring institutions who serve as experts. Active learning is fostered through participation, observation, and reading, facilitated by resources like the library, resource center, laboratories, computer center, and sports fields. Active learning techniques include project assignments, group tasks, report composition, individual assignments, presentations, delivering talks during general assemblies, and preparing demonstrations in project meetings.

16.Academic bank of credits (ABC):

Faculties are encouraged to design curricula based on the area of specialization for both theory and practical. Pedagogical approaches within the approved framework of assignment and assessment. Students earn credits by completing courses, and modules, or demonstrating competency in certain subjects or skills. These credits are typically awarded based on the number of hours spent in instruction or on the successful demonstration of knowledge or skills. The college provides opportunities for online learning, competency-based assessments, and recognition of prior learning or work experience.

Credits may be accumulated over two years in both the BPEd and MPEd programs at our college as follows: four credits for Discipline Specific Elective, Generic elective, Skill enhancement, and Ability Enhancement (Compulsory) Courses in each semester.

17.Skill development:

Assertiveness: Encouraged during the weekly general assembly, students are driven to assert themselves and ensure their voices are heard in college. Consistent participation in these assemblies facilitates the development of assertiveness.

Responsibility: Rising at 5 am each morning, students are instilled with the importance of punctuality in submitting assignments. Additionally, during leadership training camp, students are tasked with preparing their meals, fostering a sense of responsibility.

Communication skills: Through dedicated subjects in the curriculum, the college emphasizes the enhancement of communication skills. Students are actively encouraged to refine their communication abilities through class seminars and group discussions.

Critical-thinking skills: Engaging students with hypothetical life scenarios, the classroom environment prompts them to deliberate on optimal solutions, thus nurturing critical-thinking skills.

Study skills: The college supports the cultivation of study skills by providing access to a vast library and internet facilities, equipping students with resources essential for academic success.

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

In the B.P.Ed course, Environmental Science is one of the elective courses

Unit-I Basic Concepts Meaning, Definition of Environmental Studies History of Ecology Nature, Scope and Importance of Environmental Studies Guiding Principles of Environmental Studies

Unit - II Environmental Hazards Land Pollution: Air Pollution Water Pollution Noise Pollution Radiation Deforestation Soil Erosion Ways of Protecting, Preserving & Restoring Environment

Unit III India and Environmental Issues & Policies Environmental Problems of India Policies Environmental movements in India Chipko movement, Narmadha valley movement - Green

Unit IV Environmental Awareness Stockholm Conference 1972 Nairobi Conference 1982 Rio Summit 1992 Rio Declaration.

Unit- V Methods of Teaching and Environmental Education In School Curriculum In India Education Lecture, Demonstration, Discussion, Seminar, Workshop, Dialogue, Problems, Exhibition, Role of India Pre School Elementary, Secondary, Higher Secondary CBSE, State syllabus

In M.P.Ed we have DISASTER MANAGEMENT AND ENVIRONMENTAL STUDIES

Unit-I Basic Concepts

Meaning, Definition, Nature, Scope, Types, Components, Structure of Environment –eco system, Atmosphere, Biosphere, Hydrosphere, Lithosphere and importance of Environmental Studies

Unit - II Environmental Hazards

 Pollution: Land, Air, Water, Noise-- Radiation, Deforestation, Soil Erosion Ways of Protecting, Preserving & Restoring Environment

Unit: III Definition and types of disaster

Hazards and Disasters, Risk and Vulnerability in Disasters, Natural and Man-made disasters, earthquakes, floods drought, landside, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes. Man-made disasters: Terrorism, gas and radiation leaks, toxic waste disposal, oil spills, forest fires.

Unit: IV Study of Important Disasters

Earthquakes and their types, magnitude, and intensity, seismic zones of India, major fault systems of India plate, flood types and their management, drought types and their management, landside and their

management in hill stations and other surroundings. Social Economics and Environmental impact of disasters.

Unit: V Mitigation and Management Techniques of Disaster

Disaster Management Cycle, Disaster management policy, National and State Bodies for Disaster Management, Early Warning Systems, Building design and construction in highly seismic zones, Training for disaster preparedness, Awareness generation program, and usage of geographic information system (GIS).

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

CBCS and OBE System: The B.P.Ed and M.P.Ed Programs. The CBCS provides students with the opportunity to choose courses from a prescribed list, including core, elective, and skill-based courses. These courses will be evaluated using a grading system, which benefits students when transferring between institutions in India and abroad. To ensure uniformity in the evaluation system and the computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, guidelines have been formulated.

Master of Physical Education (M.P.Ed.)

PROGRAMME OUTCOMES (POs):

- PO1 Disciplinary Knowledge: Apply the gained knowledge appropriate to PE and Sports Sciences.
- PO2 Problem Solving and Critical Thinking: Identify and formulate problems and define the requirements to form conclusions. It enhances unbiased solutions or evaluation of factual evidence.
- PO3 Effective communication and digital literacy: Inter and Intra Digital communication thing social media with applicable knowledge skills in regional/ any Indian languages.
- PO4 Reasoning and scientific application: Rationalize through process, figure out facts, and apply systematic and procedure.
- PO5 Effective Citizenship, Social Interaction, and Teamwork: demonstrate social and gender concern, equity-centred national development, and practice
- PO6 Self-Directed and Lifelong Learning: Identify and analyze the needs of self and take them into account in the organization in PE and sports throughout their life settings.
- PO7 Global Perspective: Acknowledge the social, economic, and cultural connections that bridge the universe nations, and

people.

PROGRAMME LEARNING OUTCOMES (PLOs): The key outcomes planned in this Master of Physical Education degree program are further reinforced as follows: Upon completing this Master's degree program, a learner:

- Shall acquire fundamental knowledge in Physical education, sports sciences, and related study areas.
- Shall acquire knowledge related to physical education, sports, and their impact.
- Shall be competent enough to undertake professional roles as demanded by the physical education and fitness industry.
- Shall empower themselves with communication, professional, and life skills.
- Shall be capable of enhancing leadership abilities.
- Shall become socially responsible citizens with a global perspective.
- Shall be equipped with ICT competencies, including digital literacy.
- Shall become ethically committed physical education professionals and entrepreneurs, adhering to human values, Indian culture, and global culture.
- Shall have an understanding of the importance of lifelong learning.
- Shall acquire primary research skills; and understand the significance of innovation, entrepreneurship, and incubation abilities.
- Shall understand the importance of cooperation and teamwork.

Bachelor of Physical Education (B.P.Ed.)

PROGRAMME OUTCOMES (POs):

- PO1 - Disciplinary Knowledge: Apply the gained knowledge appropriate to PE and Sports Sciences.
- PO2 Problem Solving and Critical Thinking: Identify and formulate problems and define the requirements to form conclusions. It enhances unbiased solutions or evaluation of factual evidence.
- PO3 Effective communication and digital literacy: Inter and Intra Digital communication thing social media with applicable knowledge skills in regional/ any Indian languages.
- PO4 Reasoning and scientific application: Rationalize through the process, figure out facts, and apply systematic and

procedure.

- PO5 Effective Citizenship, Social Interaction, and Teamwork: demonstrate social and gender concern, equity-centered national development, and practice
- PO6 Self-Directed and Lifelong Learning: Identify and analyze the needs of self and take them into account in the organization in PE and sports throughout their life settings.

Programme Educational Objectives (PEOs)

- PEO 1 To teach the elementary acquaintance of physical education, sports sciences, and associated areas of studies.
- PEO 2 To progress the student into a knowledgeable and resourceful physical educationist.
- PEO 3 To endow students with communication, specialized, and life -skills.
- PEO 4 To impart Information Communication Technologies (ICT) skills, with digital and media literacy and abilities.
- PEO 5 To imbibe the philosophy of teaching and coaching, discovery, entrepreneurship, and development.
- PEO 6 To train professional beliefs and values of national and international culture.
- PEO 7 To prepare socially accountable teaching academicians and professionals with global visualization.

20.Distance education/online education:

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways: Through a week Certificate Course to be qualified coaches in various games and sports conducted by Netaji Subhas National Institute of Sports Patiala (NS NIS), Sai, with the duration of six weeks during the month December to January and May to June. On-duty and permission are granted to the students who request the same.

Extended Profile

1.Student

2.1	**314**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**160**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	

2.3	**80**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	

2.4	**151**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	

2.5Number of graduating students during the year	**151**

File Description	Documents
Data Template	

2.6	**158**
Number of students enrolled during the year	

File Description	Documents
Data Template	

2.Institution

4.1	**320.1636**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**48**
Total number of computers on campus for academic purposes	

3.Teacher	
5.1 Number of full-time teachers during the year:	**23**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

Number of sanctioned posts for the year: | **24** |

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

During staff meetings, responsibilities are delegated, with the IQAC overseeing the allocation, including mentor-mentee assignments such as the role of Class Registrar.Efforts were made to integrate OBE into the M.P.Ed. and B.P.Ed. Degree programs in physical education.

The college actively encourages and monitors students' participation in co-curricular and extra-curricular activities, both within and beyond its premises. To effectively meet objectives, the college organizes value-added programs, special lectures, career orientation sessions, and various activities.

In addition to traditional teaching methods, faculty frequently utilize PowerPoint presentations as part of their instructional approach. The approval of syllabi involves input from student representatives, alumni, subject experts, and university nominees. Suggestions are evaluated and presented to the Academic Council and Governing Body for approval and subsequent implementation.

A new method for calculating Continuous Assessment (CA) marks is being implemented, transitioning from the current system to one comprising three CAs, including both summative and formative assessments. The formative assessment component encompasses

subjective rating, group work, quizzes, presentations, class interactions, online assignments, and open-book exams. Assignments carry a weightage of 5 marks each, with a requirement for a minimum of two submissions per course per student.

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	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme	B. Any 3 of the Above

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

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://ymcacollege.ac.in/web/wp-content/uploads/2024/02/1.1.3.6-Any-other-relevant-information.pdf
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	**No File Uploaded**
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

42

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	**No File Uploaded**
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File]()
Any other relevant information	https://ymcacollege.ac.in/web/syllabus/

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

14

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

14

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	**No File Uploaded**

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

598

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

598

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	No File Uploaded

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	No File Uploaded
Any other relevant information	No File Uploaded

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

20

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

20

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	**No File Uploaded**

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.

The institution's curriculum facilitates the acquisition and demonstration of knowledge, skills, values, and attitudes across diverse learning areas. It emphasizes a foundational understanding of physical education, requiring teachers to possess knowledge of various games and sports. The curriculum highlights the significance of physical activity for students' overall well-being. Extra-curricular, co-curricular, and curricular activities are community-oriented. The college aims to serve the community through physical education leadership. Motivated by sports' influential role in holistic development, students and teachers engage in result-oriented programs. Service-learning, offering practical experience and addressing societal issues, is integrated into the curriculum. Internships, coaching classes, and ICT-enhanced teaching are emphasized at the master's level.

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	**No File Uploaded**

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 School System Development focuses extensively on both practical and theoretical aspects within its curriculum. It offers a comprehensive view of various educational boards, including the State Board of Government of Tamil Nadu, Central Board of Secondary Education (CBSE), Indian School Certificate (ISC), and Secondary School Certificate (SSC).

The functioning of various boards, guided by the UGC syllabus, involves a 20% modification to meet the specific demands of each board. Incorporating innovative lessons, the school system imparts knowledge about sports rules, exposes students to national and international associations, and teaches officiating at state, national, and international levels, ensuring students are well-versed in the latest Olympic regulations.

The Assessment Systems encompass various forms of assessment tailored to different boards, emphasizing intensive teaching practices. In Outcomes-Based & Choice Credit System open-book examinations, viva-voce examinations cater to diverse boards, focusing on promoting diversity and inclusivity.

State-wise Variations are addressed during internships, exposing student teachers to diverse school board practices. They are trained to incorporate outcomes from NCERT and SCERT, aligning practical class assessment techniques with an international perspective, including games and sports featured in the Asian Games, Commonwealth Games, SAARC Nations, and the Olympics.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
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

The YMCA College of Physical Education follows an annually revised board-approved syllabus, aiming to provide rich experiences to student teachers. To achieve this, various strategies are employed:

The college adopts a student-centric approach, focusing on their needs and promoting teaching methods such as vigorous learning, research work, and problem-based and project-based learning. Students participate in diverse learning activities on campus and are placed in carefully selected teaching practice schools to maximize their teaching experience and confidence. Competitions are organized regularly to teach sportsmanship and match organization skills. Dramatization and experiential learning methods are encouraged to bridge theory and practice.

Master's students engage in group work and discussions. B.P.Ed. students attend a leadership camp fostering managerial skills at Yelagiri. To promote research, students are guided in preparing colloquiums, PowerPoint presentations, and classroom teaching events. Student-centered activities like assignments, dissertations, and rural sports organizations are emphasized. Students are trained to utilize various resources both on and off campus for comprehensive learning.

Skill development is facilitated through intramural competitions, practical classes, and inter-collegiate competitions. Optional courses complement active learning, alongside participation in a library, resource center, laboratories, computer center, and play fields. Active learning techniques include project works, group assignments, report writing, presentations, and utilizing the language lab.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.	Four of the above

Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

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	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

158

2.1.1.1 - Number of students enrolled during the year

158

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

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

115

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

115

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	**No File Uploaded**

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Upon admission, the college administers an entrance exam and interviews for master's degree students to evaluate English proficiency and overall knowledge. Orientation on the first day covers the educational process, syllabus, rules, and hostel guidelines, fostering awareness of the educational framework. The well-equipped library and computer center offer access to resources, while personal guidance is available in the women's hostel. Soft skill development classes and meetings with student representatives are conducted, alongside mock interviews and personality development sessions. Each class has a designated teacher for practice and counseling, aiding with academic and personal matters. The college maintains records of examination marks and offers academic counseling, assisting in elective course selection and remedial coaching. Additional classes prepare students for the UGC National Eligibility Test, and sports coaching is provided. Workshops and guest lectures on various topics are organized. For slow learners, remedial classes and online resources are available, while moderate learners receive encouragement to explore beyond syllabus requirements and participate in revision classes. Advanced learners are encouraged to study beyond syllabus requirements and are recognized for their achievements.

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File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	**No File Uploaded**

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**Two/One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
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	**Two of the above**

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

2.2.4 - Student-Mentor ratio for the academic year

1:50

2.2.4.1 - Number of mentors in the Institution

6

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.

YMCA College of Physical Education is highly focused on practical learning, with timetables for both theory and practical classes announced at the term's outset. Coordinators guide students through their shifts and schedules. Utilizing a lecture-cum-demonstration approach, the college emphasizes ICT-enabled teaching, employing tools like smart boards, video conferencing, and Google quizzes. This methodology supplements traditional chalk-and-talk methods, enhancing student exposure to innovative information and practical learning.

The college's computer lab and ICT pedagogy lab, equipped with Wi-

Fi, foster autonomous learning. Practical teaching employs PPT presentations and supplementary audio-video materials, with educational CDs and DVDs available in the library. Faculty and students engage in ICT-enabled research, utilizing multimedia classrooms and video recordings for immediate feedback.

Each semester, an academic plan and resource materials are provided, supported by a well-stocked library and access to online research journals. Departments organize seminars, workshops, and guest lectures to keep up with new developments, utilizing modern ICT tools for effective teaching. Overall, YMCA College integrates ICT seamlessly into its curriculum to provide a dynamic and enriched learning experience for its students.

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

17

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://ymcacollege.ac.in/web/econtent/
Any other relevant information	No File Uploaded

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

314

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	**No File Uploaded**
Link of resources used	**Nil**
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

Our college provides mentoring for physical education students to help them improve their professional skills. Students are grouped with a mentor based on their roll number to assist them in academic and professional growth. They are encouraged to participate in educational and academic events. Mentors teach communication, problem-solving, leadership, teamwork, and time management skills.

They also guide students on how to interact with their peers, teachers, authorities, and the public. The mentors provide general guidance and support to students to help them set goals, develop plans to achieve them, and overcome challenges. They give continual feedback to students and assign them projects to apply their professional attributes. They also arrange for students to shadow experienced professionals, connect them with professional networks, and encourage them to participate in professional development activities such as workshops and conferences. The Class registrars and deputy wardens help students develop professionalism, workplace etiquette, dress code, and expectations. They also ensure class discipline and attendance. All M.P.Ed. students are allocated guides to supervise their dissertation and research work. Overall, continual mentoring by teachers is a valuable asset for physical education students to develop their professional skills.

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	Two 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	No File Uploaded
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

The organization of sports meets fosters participative learning and practical experience, nurturing creativity among students. Through events such as Project Sports Meet, Play Day, Intramural Competition, Buck Sports Festival, and intercollegiate tournaments, students gain hands-on experience by serving as officials in various tournaments within the city and its outskirts, right on campus.

Students develop intellectual and thinking skills as they learn to measure grounds, draw standard tracks, mark field events, prepare booklets, allocate officials among classmates, and organize ceremonies. Inter-house competitions held every Wednesday throughout the academic year provide valuable experience and raise awareness about the importance of organizing sports meets.

Problem-solving methodology and innovativeness are emphasized during holidays, where students are taught critical thinking and problem-solving skills. Additionally, students learn empathy by understanding and appreciating the perspectives of others, particularly in organizing sports meets, where maintaining awareness and officiating abilities are essential.

Experiential learning in adapted physical education prepares students to organize constructive programs for physically challenged and differently-abled children in schools. Extension and outreach activities include school and college visits, organizing sports meets, officiating, and community services, exposing students to the challenge of ensuring education and physical activity for all.

Elective courses on life skills, time management, goal-setting, and problem-solving are offered, along with specialized courses on disability and inclusive education for B.P.Ed and M.P.Ed programs. Students also have the opportunity to construct courts and conduct competitions for differently-abled individuals, fostering empathy and inclusivity.

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	Five/Six of the above

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)

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

Six/Seven of the above

File Description	Documents
Data as per Data Template	[View File](#)
Reports and photographs / videos of the activities	[View File](#)
Attendance sheets of the workshops / activities with seal and signature of the Principal	[View File](#)
Documentary evidence in support of each selected activity	[View File](#)
Any other relevant information	[View File](#)

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

`Two of the above`

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

`Three of the above`

File Description	Documents
Data as per Data Template	[View File](#)
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	[View File](#)

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

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

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

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

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

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

Selection/Identification of Schools for Internship: Over 100 schools are chosen for intensive teaching practice based on requests to the headmasters or principals. After assessing suitability, students are assigned to various schools with approval from the concerned authorities. Groups of three to five students spend full weeks in schools, handling 10 general and 10 specific lessons (totaling 15 days).

Orientation to School Principals/Teachers: The coordinator and interns communicate with school principals/teachers via phone or email to discuss the program, activities, roles, and expectations. Details such as dates, classes, evaluation criteria, and observation

arrangements are shared.

Orientation to Interning Students: The coordinator conducts
introductory classes to clarify students' roles, responsibilities,
expected behavior, and mandatory activities. A detailed
workbook/guideline is provided, covering attendance, duties,
activities, observations, and lesson planning.

Defining the Role of Institution Teachers: Upon completing 10
general and 10 specific lessons, students participate in a 'play
day' event organized by the college. Inter-school competitions in
various physical activities are conducted, showcasing the skills
taught by college students. This initiative helps students build a
good reputation and increases job prospects post-graduation.

Streamlining Assessment Methods: Faculty members visit schools
during practice teaching, while direct supervision is carried out by
the physical education teacher (PET/PD) of the school. The PET/PD
grades students out of 100 marks and submits confidential reports to
the college principal.

Exposure to Various School Set-ups: Trainees gain confidence and
understanding by experiencing different school environments,
including special schools, government, private, aided, and
international schools under various boards (CBSE, SSC, ICSE).

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

157

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	Three/Four of the above

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

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

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.

The institution implements effective monitoring mechanisms throughout the internship program for both B.P.Ed and M.P.Ed students. In the B.P.Ed Internship, students reside on campus and attend morning assembly before reporting to their respective lecturers or assistant professors with their lesson plans for correction. Faculty members are available to assist with sports equipment and materials as needed. Groups of three to five students spend entire weeks in schools, handling a total of ten general and ten specific lessons over a 15-day period.

For M.P.Ed Coaching Lessons, master's degree students lead teams in schools for ten days, teaching advanced skills and techniques under the guidance of experienced coaches. A designated faculty member coordinates the teaching and coaching practice program, conducting meetings with mentors to plan activities. Feedback mechanisms are in place, including constructive criticism from faculty visits, personal feedback from peers and mentors, and observations by the Director of Physical Education and Physical Education

teachers/coaches.

During the internship period, faculty members visit schools to evaluate practice teaching, while direct supervision is provided by the school's physical education teacher. The teacher assesses students based on various criteria and submits confidential reports to the college Principal. After the internship, students participate in interviews where they share their experiences, responsibilities, and suggestions for program improvement.

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)	**One 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	[View File](#)

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

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

2.5 - Teacher Profile and Quality

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

23

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	**No File Uploaded**

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

18

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	**No File Uploaded**

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

23

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

366

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

Professional Development Initiatives

The teachers at the Y.M.C.A College prioritize their professional development by actively participating in conferences, workshops, seminars, and online courses. They also engage in activities such as reading books and journals, giving talks, networking, and being members of professional bodies. The college management supports their growth by providing financial assistance for attending external programs and access to resources like the library and e-resources. Classroom interactions and preparation for classes fuel their quest for knowledge. By staying updated on modern trends in education and utilizing new technologies, teachers ensure they are well-equipped to adapt to changing aspects of education.

Knowledge Sharing Forum

The institution hosts faculty development programs with external experts and encourages knowledge sharing through forums. Teachers who attend seminars or workshops share their learnings with others, benefiting all. Scheduled sessions enhance collaboration and learning, while webinars intensify educational experiences.

Networking with Others

Teachers engage in academic forums as resource persons, broadening their professional networks. They use technology like Google and Whatsapp groups to connect with colleagues and share educational updates. The Principal regularly communicates university information to teachers, fostering a culture of lifelong learning and keeping educators informed about educational advancements.

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

EVALUATION:

Continuous Internal Evaluation (CIE) is an essential component of the assessment system for B.P.Ed and M.P.Ed. programmes.

Continuous Internal Evaluation (CIE) plays a crucial role in assessing students in B.P.Ed and M.P.Ed programs. It includes various components such as sessional tests, assignments, pre-semester exams, internal and external evaluations, and practical assessments. Students are required to meet specific criteria to pass and qualify for degree classifications. The institution follows a credit system to standardize teaching and practical components, with one credit equating to one hour of teaching or practical work per week.

This structured evaluation system ensures fair assessment and supports student learning and performance in physical education programs. By incorporating sessional tests, assignments, and practical assessments, students are provided with opportunities to demonstrate their knowledge and skills throughout the academic term. The internal and external evaluations further contribute to a comprehensive assessment of students' understanding and proficiency in the subject matter.

Overall, the Continuous Internal Evaluation system in place at the institution serves as a robust framework for evaluating student progress and ensuring that they meet the necessary requirements for successful completion of their physical education programs.

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	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	[View File](#)

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

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell.

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances areMarked absent in the assignment Marks deduction due to not showing appropriate performance in any one of the assignments.

Pre-Examination Grievances

- Not getting Hall Ticket for the examination
- Different subject mentioned on the admit card
- Name is not correctly written on the admit card
- Candidate's Photo missing
- Form Filling receipt not provided

Post-Examination Grievances

- Result not declared
- Name not found in result list
- Absent marked in specific papers
- Absent marked in all papers

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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.

This calendar isimportant to keepteachersinformed oftheongoinginternal evaluation process and is prominently displayed in theprincipal'soffice.Students'academicperformanceiscontinuouslymonitoredusingvariousmethods,such as continuous internalassessment,seminars, project work, group discussions, unittestsandcourseexaminations.ThePrincipal regularly reviews the internalevaluationprocess to ensure its effectiveness.To facilitate the implementation of theinternal evaluation process,anexaminationcommittee is formed at the college level toguideandsupervisetheevaluationprocedures..

Overall internal assessment process.

The Principal office will send the information to the COE office about the students who are appearing for the examination after the finalization of attendance . After receiving enrolled list of the students' by the COE office , it prepares seating arrangement charts, list of invigilators etc. The record of internal assessment is maintained at the college level.. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The academic plan ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as external examination The dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals,Annual Day ,Sports day, etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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.

The college website meticulously outlines the Program Learning Outcomes (PLOs), Program Specific Outcomes (PSOs), and Course Learning Outcomes (CLOs) for all its academic programs. Additionally, the college aligns graduate attributes and learning objectives with NAAC guidelines. The integration of POs with learning objectives ensures that teaching and learning procedures consider both PLOs and CLOs.

Each semester, course instructors engage in discussions with students regarding the expected COs. COs are integral components of course documentation prepared by instructors, and teaching plans are formulated based on PLOs and CLOs.

Regular curriculum reviews result in modifications aimed at facilitating holistic development opportunities for physical education teacher trainees. Approximately 10% of these modifications are proposed to the Board of Studies and implemented following

approval by the academic council and college governing body in line with UGC guidelines.

Program Outcomes are attained through course outcome realization, with all courses in the B.P.Ed and M.P.Ed programs aligned with program outcomes. Course outcomes are determined based on course content and objectives within the program's framework, ensuring alignment with course objectives. Assessment patterns and models for internal and external examinations are developed based on framed objectives, with outcomes clearly articulating the specific understanding and competencies students must demonstrate consistently.

During teaching practice, practical and theoretical examinations, students demonstrate proficiency in achieving planned outcomes. Continuous Internal Assessment (CIA) examinations are conducted at the end of each identified course outcome as per the pre-semester and semester schedules for the academic year.

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

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	No File Uploaded

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

The YMCA College of Physical Education evaluates its Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) periodically throughout the academic year. Following practical courses, staff assess students' performance, with marks submitted to

the Controller of Examinations, displayed publicly, and recorded by respective teachers. The curriculum for B.P.Ed. and M.P.Ed. aligns with these outcomes.The Academic Council has decreed three Continuous Internal Assessments (CIAs) spaced a month apart, aligned with covered syllabi. Attainment of CLOs is evaluated internally and externally, including practicum examinations.Practical courses adhere to semester timetables, with outcomes enriched by designated instructors. Teaching practices are assessed internally and externally, with results sent to the Principal.Assessment techniques include pass rates, marks, practical/theory/internship scores, students' educational pursuits and placements, continuous evaluations (quizzes, seminars, assignments), and feedback collection from stakeholders.Course results, analyzed by teachers, are submitted to the Controller of Examinations. Medals are awarded based on merit.

Events promoting cultural and sports development are communicated to students via multiple channels, fostering holistic growth. Student associations document and reward participation in various activities. NET exam qualifiers receive annual honors, while university representatives and inter-university participants receive cash prizes. Intramural and association members are recognized at ceremonies. Summative assessments include assignments, quizzes, and seminars, contributing to internal marks. Aggregate scores determine grades.

Students achieve learning outcomes through consistent motivation.

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

148

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.

Assessment tasks are vital in our physical education program at YMCA College of Physical Education, gauging students' attainment of learning objectives. For B.P.Ed applicants, evaluations encompass a 100-meter run for speed, long jump for leg power, shot put for shoulder power, and participation in an Inter-University game. M.P.Ed candidates undergo a written exam, spoken English interview, and game demonstration for admission consideration.

Teacher trainees undergo diverse assessments including induction matches, intramural competitions, and inter-collegiate tournaments, with coaching sessions offered by faculty members. Trainees engage in weekend officiating, pursue distance education, state, and national-level officiating exams, and complete a 6-week NSNIS coaching program. Additionally, they enroll in career-based and add-on courses for skill enhancement.

Faculty members conduct observations and formative assessments to address student learning needs. Both formative and summative assessments cover theoretical and practical aspects of the curriculum, fostering comprehensive development.

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

`Nil`

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

`0`

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

`0`

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

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

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

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	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

05

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	**No File Uploaded**
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

1

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	**No File Uploaded**
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

11

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

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
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

Nil

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

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.

NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation,water conservation, Social interaction, Group discussion Eradication of superstition, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Fitness awareness programme.

Rotract club and Y's men club of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation and Plastic eradication. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

Final year student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years. College organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. The National Service Scheme, Rotract club and Y's men club, This joint venture encourages and facilitates various extension programs. Events like participation of the students who take up activities in collaboration with other agencies to spread awareness.

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

1

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

3.4 - Collaboration and Linkages

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

0

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

0

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

0

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	One/Two 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

The college has an optimum number of classrooms for its theory classes. The classrooms are equipped with ICT learning. An adequate number of books is available in the library for reference. Students are encouraged to make use of the library during their leisure time. Digital learning is also encouraged by the teachers with the usage of wi-fi facilities in the academic building, library, and hostels. Teachers help the students learn effectively through PowerPoint Presentations and other digital modes. A sufficient number of grounds for different physical activities are available on the campus. Students can make use of the grounds during their practical classes and also after class hours. Different lab facilities are available for hands-on experience in learning.

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

8

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://ymcacollege.ac.in/web/facilities/
Any other relevant information	**No File Uploaded**

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

198.5969842

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.

our institutions that have adopted automation of library using KOHA integrated library management system (ILMS). The version of the

integrated library management system is 22.11.02.000 Rosalie. KOHA is a powerful and versatile library management system that can help our institution automate many of its library functions. Here are some of the benefits of using KOHA:

Here are some of the specific library functions that KOHA can automate:

Acquisitions: Koha (ILMS) can help you track your library's budget, order new materials, and receive and process new acquisitions.

Cataloging: Koha (ILMS) can help you create and maintain your library's catalog of materials.

Circulation: Koha (ILMS) can help you track your library's circulation of materials, including checkouts, returns, and holds.

Serials management: Koha (ILMS) can help you track your library's subscriptions to serials, including renewals and claims.

User management: Koha (ILMS) can help you create and manage your library's user accounts.

Reporting: Koha (ILMS) can generate a variety of reports that can help you track your library's activities and performance.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://ymcacollege.ac.in/web/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

Remote access to library resources is a valuable service that can help students and teachers stay productive even when they're not on campus. Our Institution uses username and password-based access to all our subscribed resources which include e-books, e-journals, and electronic databases. Username and password-based access is a common way to control access to library resources. This type of access requires users to have a username and password that is unique to them. When users enter their username and password, they are

authenticated and granted access to the resources they are authorized to use. There are several benefits to using username and password-based access to library resources. First, it is a relatively simple and easy-to-implement system. Second, it is a secure way to control access to library resources. Third, it can be used to track user activity and usage of library resources.

Here are some of the benefits of providing remote access to library resources:

- Students and teachers can access library resources from anywhere. This means that they can do their research or work on assignments from home, the library, or even while they're traveling.
- Students and teachers can save time. They don't have to travel to the library to access the resources they need.

Students and teachers can have more flexibility. They can access library resources at their own pace and on their schedule.

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	Four 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	No File Uploaded

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

2.89403	

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

1997	

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
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	None of the above

obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	[View File]
Any other relevant information	**No File Uploaded**

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

This college embraces the digital age with a robust infrastructure that empowers every aspect of campus life. Dive into well-equipped labs with 13 computers, access information seamlessly with the library's dedicated server, and experience smooth administration with 14 computers in the designated office. Essential departments like the principals and controller of examinations are well-equipped for efficiency, while faculty and staff have their haven with 3 computers and a printer in the staff room. Even NAAC quality assessments are supported by 5 dedicated computers.

Printing is a breeze with 19 diverse printers, and connectivity is seamless with a powerful internet backbone. Enjoy blazing-fast speeds of up to 200 Mbps with the BSNL connection and 8 additional Cherinet connections. This comprehensive environment goes beyond just facilitating learning and administration. It fosters a truly connected campus experience for everyone.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File]
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

39

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: | **D. 50 MBPS - 250MBPS** |

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
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)

317.6914

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

The facilities available in the college campus are well maintained by the administrative staff under the guidance of the correspondent and secretary. One Estate Manager, one Administrative Officer and one Project Secretary work under the supervision of the Secretary. Regarding the academic facilities, the Principal will look after the routine with the help of other staff members. Staff members are allotted to look after the various laboratories, library, sports equipment, play fields and hostels. Maintenance of playfield, electrical and electronic items will be looked after by the trained staff. The cleanliness of different play fields and various places of the campus is done by menial workers.

File Description	Documents
Appropriate link(s) on the institutional website	https://ymcacollege.ac.in/web/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	**Three of the above**

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

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	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Nine or more of the above**

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	**D. Any 1 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	[View File](#)

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	**Three 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	**No File Uploaded**
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
132	**160**

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).

80

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

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

3

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

The Student Council of YMCA College exemplifies a proactive and dynamic force in institutional functioning, significantly contributing to student welfare. This council is not just a representative body but a vibrant community of leaders, forged through a meticulous and democrtic process, reflecting the colege's commitment to student development and participatory governance.

Formation Process and its significance: Each year, the student council is formed through a three-phase process: Introduction, election, and Inauguration. This process, overseen by the college's Principal, deputy wardens, sub-wardens, and faculty, ensures transparency and fairness, setting the stage for effective student representation.

Phase 1 - Introduction of Nominees: The Intruduction phase is a platform where nominees, selected from varaious committees, present their vision and credentials to the class resprestatives. condcuted on 17th October 2022.

Phase 2 - The Election: Held on specific date 17th October 2022, the Election phase is the culmination of the democratic propcess, where class represntatives vote for the nominees. This phase is not just about selecting leaders but also about instilling a sense of responsibility in every student involved in the election process.

Phase 3 - The Inauguration; The final phase, Inauguration, is a ceremonial yet significant event, marking the beginning of the elected councils term.

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

24

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	View File

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 year of establushment of the Alumni Association was just after the death of the founder Principal in 1943. The current office bearers were elected in 2007. Alumni association arranges for the 'Home Coming" of varios Batches of ALumni to meet at the college and to spend the day. Alumnae Dr. Mrs. Esther Ranjini wa called to address the current students to highlight the glory of the past.

Outalumni are remembered on All Souls Day function with floral tributes by teachers and current activities. Songs of poise and special speeches about the old students will be part of the program. The celebration reflects the glorious past of the college.

Alumni association recommends the panel of names for the Buck Award which will be finalized at the Board of Management.

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

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

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

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

0

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	**No File Uploaded**
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 year of establishment of the Alumni Association was just after the death of the founder Principal in 1943. The current office bearers were elected in 2007. Alumni association arranges for the 'Home Coming' of various Batches of Alumni to meet at the college and to spend the day. Alumnae Dr. Mrs. Esther Ranjini was called to address the current students to highlight the glory of the past.

Out alumni are remembered on All Souls Day function with floral tributes by teachers and current activities. Songs of poise and special speeches about the old students will be part of the program. The celebration reflects the glorious past of the college.

Alumni association recommends the panel of names for the Buck Award which will be finalized at the Board of Management.

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.

Vision

To prepare physical education leaders of high academic calibre, with a holistic development of body, mind and spirit nurtured with a strong commitment to serve humanity reflecting Christian values

Mission

1. Striving for excellence in physical education and allied

sciences through dynamic programmes and activities to empower youth with increased responsibility of serving the community.

2. To pursue global standard of excellence in teaching, learning, research and consultancy by self evaluation and continuous improvement.

3. To provide "knowledge – based service" to the sports industry and to satisfy the needs of the Nation.

Top Level

The college Chairman is the member secretary of the governing body. The Correspondent & Secretary and the principal nominates different committees for planning and implementation of different academic, student administration and related policies.

Faculty level:

Faculty members are given representation in various committees/cells nominated by the Teachers' council, in the Governing body, in the IQAC and other committees.

Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

3. Student level

Students are empowered to play important role in different activities. Functioning of different secretaries of students council (listed below) further reinforces decentralization.

Non-teaching staff level

Non-teaching staff are represented in the governing body and the IQAC. Suggestions of nonteaching staff are considered while framing policies or taking important decisions.

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

Except for academic problems, the college's correspondent, secretary, and administrator handle all external and internal administrative affairs as well as the physical arrangements of the establishment. In addition, he oversees the activities of the college's non-teaching faculty.

The institution's internal quality is guaranteed by the IQAC. The IQAC and the College administration collaborate closely to guarantee the highest standards inside the organization. The local community representative's recommendations are also taken into account by the IQAC.

With the assistance of other members, the Controller of Examination oversees all examination-related activities inside the institution and is in charge of all correspondence and transactions with the university that the college is connected with about examinations.

The institute invites teachers, students, and parents to share ideas, opinions, and suggestions through appropriate channels i.e. Parent-Teacher Meetings, Class Teachers Meetings, Student Feedback systems, and various Committee Meetings. Input from different stakeholders of the institute, such as Corporate Resource Persons, Employers, Alumni, Staff, Class Registrars, and Class Representatives, are considered for the decision-making process. Input received from various stakeholders will be considered as long as it is following our Vision and Mission Statements.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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 Functioning

Admission forms are processed online, with all the relevant details explained in the prospectus and also on the website. The entire academic plan is clearly explained to all students in a compulsory orientation programme on admission, addressed by the Principal, correspondent & Secretary and faculties . The elaborate system of various committees and bodies ensures the dynamism required to keep pace with the changing educational environment. The credits of each programme and outcomes are clearly specified. The internal assessment, comprising various components, ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. The fee is minimal, online and withdrawal and refund as per norms. The college allows all applicants to appear for the admission process and selects candidates strictly on merit.

Transparency in Administrative Functioning

Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised in Newspaper and list of candidates screened and called for interview .Employees can readily discuss and access their records in the various sections of the administrative office. RTI applications are received and processed promptly. Notices are promptly shared on whatsapp, salary statements sent electronically. Govt. regulations and amendments are promptly placed before the concerned bodies, circulated, displayed .

Transparency in Financial Functioning

YMCA College of Physical education strictly follows all the rules and regulations of the Government of India. It has adoptedGeneral Financial rules, 2017. All expenditure proposals undergo strict

financial scrutiny atvarious levels including the Finance Committee and Governing Body.

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

The College Committee is in authority for identifying the need of strategic plans in liaison with the vision and mission statements for educational excellence, ensuring holistic development of the students. After it is identified, a special committee comprising members of the Members of the Board of Management, Principal, IQAC Coordinator,representation from all faculties and units is constituted for the purpose.The college follows a multifaceted centring on the following levels.

The promotion of Green and Eco Friendly Campus were carried out by the Rotaract club students of YMCA College by increasing the Plantation , and developing horticulture garden.

The promotion of paperless Administration is carried out by the Administrative office which has used e- governance through paperless administration in the areas of administration , finance , Accounts , Admission, student support , examination , planning and development

Implementation of ERP (Enterprise Resource Planning) has made data access faster , easier and reliable . The implementation of ERP and e governance in administrative and academic delivery has led to reliable , cost effective and time saving methods

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://ymcacollege.ac.in/web/wp-content/uploads/2024/02/6.2.1.2-Documentary-Evidence-in-support-of-the-claim.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.

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Being an affiliated college, the Institution has to follow the rules and regulations decided by the University to which it is affiliated. At the same time being a grant-in-aid HEI, the institution is bound to follow the rules of the State Government and the UGC.

The team consists of the College authorities from National Council of YMCAs of India, Chairman, Secretary, Correspondent, Principal, Staff, Students and Community Representatives. The University Grants Commission, Tamil Nadu Physical Education and Sports University, NCTE and Government of Tamil Nadu are strengthening our sources. The whole academic process in the college can be generated, designed and developed for the cause of students through an effective link between the above said partners

The principal of the college informs the Management of the activities of the college and the requirements of the college. Being the head of the Institution, the Principal is responsible for all the academic and administrative activities of the Institution. In the absence of the principal, senior faculties are given charge to run the Institution.

The academic staff present their problems in the staff meetings and the Staff-Secretary put them before the principal and thus acts as a bridge between the academic staff and the principal. A grievance Cell is formed to solve the academic, personal and social problems of the girl students as well as the female staff members.

File Description	Documents
Link to organogram on the institutional website	https://ymcacollege.ac.in/web/organogram-2/
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	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

The IQAC ensures the internal quality in the institution. The College administration as well as the IQAC works hand in hand to ensure the best in the institution. The IQAC also takes into consideration the local community representative and their suggestions.

Research Committee

Research committee constantly accomplish to inspire, enable and promote research environment in college through its various programs, workshops and seminars for faculty members as well as students. . The goal of a variety of research projects is to inspire educators to recognize and participate in new areas of inquiry

across disciplines so that students will be prepared to select their future fields of study and research when they pursue higher education.

Disciplinary committee

The Disciplinary Committee upholds the institute's decorum, discipline, and dignity. enforcing rules and regulations to keep students under control, directing their youthful energy in a constructive and creative direction, and fostering good manners, character, and civilization

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	No File Uploaded
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

YMCA College of Physical Education (YMCA COPE) places the welfare of its staff as a top priority. To ensure the happiness and well-being of its teaching and non-teaching staff, the institution has implemented effective measures. These measures include provisions for medical and maternity leave, and festival advances. The college also offers access to fitness centers, sports academies, and affordable staff quarters with no maintenance fees. The management supports staff to attend conferences. Retreats for teaching and non-teaching staff are also conducted. Non-teaching staff can also access skill development courses, best students are provided with college scholarships. All staff members receive equal benefits, and management motivates and creates a healthy working environment. The college celebrates women' day which provides opportunities for women to flourish and gain momentum. The management rewards staff members with salary hikes for completing their Ph.D. degrees, and staff members' families also receive gifts during Christmas. Lastly, special gifts are given to teachers on Teacher's Day. In summary, YMCA COPE is committed to the happiness and well-being of its staff. By providing welfare measures, opportunities for growth, and a

supportive environment, the institution aims to increase productivity and satisfaction among staff members.

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

02

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

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

0

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

04

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.

YMCA College of Physical Education strictly follows the UGC Regulations on Minimum Qualifications for Appointment ofTeachers and other Academic Staff in Colleges and Measures for theMaintenance of Standards in Higher Education-2018" (Regulation No. No. F.1-2/2017(EC/PS) dated 18th July, 2018), together with all amendments made therein from time to time, for its teaching andnon-teaching staff.

The salient features of the performance appraisal system are as follows:

Teaching Staff

a) The performance of each faculty member is assessed according to the Annual SelfAssessment for the Performance Based Appraisal System (PBAS).

b) Promotions are based on the PBAS proforma for UGC Career

Advancement Scheme (CAS)that is based on the API score.

c) The institute undertakes a wide range of activities besides academics, for which faculty

members are assigned additional duties and responsibilities, which are mostly voluntary.

d) The PBAS proforma filled by the Faculty Member is checked and verified by the Heads of

the Departments, and by three subjects expert.

e) Faculty members whose promotions are due are recommended based on their API score

and are required to appear before the screening-cum-selection committee.

Non-Teaching Staff

All non-teaching staff are also assessed through annual confidential reports andannual

performance appraisal.

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	[View File](#)

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

Y.M.C. A College performs audits both internally and externally regularly. There is a Treasurer and the Accounts Department which has been responsible for maintaining annual accounts and audits

since it was established.

1. TheInstituteissubjecttoregularfinancial audits are conducted by the following agencies:
2. (a)John Morris & co (b)CertifiedPublicAccountantfromtheInstitute The internal audit is performed by an internal auditor at Sen George Associates.
3. The college carries out a mandatory assessment that encompasses all financial and accounting operations of the Institute. This involves examining the following: (a) all funds received from fees, donations, grants, contributions, interest earned, and (b)all disbursements to employees, suppliers, freelancers, students, and other individuals or
4. TheInstitutehasneverbeenissueda draftpara.

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	No File Uploaded
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)

5

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	[View File](#)

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.

The institution relies on several stable sources of funding, with the primary income being student fees. The funding sources include fees from students, UGC grants for development, and salary grants for aided staff. The institution strategically allocates its resources, prioritizing permanent and temporary employee salaries, maintenance of physical facilities, and the acquisition of books for the college library.

To mobilize funds, the institution, along with the Finance Committee and Account Office, follows a systematic approach: 1. Before the fiscal year commences, the principal, Finance Committee, and Account Office collaboratively prepare the college budget. 2. The account office, finance committee, and principal work together to ensure expenditures align with the allocated budget. 3. If expenses exceed the budget, management permission is sought. 4. Excess cash is invested in fixed deposit programs, generating additional income through interest.

Grants from the UGC and State Government are received and utilized following government-prescribed guidelines. Any surplus funds are employed after addressing student welfare needs. The institution allocates surplus funds for infrastructural maintenance, including internal roads, garden upkeep, and playfield maintenance. Utilization Certificates are maintained for each cost, ensuring transparency. The institution optimizes infrastructure use beyond regular hours for various activities, enhancing overall effectiveness.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
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

IQAC has contributed significantly in the following areas:

- Developing and implementing quality criteria/assessments for

- different academic and administrative functions of the institution
- Hosting inter-institutional and intra-institutional workshops, seminars and other quality related topics Promoting quality circles.
- Preparation of Annual Quality Assurance Report (AQAR) as per guidelines and parameters for submission to NAAC.
- The reports are also uploaded in the official website of the Institute.
- Providing students with an opportunity to work on a specific internship at a well-known academic institution
- Ensuring the successful implementation of the Re-do benefit for students
- Implemented conduct of BOS meeting to offer significant and Academic Council in respective curriculum and syllabus OBE curriculum under study for students.

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.

- Various pedagogies, including as project-based learning, self-learning, industrial internships, and peer-assisted learning, are introduced to improve the efficacy of teaching and learning and generate marketable graduates with skill-based knowledge.

- For both theory and practical courses, project-based learning has been included to help students grasp concepts more fully and apply what they have learned in the actual world.

- On Saturdays, adjunct faculty from other universities and individuals from the industry are brought in to teach one or more courses to expose the students to the working world.
- Fair evaluation of Answer scripts is ensured.
- The principal conducts a faculty meeting to communicate feedback/suggestions.

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

24

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	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

1. College Infrastructure Development: - Lab Upgradation:State-of-the-art laboratories enhancing practical learning. - e-Results:Semester results published online for accessibility. - Online Admission:Streamlined admission process on the website. - Digital Library:Complete digitalization for easy access to resources. - E-Finances:Secure e-transactions for financial operations.

2. Curriculum Enhancement: - Outcome-Based Education:Implemented to ensure effective learning. - Examination Manual:Streamlined guidelines for efficient assessments. - Industry Collaboration:MoUs with physiotherapy colleges for internships.

3. Campus Development and Green Initiatives: - Tree Plantation:Contributing to a green environment. - Wifi Connectivity:Seamless connectivity for enhanced learning. - Solar Power:Utilizing solar photovoltaic stations for sustainable energy.

4. Research Centers and Laboratories: - Diverse Focus:Labs in

Exercise Physiology, Biomechanics, Psychology, Measurement & Evaluation, Music Therapy, and Aqua Therapy.

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

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 YMCA College is dedicated to raising awareness as part of a bigger commitment to sustainability and social responsibility. Understanding the need to preserve the surrounding environment, the college takes great care in all aspects of its operations to guarantee sustainable resource use, discourage wasteful conduct, minimize pollution, and reuse materials for the good of society as a whole.

Policy statement

Energy strategy is a top focus for our company to improve energy efficiency over the long and short terms. The energy policy provides guidelines for energy use and conservation inside the organization. It provides guidance on the use of electrical energy in houses and for cooking, in addition to renewable energy sources. It also acts as a guide for the management's financial expenditures on alternative forms of renewable energy.

Motto

"Conserving energy today paves the way for utilizing energy resourcefully in the future."

Objectives

- **Initiate energy-saving and conservation initiatives.**
- **Motivate students to maintain a clean environment.**
- **Educate them on how to increase public awareness.**
- **Help them comprehend the significance of the environment and**

its issues.

Close the supply-demand gap in 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.

Efficient waste management poses a formidable challenge for any educational institution as it directly impacts the well-being of workers, students, teachers, and the environment. Therefore, ensuring a healthy and secure environment stands as the utmost priority for the college. Various methods for managing both degradable and non-degradable waste are actively promoted by the institution, and the administration encourages a discerning approach to reject unnecessary items.

Waste Management Policy

The foremost directive is to reduce, reuse, and recycle waste.

Policy Objectives

- **Ensure compliance with government regulations in the management of all waste.**
- **Promote repair, reuse, and recycling to minimize waste generation at its source.**
- **Manage solid, liquid, and electronic waste across the campus.**
- **Foster waste minimization, reuse, and recycling through environmental awareness initiatives.**
- **Ensure meticulous sorting and handling of garbage with utmost care.**

The college has deployed various bins for segregating waste, including degradable solids and non-degradable solids. Daily waste accumulation is collected and transported to a facility where it undergoes conversion into compost.

Non-degradable waste such as glass, blades, and bandages undergo separate processing by Urbaser Sumeet, a Chennai Enterprise. The

resulting vermicompost is utilized for campus cultivation, botanical gardens, and other greenery. Non-biodegradable solid waste is handed over to the Chennai Corporation of Urbaser Sumeet, whose workers transport it to the dumping yard via truck.

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	**Three of the above**

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

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	

File Description	Documents
Income Expenditure statement highlighting the specific components	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Geo-tagged photographs	**No File Uploaded**
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

Sanitation and cleanliness are extremely important in institutions. High levels of hygiene are being upheld by a few committed staff members. Our college is committed to upholding the Prime Minister's "Swachh Bharat Mission" and maintaining a clean campus environment as a model for students, faculty, and other staff. Cleaning is vital to stop the spread of illnesses within the college and to give employees and students a comfortable learning environment.

Cleanness in Campus:

- Place door mats in each class.
- Place garbage cans in each classroom and office.
- Advocate the college to start recycling.
- Encourage students as well as teachers to swiftly put things away after use.
- Regularly clean the campus amenities.
- Engage a qualified cleaning crew.

Sanitation:

- Personal hygiene
- Safe drinking water (RO Plant)
- It has separate bathrooms available for faculty, men and women students
- Toilet/human excreta disposal
- Solid waste management
- Plastic free drive is initiated in the campus on a periodic basis

Green Cover

The location of the institute is surrounded by easily managed flora. Many types of plants and trees have been planted and are being kept up to date. These encourage preserving a clean, appealing, and healthy campus atmosphere. Gardeners are employed to maintain green cover. There is no use of pesticides. Students and staff are invited to suggest ideas for expanding the green space. Out of the 65 acres total size, the school has roughly 35% green space. The campus is home to severalunusual tree species.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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)

17.6192

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

The Institution endeavours to make better use of its relationships and expertise as advantages over competitors. Indigenous peoples, nearby towns, and sports fraternities have a long history of interacting with their environment. Making the most of the chance to give back to the community, our college has worked hard to plan a variety of programs for all demographics as well as health promotion and fitness initiatives for the neighbourhood. These initiatives include health and fitness awareness campaigns, public celebrations of National Sports Day, village adoption, and advanced instruction in a variety of sports for schoolchildren via our college sports academies. These programs are directed and carried out by the knowledgeable and equipped instructors and coaches at our college.

Employees at our college are free to give their expertise to other organizationsand are even encouraged to do so. Employees routinely visit various colleges and universities as resource people. Public gatherings, guest lectures, community talks, campus or community tours, and other exchanges can all help to foster mutual understanding and trust between the college and the community.

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	C. Any 2 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	[View File](#)

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

The YMCA College of Physical Education is dedicated to preparing student trainees to become qualified officials in various sports and games at the state and national levels. The college aims to develop well-rounded physical educators with the ability to tackle new challenges.

To achieve this goal, the college encourages students to take on officiating roles in different sports and games. It provides opportunities for students to acquire both core knowledge and specialized skills required for effective officiating. The college collaborates with State and National Sports & Games Federations to conduct officiating examinations annually in multiple subjects.

This initiative has proven beneficial, as many students have become eligible to serve as officials in their respective disciplines at both national and state levels. This experience not only enhances their understanding of sports but also helps them develop leadership skills and make positive contributions to their communities.

In summary, the YMCA College of Physical Education is committed to producing confident future leaders who excel in physical education. By emphasizing officiating roles and providing comprehensive

training, the college equips students with the necessary skills to succeed in the sports industry and make a meaningful impact.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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

Our college is dedicated to offering meritorious scholarships and awards to deserving students. Our vision is to cultivate physical education leaders of exceptional academic caliber, fostering holistic development of body, mind, and spirit imbued with strong Christian values, and a commitment to serving humanity. This vision underscores our ongoing efforts to elevate the standard of our students. Aligned with our vision and mission, we consistently strive for excellence in educating and nurturing students to become outstanding academic leaders.

We take pride in admitting students from humble rural backgrounds who demonstrate remarkable abilities, knowledge, skills, and humility. Recognizing their potential, our faculty encourages them to excel in both academics and sports, competing at state and national levels. As a token of recognition, we honor these meritorious students with various scholarships and awards, proudly acknowledging their achievements by adding their names to the university merit list.

Our commitment extends to providing all students with the necessary resources and opportunities to fulfill their aspirations and achieve success.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	[View File](#)