



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**YMCA COLLEGE OF PHYSICAL EDUCATION**

NO.497, ANNA SALAI, NANDANAM  
600035

<https://www.ymcacollege.ac.in/web>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Background of the College with Vision, Mission, and Objectives: In 1920, when H.C. Buck founded the YMCA College of Physical Education in Madras, the institution provided a firm foundation for physical education in India. The Indian government recognized it in 1923 as the official Training and Certification center for students who wished to obtain a Public School Physical Training Certificate. A six-month Diploma in Physical Education was initiated, later expanded into a year-long course offering a Diploma in Physical Education (D.P.Ed.). The institution obtained 2f & 12(B) status in 1978, along with receiving grant-in-aid. "Mr. H.C. Buck was the first to introduce uniformity and establish Olympic standards through his 'Books of Rules,' which are still in print."

In 1985, the University of Madras and the Government of Tamil Nadu granted autonomous status to the college. In 2002, the college received recognition for all its courses from NCTE and also started a two-year M.P.Ed Program as suggested by UGC and NCTE. It achieved an "A" grade accreditation from the National Assessment and Accreditation Council with a score of 86.2 in 2003. Subsequently, in 2012, it was re-accredited with an "A" grade and a CGPA of 3.28. Notably, the YMCA College of Physical Education holds the distinction of being the first physical education college in India to receive NAAC accreditation.

In 2005, the college shifted its affiliation from Madras University to Tamil Nadu Physical Education and Sports University, Melakottaiyur, Chennai, as per the government's directive.

As the YMCA College of Physical Education marks its centenary in its 103rd year, it remains dedicated to its vision as a teacher training institution. It aims to produce well-rounded leaders in Physical Education, fostering the development of physical, mental, moral, and spiritual values contributing to the nation's well-being.

The college adopted the Choice Based Credit System (CBCS) in 2006 for M.P.Ed and M.Sc. courses, and in 2013 for B.P.Ed courses. Currently, the college offers an M.P.Ed with an intake of 60 students and a B.P.Ed with two units of 50 students each, totaling 100 students. Additionally, it runs PGD in sports coaching and M.Sc courses with an intake of 21 as an evening college. The UG course, B.P.E, and Diploma in Physical Education, Govt. of Tamil Nadu, admit 80 students. In 2013, the affiliating university granted the college a Research Center.

### Vision

To prepare physical education leaders of high academic caliber, with a holistic development of body, mind, and

spirit nurtured with a strong commitment to serve humanity reflecting Christian values.

## Mission

- Striving for excellence in physical education and allied sciences through dynamic programs offering graduate, postgraduate, and Research Programmes in Physical Education and allied fields to progress in the research and activities to empower youth with increased responsibility of serving the community.
- To pursue a global standard of excellence in teaching, learning, research, and consultancy by self-evaluation and continuous improvement.
- To provide “knowledge-based service” to the sports industry and to satisfy the needs of the Nation.
- To carry out teaching and training programs for the aspirants as per the guidelines and norms framed by NCTE and state government.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The college, as a pioneer in the field of physical education in the whole of Southeast Asia, is situated in the heart of the city on a sprawling 63.54-acre campus.
- The college is conveniently located in the heart of the city, making it easily reachable for students from surrounding feeding areas; the airport and main railway stations are in close vicinity.
- Young aspirants from underserved sections of society are given preferential options for admission.
- The college, being practice-oriented, has vast facilities in various sports and games, hostel facilities, a physiotherapy center, and facilities for teaching, learning, and research.
- Internships are provided using more than 100 schools and colleges in the city for UG & PG students.
- Staff members are well-qualified, with twenty Ph.D. holders and thirteen research supervisors.
- The college publishes a biannual research journal and a student's annual magazine.
- Research publications: 55 Ph.D. research scholars carry out research under 12 supervisors. YMCA College of Physical Education promotes the research culture among UG and PG students. 90 articles were published in UGC approved research journals. Bibliometrics: Research publication with citations of 121 and H-index 25 from 2017-2022.
- There is a varied program of counseling and mentoring.
- The college promotes the spiritual well-being of students of all castes, creeds, and faith with morning and spiritual events.
- There were 16 outreach programs.
- There is a special school for differently-abled students to cater to their needs.
- Positive interaction with students makes them approach faculty members for academic and non-academic solutions.
- There are hardly any failures in the final year.
- The students are very enthusiastic.
- Some girls continue higher education even after marriage.
- The faculty is hardworking, honest, self-motivated, and dedicated.
- There is a well-stocked library with digitalization and a big capacity to accommodate a good number of students.
- A large computer lab with twelve computers for usage.

- Quite several students are recruited through the placement cell, while other students get appointed through other sources. At the UG level, 70% of the students pursue higher studies.
- There are placements in the best international, ICSE, CBSE, and State board schools.
- There is good interaction and interrelationship with industries.
- There is a higher number of University Blues every year.
- Students from various Physiotherapy Colleges gain internships in sports injury management.
- Students are exposed to conducting project sports meets and officiating in track and field.
- The "Earn while learning" program is very active.

### **Institutional Weakness**

- Due to the conversion of the B.P.Ed. course from one year to two years and the implementation of the Choice-Based Credit system, OBE leads to an increase in human resources that are not supported by the Government under the aided stream.
- There is a delay in monitoring student progression.
- Lack of research publications in UGC CARE Journals.
- Slow learners with weak communication skills.
- Financial crises faced by several students.
- Proximity to the riverbed makes the institution prone to floods.
- Due to the frequent occurrences of floods, the standard synthetic running track could not be constructed.

### **Institutional Opportunity**

- Expanding the hostel facilities to provide more space for accommodating additional students.
- Tapping into the potential to initiate the College of Yoga.
- Expanding and exploring additional revenue streams for the promotion of sports through various sports academies.

### **Institutional Challenge**

- Modifying courses within the current curriculum to enhance resource augmentation for the growing institution.
- Keeping pace with global developments in pedagogy and research while addressing the increasing costs of acquiring various resources.
- The college boasts a spacious campus and playground with potential for further improvements in infrastructure and other physical facilities.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

"YMCA College has been a pioneering institution, playing a crucial role in shaping the curriculum under the affiliation of TNPESU. The college has exercised academic autonomy since 1987, holding a significant responsibility for designing a relevant curriculum in accordance with UGC guidelines. Periodical revisions are

made to ensure assured graduation outcomes.

The curriculum undergoes yearly updates, incorporating a 20% modification each year. This is evident and ensured through the curriculum, facilitating the achievement of Program Educational Outcomes (PEOs), Program Outcomes (POs), and Course Outcomes (COs) - Programme Outcomes (POs). The model curriculum for theory and practical aspects is based on credit requirements suggested by the UGC.

Furthermore, academic autonomy is effectively utilized through the implementation of the Choice Based Credit System (CBCS) model. Academic flexibility is provided by offering optional courses, choices of specialization in games and sports, and electives in theory papers for M.P.Ed & B.P.Ed programs.

M.P.Ed final year students are required to opt for research work, submitting their dissertation at the end of the final semester. Optional and Add-on courses are offered as value-added courses, including distance education courses and other certificate courses conducted by accredited bodies. A variety of diversified courses are introduced, focusing on job orientation and career options.

Competitive sports such as Interclass, Intramural, and Intercollegiate competitions are strongly encouraged among students and players. Athletes selected for State and National competitions prepare themselves for high-level events by attending coaching camps. Feedback received from various sources is presented by the Principal in various statutory bodies of the college. Discussions take place before recommending the feedback to the Board of Studies, Academic Council, and Board of Management for further action and support. Feedback from schools where our students undertake teaching practice is also taken into consideration."

### **Teaching-learning and Evaluation**

The college boasts highly qualified professionals who specialize in various subjects, including sports and games. Many of our faculty members are accomplished authors and competent teachers, actively contributing to syllabus restructuring committees, workshops, seminars, conferences, and various national and international activities. Despite having a limited number of faculty members, each one has embraced a few ICT-enabled teaching methods alongside traditional classroom education. The management is committed to fostering a conducive learning atmosphere in the classrooms. In addition to the conventional chalk-and-talk method, staff members utilize IT-enabled learning to expose students to innovative information and practical, student-centric learning and problem-solving methods.

Our well-stocked library and computer resource center provide all students access to books, journals, and e-resources. Teachers offer academic counseling, helping students choose elective courses, recommending remedial coaching when necessary, and engaging with parents. Extra classes are conducted to support students

in clearing the UGC National Eligibility Test.

The institution implements effective monitoring mechanisms during internship programs to ensure their success and provide student-teachers with a positive experience. Master's degree students actively participate in coaching lessons, leading teams to teach advanced skills and techniques in schools for ten days. B.P.Ed. students, organized in groups of three to five, spend entire weeks in schools handling ten general and ten specific lessons over 15 days. A collaborative effort by all faculty members ensures a successful internship teaching practice program, supported by effective monitoring mechanisms. A feedback mechanism is implemented during practice teaching, with faculty members providing constructive criticism during their visits to practice teaching schools.

Seminars, clinics, workshops, and qualification exams are conducted for various games and sports. Students are encouraged to participate in these events organized by associations and federations. Guest lectures, workshops/seminars, group discussions, remedial classes, NET/SET classes, and officiating exams are integral parts of the college's commitment to comprehensive learning.

The institution conducts three sessional tests for each paper, with each test accounting for a maximum of 20 marks. The average of the best two sessional tests (D) is considered to ensure fair evaluation. Students missing a test for a valid reason, with prior permission, may make up for the missed session. Assignments carry 5 marks each, and there are no specified minimum passing marks for both internal and external examinations. To pass both components, a student must achieve a combined score of 50% (50 out of 100). Practical assessments require a minimum of 50% in both internal and external examinations. The institution employs a comprehensive and structured Continuous Internal Evaluation (CIE) system, incorporating sessional tests, assignments, pre-semester examinations, internal and external evaluations, and practical assessments. These components are crucial in determining the overall qualification and degree classification of students in Master of Physical Education and Bachelor of Physical Education programs.

### **Infrastructure and Learning Resources**

The college is situated in the heart of the city with 64 acres of land on which the college building is located. It houses the administrative block, classrooms, library, resource center, conference hall, multipurpose hall, and staff rooms. The college provides ample space for various activities. Additionally, it features an aquatic complex with a diving area and a wading pool for therapy purposes. As a residential institution, the college has separate hostels for male and female students. Most of the teaching and non-teaching staff reside inside the campus in furnished houses. The maintenance works are supervised by the management.

Embracing the digital age, the college boasts a robust technological infrastructure that permeates every facet of campus life. Students can delve into their studies at the well-equipped computer lab, which houses 13 machines. The library's dedicated server ensures seamless access to information. Administrative processes flow

smoothly, thanks to 14 computers in the designated office, with essential departments like the principal's and the controller of examinations also well-equipped for efficiency. Faculty and staff have their haven in the staff room, complete with 3 computers and a printer for their needs. Printing is a breeze with the 19 available printers, encompassing inkjet, laser, and even a multifunctional printer-copier machine. The college boasts a powerful internet backbone of 9 Wi-Fi access points, with one blazing-fast BSNL connection offering speeds up to 200 Mbps, and 8 additional Cherrinet connections boasting similar speeds. This comprehensive technological environment not only facilitates learning and administration but also fosters a seamless and connected campus experience for everyone.

### **Student Support and Progression**

Learner-centered teaching methods are implemented to provide a healthy and supportive environment, along with adequate resources for student progression and well-being. The college meticulously plans various student activities, including curricular and co-curricular activities, as well as cultural and extension activities, to foster overall personality development. Government scholarships are made available for students, and alumni actively contribute to student placements. Students with extra needs or special requirements receive guidance and support from alumni.

To cater to the needs of postgraduate students preparing for SET/NET examinations, the college offers proper guidance, resulting in numerous students qualifying in these exams. The institution extends support for overall development through various avenues such as competitive examination centers, career guidance, and counseling on career planning, personality development, language labs, remedial teaching, and bridge courses. Additionally, the college has established a grievance redressal cell, anti-harassment, and anti-ragging committees to address student grievances effectively.

An active student council plays a vital role in many college events and programs. Representatives from the student council and alumni contribute to committees such as CDC, IQAC, Magazine Committee, Student Welfare Committee, and NSS Committee. The college's placement cell is proactive and has successfully assisted students in both on-campus and off-campus placements.

Students actively participate in various cultural activities and sports competitions, including intercollegiate and inter-university tournaments in various games.

### **Governance, Leadership and Management**

The UGC guidelines and the traditional model used by all Teacher Education Institutions in India form the foundations upon which the college governance structure is built and implemented.

Effective governance at an educational institution necessitates management techniques that are not only democratic and consultative but also involve all stakeholders to ensure continual and sustained development and quality enhancement.

Both management and leadership focus not only on the stated vision and mission but also dynamically evolve ways and means to attain the set goals through transparent involvement of all stakeholders.

Both administration and initiative not only spotlight the expressed vision and mission but also progressively develop available resources to accomplish the stated objectives through straightforward inclusion of all stakeholders.

Certain notable methodologies are based on academic opportunity, decentralized scholarly organization, sustainable review, and accountability through inbuilt feedback systems from all stakeholders, such as students, parents, alumni, and department audit committees.

As a "not-for-profit" minority institution, the administration's sole focus is on achieving its vision and providing total moral and financial support for the college's development.

The college has set clear objectives with expectations in the areas of scholarly excellence, research contributions through participatory management, interactive cross-disciplinary discussions, industry and inter-institutional collaboration, and feedback from employers, parents, and alumni.

The focus is on achieving high standards in teaching, learning, and research, including critical mass, demographic diversity, internationalization, cross-disciplinary programs, student mobility and flexibility, academic freedom, the use of technology for 24/7 information access, inter-institutional cooperation, and, lastly, a significant emphasis on research.

These adjustments are aimed at enhancing the flow and clarity of your text. Feel free to ask if you have any specific questions or if you'd like further clarification on any changes!

### **Institutional Values and Best Practices**

Institutional Values and Best Practices: This criterion contributes to demonstrating to our students and society



how YMCA College operates under strong principles and best practices:

- Adapting to the nation's evolving national and international settings and its place within it as a component of the greater educational framework.
- Being agile in addressing new and urgent issues, such as gender parity, sustainability and environmental awareness, inclusivity, and occasionally ethical dilemmas in the workplace.
- Adopting internally evolved socially conscious and proactive development approaches.
- Dealing with a range of internal factors and circumstances.
- Showing how its programs, actions, and values, acknowledged as "best practices," reflect its distinctive functioning and the influence of its excellence in the fields of education, administration, and organizations.
- Spreading and upholding values that help those involved recognize the institution as something distinctive and unique.

Key Indicators of the Criterion: There are three quality indicators used for assessing the quality of our college against this criterion.

#### Institutional Values and Social Responsibilities

- The institution has a stated energy policy streamlining ways of energy conservation.
- The institution has a stated policy and procedure for the implementation of waste management.
- Institutional waste management practices include segregation of waste, e-waste management, vermicomposting, and sewage treatment.
- The institution has water management and conservation initiatives such as rainwater harvesting, wastewater recycling, reservoirs/tanks/bore wells, and economical usage/reduced wastage.
- The institution is committed to encouraging green practices, including the use of bicycles/e-vehicles, developing a plastic-free campus, moving towards a paperless office, and green landscaping with trees and plants.
- Percentage of expenditure on green initiatives and waste management.
- The institution puts forth efforts leveraging the local environment, locational knowledge and resources, community practices, and challenges.
- The institution has a prescribed code of conduct for students, teachers, administrators, and other staff and conducts periodic programs to appraise adherence to the code through various means.

#### Best Practices:

The first best practice of YMCA College highlights its creative way of working to uplift and appreciate the special people in our community. Therefore, it addresses "ADAPTIVE PHYSICAL EDUCATION FOR DIFFERENTLY ABLED PEOPLE." The second best practice is a replication of the support provided to our students and the community in the areas of teaching and learning, administration, upkeep of property, and

human relations. Thus, it addresses "ENDORISING THE VALUE OF COMMUNITY SERVICES THROUGH SPORTS AND RECREATIVE ACTIVITIES AMONG CIVIC AND STUDENTS."

#### **Institutional Distinctiveness:**

The vision and mission of YMCA College are to train teachers and develop fully grown leaders in physical education with the overall development of physical, mental, moral, and spiritual values so they can contribute to the nation in creating and maintaining healthy citizens, forming the foundation for visualizing more than a century.

#### **Research and Outreach Activities**

YMCA College of Physical Education has a robust research culture, aiming to promote research and education in various specialized theory subjects and practical areas such as sports training, exercise physiology, sports psychology, sports biomechanics, test and measurement, anthropometry, special education, yoga, and sports like basketball, handball, cricket, track and field, football, hockey, kabaddi, kho-kho, volleyball, etc. Approximately 55 PhD research scholars conduct research under the guidance of fewer than 12 supervisors. YMCA College of Physical Education actively encourages a research culture among undergraduate (UG) and postgraduate (PG) students. Ninety articles have been published in UGC-approved research journals. Bibliometrics indicate research publications with 121 citations and an H index of 25 from 2017-2023.

#### **Innovation:**

- YMCA College of Physical Education publishes a peer-reviewed Journal of Physical Education and Exercise Sciences biannually.
- Ten books authored by our college teachers on different topics have been published by international and national publishers with ISSN/ISBN.

Extension: Sixteen extension programs were organized during 2017-2022, covering activities such as essay writing, Yoga Day, Digital India program, Fit India program, career guidance talk series, blood donation camp, cancer awareness program, anti-corruption program, tree plantation, and job interview etiquette. These initiatives were organized by the Rotaract Club, Y's Men Club, and NSS of YMCA College of Physical Education. A village adoption program was conducted for UG and MPhil students. In this program, villagers were educated about the importance of regular exercise and were taught various physical activities.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	YMCA COLLEGE OF PHYSICAL EDUCATION
Address	No.497, Anna Salai, Nandanam
City	Chennai
State	Tamil Nadu
Pin	600035
Website	<a href="https://www.ymcacollege.ac.in/web">https://www.ymcacollege.ac.in/web</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	S. Johnson Premkumar	044-24344816	9965625502	-	principal@ymcacollege.ac.in
IQAC / CIQA coordinator	Jothi K	044-24361069	9444335355	-	jothidaya@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Tamilnadu Physical Education and Sports University	<a href="#">View Document</a>
Tamil Nadu	Tamilnadu Physical Education and Sports University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-06-1972	<a href="#">View Document</a>
12B of UGC	01-08-1978	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	23-12-2019	12	We have submitted Performance Appraisal Report
NCTE	<a href="#">View Document</a>	23-12-2019	12	We have submitted Performance Appraisal Report
NCTE	<a href="#">View Document</a>	23-12-2019	12	We have submitted Performance Appraisal Report
NCTE	<a href="#">View Document</a>	23-12-2019	12	We have submitted Performance Appraisal Report

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No.497, Anna Salai, Nandanam	Urban	66.02	911.77

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPEd,Physical Education, PHYSICAL EDUCATION	24	UG	English	100	99
UG	BPES,Physical Education, Physical Education and Sports	36	HSC	English	80	80
UG	BPEd,Physical Education, Bachelor of Mobility Science for Disabled	24	UG	English	12	0
PG	MSc,Physical Education,Fitness Exercise Rehabilitation and Nutritional Care	24	UG	English	20	8
PG	MPed,Physical Education, PHYSICAL EDUCATION	24	BPED BMSC	English	60	59

	N					
PG Diploma recognised by statutory authority including university	PG Diploma, Physical Education, Sports Coaching Swimming	12	UG	English	12	1
PG Diploma recognised by statutory authority including university	PG Diploma, Physical Education, Sports Coaching Tennis	12	UG	English	12	0
PG Diploma recognised by statutory authority including university	PG Diploma, Physical Education, Sports Coaching Cricket	12	UG	English	12	0
Doctoral (Ph.D)	PhD or DPhil, Physical Education, Physical Education	48	PG	English	4	3

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				5			
Recruited	0	0	0	0	3	2	0	5	5	0	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	6	2	0	8
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				23
Recruited	19	4	0	23
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	9	2	0	16
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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



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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	66	7	0	0	73
	Female	53	6	0	0	59
	Others	0	0	0	0	0
PG	Male	54	15	0	0	69
	Female	15	4	0	0	19
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	33	35	24	21
	Female	4	3	3	10
	Others	0	0	0	0
ST	Male	1	3	3	2
	Female	1	5	0	1
	Others	0	0	0	0
OBC	Male	80	80	87	67
	Female	14	18	21	40
	Others	0	0	0	0
General	Male	5	5	14	8
	Female	3	3	4	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		141	152	156	156

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>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 centurylong 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</p>
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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 intercollegiate 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.

2. Academic bank of credits (ABC):	<p>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.</p>
3. Skill development:	<p>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.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>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</p>

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).

## 5. Focus on Outcome based education (OBE):

CBCS and OBE System: The B.P.Ed and M.P.Ed Programs. The CBCS 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): 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

	<p>PE and sports throughout their life settings.</p> <p>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.</p>
6. Distance education/online education:	<p>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 (NSNIS), 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.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NIL
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NIL
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	NIL



privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NIL
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NIL

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
314	312	308	293	281

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	160	160	160	160

File Description	Document
Letter from the authority (NCTE / University / R	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 1.3

**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	56

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Central / State Govt. reservation policy for adm	<a href="#">View Document</a>

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	154	149	139	140
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	146	149	137	140
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	156	156	152	141
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	18	18	18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
317.6914	141.73	121.16	174.29	277.81

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

#### Number of Computers in the institution for academic purposes..

#### Response: 12

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

At the beginning of the academic year, the syllabus is updated and sent for printing based on the changes approved by the Board of Studies in the Academic Council and the Governing Body. The timetable is prepared by circulating faculty members' choices and following workload guidelines.

Responsibilities are assigned during staff meetings, and the IQAC plays a vital role in allocating staff responsibilities, including mentor-mentee assignments (e.g., as Class Registrar). The annual calendar, prospectus, date of admission, and coordinators are all assigned at the start of the academic year and followed throughout, with adjustments made as needed to maintain curriculum flexibility based on demands.

Steps were taken to incorporate OBE in the M.P.Ed. and B.P.Ed. degree programs in physical education.

To achieve the stated curriculum objectives, the college provides the following: a systematically monitored internal evaluation system has been developed and introduced for the teaching faculty. Regular faculty meetings with the principal and administration are conducted for this purpose. Students' performance in co-curricular and extra-curricular activities is promoted and appreciated both within and outside the college and is closely monitored.

Value-added programs, special lectures by eminent personalities, career orientation, value education, moral education classes, student activities, ICT-aided seminars, and project presentations are conducted to effectively achieve the objectives. Periodical feedback from stakeholders, especially parents and students, is also considered.

In addition to the lecture-cum-demonstration method, teachers frequently employ PowerPoint presentations. All faculty members have adopted ICT and PPT for teaching.

Student representatives, meritorious alumni, subject experts, and university nominees play a role in approving the syllabus. Suggestions provided by them are considered, and changes are presented to the Academic Council and the Governing Body for approval and subsequent implementation.

Each student will receive a grade from the subject teacher(s). Three sessional tests will be conducted for each paper, with each test carrying a maximum of 20 marks. The average of the best two tests will be considered. In cases where students miss the tests for valid reasons with prior permission from the subject teacher(s) and the Principal, they may be granted special permission to take the sessional test before the start of semester examinations.

Implementation of a new method for calculating the Continuous Assessment (CA) marks:

- Current System for Internal Assessment Marks (25)
- 3 CAs, Assignment & Pre-semester
- Proposed New System
- Three CAs only
- Summative assessment (Written tests)
- Formative assessment (Subjective rating)
- The method of assessment for the Formative method is Subjective rating (20 marks)
- Group Work
- Quiz
- Presentation - 'Class Seminar'
- Class Interaction
- Online Assignment
- Open book exam

Assignment (5 Marks): Students will receive 5 marks for assignments, which may be in the form of seminars, projects, written materials, records, etc. Each student should submit a minimum of two assignments for each course.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.1.2

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**

**4. Employers****5. Experts****6. Students****7. Alumni**

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**1.1.3**

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

**1. Website of the Institution****2. Prospectus****3. Student induction programme****4. Orientation programme for teachers**

**Response:** A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	17	17	18

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	17	17	18



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 4.6**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	2	7

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 41.25**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
314	0	0	62	246

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**1.2.4**

**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

**Response:** B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 17.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	158	78	5	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

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

A Fundamental or coherent understanding of the field of Physical education

Physical Education Teachers prerequisite are knowledge in various games and sports

The college curriculum helps to understand the importance of physical activity for their physical and mental health of students. This includes the following:

The Extra-Curricular, the Co-curricular and even the curricular activities always have stint of Community orientation in all our programmes.

One of the objectives of the college is to serve the community with the physical education leadership.

The students and teachers are always motivated to get involved in such 'result-oriented' programmes because of the fact that 'Sports is a Powerful Media' for providing the Overall Development of each domain of an Individual such as Physical, Mental, Moral, Spiritual and Social.

The activity offered at the college prepares an individual not only to be a Physical Education Personnel, but to imbibe in them the true thirst to volunteer community service.

- o It enables 'learning in action'.
- o The outcome of service learning is bi-polar in nature as both the participants (both students-community and the civic society) are benefitted.
- o Service-learning actively engages the students in meaningful and personally relevant service activities.
- o Service-learning projects work best, when they grow in developmental abilities of the participants, by engaging in interesting service activities and explore the context of the underlying

societal issues.

- o The outreach programmes extended to the Rural Population causes the growth opportunities.
- o The learning in action meets the curricular objectives.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Internship in two phases to various schools and colleges. In the first phase of the teaching practice the student teacher trainees are given ample prospect to enrich their knowledge in hand on practical experience in teaching various physical activities in the form of general lesson plan. In the second phase of the teaching practice the student teacher trainees are given ample opportunity to get exposed to teach various skills in major sports and games in the form of particular lesson

At the master degree level the sent for coaching classes and class-room teaching with ICT is emphasized.

Capability to extrapolate from one has learnt and apply acquired competencies

Project sports meet; Play day, Intramural competition, Buck sports festival and organization of inter Collegiate Tournament and acting as officials for various tournament in the city and out skirts at the campus give ample opportunity to set students into practice.

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills

Understanding, controlling, and utilizing both your own and other people's emotions are all aspects of emotional intelligence. It is a complicated idea that has undergone several definitions. However, there are five essential components of emotional intelligence on which everyone can agree:

- Self-realization.
- Self-discipline.
- Motivation.
- Societal skills; sympathy.

The summer coaching camp is an annual feature of the college. The camp organized by the college is targeted for the orphans from various schools. The orphanages attached to various Churches are informed and they are given accommodation in the Hostel for 20 days. The college provides shoes and the sports uniforms and lends a hand to involve them in sports which is a rare opportunity for such orphans .The teachers and the students train them in the morning and evening. During the day they have value education and moral education in the college chapel. This work is very much appreciated by the members of the community

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 in 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	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.3.2

**Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

**Response:**

#### **Development of School System**

The curriculum covers the practical and theoretical aspects exhaustively. The programs give a broad perspective of various boards so that students come to know about the syllabuses such as State Board of Government of Tamil Nadu, Central Board of Secondary Education (CBSE), Indian School Certificate (ISC), Secondary School Certificate (SSC), etc.

#### **Functioning of Various Boards of School Education**

As per the syllabus framed by UGC, there is a modification of 20% of the syllabus is modified as per the demand and requirement of various boards. The informative views of both Western and Indian academics are combined in the syllabus to make acquainted to the students in the practical and theory curriculum of the school system.

The planning of lesson plans differs from board to board. Undergraduates and post-graduates are adapted with a reasonable study of the syllabus framework, curriculum & schoolbooks of different boards. Syllabus execution and evaluation under various boards are considered for preparing teaching practice and assessment as per the syllabus.

In innovative lessons, the rules of various sports and games and expose them to national and international associations of various viewpoints are accepted and the officiating at the state level, National level, and international levels are taught and implemented. Students engage in the latest techniques and changes in the rules of the Olympics to promote diversity.

### **Assessment Systems:**

The course papers and practical courses in Undergraduate and post graduate programs have assessments for learning and academic achievement records are catered to the various forms of assessment of different boards through intensive teaching practice.

In Out Come Based & Choice Credit system open-book examination, viva-voce examinations are displayed concentrating on diverse boards, PG students develop and implement programs that deal with diversity and inclusivity.

### **Norms and Standards:**

The differences in choice-based credit assessment are analyzed from an international context. Students are familiar with the global norms and standards for teaching and evaluation. A shift from the Western awareness of the arrangement of human behavior is perceived and the practical alterations in Indian classrooms are focused on. Academic standards for teaching learning and evaluation are said and reviewed as per the aptness.

### **State-wise Variations:**

The student teachers are exposed to different practices of boards in schools during their internship, and trained to communicate and learn outcomes, given by NCERT and SCERT in designing practical class assessment techniques as per the international perspective such as games and sports currently included in Asian games, Common Wealth Games, SAARC Nations, and Olympics.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### **1.3.3**

**Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

**Response:**

The YMCA College of Physical Education adheres to an annually modified board-approved syllabus, designed to offer diverse experiences to student teachers. To attain this goal, the college employs various measures for professional teaching training:

The institution adopts a student-centered approach, emphasizing the students' needs and endorsing teaching methods such as vigorous learning, research work, problem-based learning, and project-based learning.

Students engage in a range of learning opportunities on campus, participating in numerous learning activities provided by the institution.

Teaching practice schools are meticulously selected to maximize student teachers' experience, knowledge enhancement, and confidence in teaching.

Various competitions are held on different occasions, providing students with opportunities to learn sports and game rules and develop skills in organizing and officiating matches.

Dramatization and At-will learning methods are actively encouraged, integrating theoretical concepts through practical demonstrations.

Group work and discussions are promoted for Master's students.

B.P.Ed. students undergo a leadership camp at Yelagiri, fostering leadership qualities and managerial skills like time management.

To encourage research knowledge, colloquiums, PowerPoint presentations, and classroom teaching events require students to prepare their work with teacher guidance.

Student-centered programs include assignments, student association activities, dissertations, and organizing rural sports in villages.

Students are well-trained and guided to utilize various learning resources both within and outside the campus.

Activities contributing to skill development among students include intramural and inter-class competitions, practical classes in all games and sports, organization of Play Day, inter-school competitions, and inter-collegiate competitions in various disciplines.

Optional courses such as Bharathiam, Silambam, Orientation & Mobility, Band, and Yoga, along with add-on courses, complement active learning.

Participation, witnessing, and reading facilitate active learning, with resources like the library, resource center, laboratories, computer center, and play fields providing suitable environments.

Techniques for active learning include project works, group assignments, report writing, individual assignments, presentations, giving talks at general assemblies, and preparing demonstrations in project meetings.

The language lab aids students in participating in active learning.

Opportunities for active learning include witnessing and interacting with elite players, video shows, coaching camps, taking on teaching roles on Teacher's Day, assisting other schools in officiating, and contributing to gym centers.

The academic schedule for each course is meticulously planned during April and May, systematically considering changes made in the Board of Studies and approved by the Academic Council. The calendar is prepared accordingly for the next academic year.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

- 1.Students**
- 2.Teachers**
- 3.Employers**
- 4.Alumni**
- 5.Practice teaching schools/TEI**

**Response:** B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

### 1.4.2

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

**Response:** C. Feedback collected and analysed



File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response:** 95.38

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	56

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

**2.1.3****Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**File Description****Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

**Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

Academic Support

- Upon admission, the college administers an entrance exam for master's degree students, followed by interviews to assess their spoken English proficiency and overall knowledge level.
- On the first day, a comprehensive orientation covers the educational process, syllabus, college rules, hostel guidelines, and the education system. This fosters awareness of the educational framework at the physical education college.
- A well-equipped library and computer resource center provide students with access to books, journals, and e-resources. In the women's hostel, being a residential college, personal guidance on academic and non-academic matters is readily available.
- Soft skill development classes have been introduced, complemented by regular meetings with student representatives. Mock interviews and personality development sessions are conducted under the guidance of class registrars, deputy wardens, and other available teachers.
- Each class is assigned a class teacher, responsible for teaching practice, activities, and specialization in practical sessions. The students can approach these mentors for academic and personal counseling. Teachers guide students on attendance records, course registration, and fulfillment of course requirements.
- The college maintains comprehensive records of internal and semester examination marks through the examination center. Academic counseling is provided by teachers who assist students in choosing elective courses, recommend remedial coaching, and meet with parents.

- Additional classes are conducted to prepare students for the UGC National Eligibility Test. Sports coaching occurs early in the morning and extra time is allocated for deserving students participating in higher competitions.
- Workshops on archery, rowing, throw ball, and lifestyle management for physical education professionals are organized, including guest lectures, workshops/seminars, group discussions, remedial classes, and supervised study sessions.

#### For Slow Learners

To address the needs of slow learners, teachers organize special remedial classes. Online resources and study materials are provided to strengthen their subject knowledge, and improvement exams are conducted.

#### For Moderate Learners

Moderate learners receive encouragement and support to read beyond the syllabus requirements. They also assist slow learners by discussing specific topics among themselves. Revision classes are conducted if needed, post-completion of the syllabus, for better understanding and performance. After each assessment, answers to all questions are discussed to help students identify mistakes and weaknesses.

#### For Advanced Learners

Advanced learners are motivated to study beyond the syllabus requirements and gain concrete knowledge from different books. Toppers in each program during semester examinations are recognized with medals and certificates.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.2.2

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**

**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs****Response:** B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.2.3**

**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

**Response:** Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 52.33**2.2.4.1 Number of mentors in the Institution****Response:** 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

#### **Response:**

YMCA College of Physical Education is a practical-oriented institution. At the beginning of the college term, the timetable for both theory and practical classes is announced in the assembly. Based on the shifts and schedule, students are guided by practical and theory coordinators.

This physical education college promotes the lecture-cum-demonstration method, incorporating the rigorous use of ICT-enabled tools, including online resources, for an effective teaching and learning process. All our teachers utilize ICT tools such as smart boards, video conferencing, and Google quizzes. These resources are also employed through the public address system, document camera, computers, laptops, and LAN-connected systems.

The YMCA College follows ICT-enabled teaching in addition to traditional classroom education. The management is committed to creating a conducive learning atmosphere in the classroom. Alongside the traditional chalk-and-talk method, staff members use IT-enabled learning to expose students to innovative information and everyday practical learning.

The college's computer laboratory, with an internet link and Wi-Fi, is provided to encourage autonomous learning. Additionally, an ICT and pedagogy lab supports student learning, offering Wi-Fi access for individual laptops and mobile devices. Wi-Fi usage is monitored and controlled by the system administrator.

Practical teaching is conducted through PPT presentations when necessary, with audio and video

supplementary materials to sustain student interest and present recent developments. The college possesses educational CDs and DVDs on various topics, effectively utilized by the library to meet the daily requirements of students.

Teaching faculties and students stay updated on current trends in ICT-enabled research, conducting literary searches, data collection, documentation, and statistical analysis (SPSS). Departments are equipped with multimedia classrooms, and staff members are trained in using ICT-enabled tools for an effective learning process. Video recordings are used in physical education to provide immediate feedback on students' performance.

At the beginning of each semester, an academic plan with lesson plans, lab manuals, and question banks with solutions is made available. The college library is well-stocked with an adequate number of books, e-journals, and e-books. Online research journals are accessible through a surrogate server on campus, ensuring competence in accessing these journals. Departments organize seminars, workshops, and guest lectures on new developments in core subjects, utilizing modern ICT-enabled tools for effective teaching and learning.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

### 2.3.2

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

**Response:** 84.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	13	13

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

**2.3.3**

**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

**Response:** 100

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

**Response:** 314

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.3.4**

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

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

**Response:** A. Any 4 or more of the above



File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.5

#### **Continual mentoring is provided by teachers for developing professional attributes in students**

##### **Response:**

**The** continual mentoring by teachers is our college's enhanced professional attributes in physical education students. B.P.Ed and M.P.Ed students teachers based on Roll. No. are grouped under the supervision of mentors with students to cope with academic and professional growth. They are cheered and guided to participate in educational & academic events.

**Communication skills:** Class advisers help students learn how to communicate effectively with their peers, administrators, authorities and the public in general.

- Dealing with student diversity
- Conduct of self with classmates, teachers and authorities
- Balancing the match situation and classroom stress
- Keeping oneself well-informed with recent progress in education and life.

**Problem-solving skills:** Mentors help students develop their critical thinking and problem-solving skills. They teach students how to identify and analyse problems, generate solutions, and implement those solutions.

**Leadership skills:** The deputy wardens and Class registrars help students develop their leadership qualities. Even in their respective hostels the role played by students and in the college they are trained to be good leaders.

**Teamwork skills:** Class registrars help students develop their teamwork skills. They teach students how to cooperate with others, share ideas, and resolve differences of opinion.

**Time management skills:** The deputy wardens and the Class registrars keep the discipline of the class. During the assembly in the morning and in the evening the students are taught how to come timely for the assembly and give marks for their attendance, the day assembly helps students learn how to manage their time effectively. There are deputy wardens for men and women students are assisted by 04 sub wardens in the men's hostel and one mess marten and sub warden for women who teach time

management skills in their respective hostels.

**Professionalism:** Class registrars and deputy wardens help students develop a sense of professionalism. They teach students about workplace etiquette, dress code, and expectations.

In addition to teaching these specific skills, mentors provide students with general guidance and support. Class registrars are a source of encouragement and motivation, and they help students build confidence in their abilities.

Here are some specific where the class teachers provide continual mentoring to students at our college.

- Meet regularly with students to discuss their progress and provide feedback.
- Assign students to projects that require them to use professional attributes
- Provide students with opportunities to shadow experienced professionals in the field of physical education.
- Connect students with professional networks that offer them mentorship and support.
- Encourage students to participate in professional development activities, such as conferences and workshops.

#### **Research:**

All the M.P.Ed. Students are allocated guides after a formal colloquium is held and all the teachers participate while students present their research topic to undergo their dissertation and research work. With constant supervision by guides, teacher educators who cooperate for the completion of research proposals and give feedback for the finalization of all topics selected by the M.P.Ed. students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **2.3.6**

**Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**
2. **‘Book reading’ & discussion on it**
3. **Discussion on recent policies & regulations**

4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

**Response:** A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

**ORGANIZATION OF SPORTS MEET: PARTICIPATIVE LEARNING & PRACTICAL EXPERIENCE NURTURES CREATIVITY**

Organizing various events such as Project Sports Meet, Play Day, Intramural Competition, Buck Sports Festival, and intercollegiate tournaments, as well as serving as officials for various tournaments in the city and outskirts of the campus, provides ample opportunities to put students into practice.

#### INTELLECTUAL AND THINKING SKILLS

Students are tuned to measure the ground, draw a standard track, mark the field events, prepare booklets, allocate officials among their class members, and finally, arrange the chief guest, print invitations, and invite elite athletes for the inaugural and closing ceremonies.

#### LIFE SKILLS

Every Wednesday, inter-house competitions are conducted. At the end of the academic year, students gain valuable experience, and this exposure raises awareness about the importance of organizing a standard sports meet.

## PROBLEM-SOLVING METHODOLOGY: INNOVATIVENESS

During holidays, students are taught critical thinking and problem-solving skills. Student teachers, during their intensive teaching practices, teach special activities such as Aerobics, Malkaumb, Yoga, Pyramid, Mass Drill, Tableau, and other activities for demonstration and exhibition.

## EMPATHY

Students are encouraged to understand and appreciate the perspectives of others and develop empathy. To maintain awareness and organize a standard sports meet, students should have a keen interest in developing their officiating abilities. They undergo examinations to qualify as State and National Officials in Athletics, enhancing their self-confidence and providing bravery to excel in the future.

## II - ADAPTED PHYSICAL EDUCATION: EXPERIENTIAL LEARNING

All students are prepared to equip themselves with the knowledge of organizing a constructive program for physically challenged and differently-abled children in schools.

## PROJECT

Extension and outreach activities include school and college visits to mark playfields, organize sports meets and tournaments, officiate, run rallies like Health Awareness Runs, and engage in community services such as village adoption for games and development. These activities expose students to the challenge of ensuring the right to education for all, emphasizing physical activity for everyone.

## ELECTIVES

In terms of life skills, students are taught time management, goal-setting, and problem-solving, crucial for success in life. College staff members have designed adapted games for differently-abled children, leading students to organize such games for them. Additionally, an elective theory paper in the MPed degree course is included for MPed degree students.

## DISABILITY AND INCLUSIVE EDUCATION

The subject is included as an elective course for the B.P.Ed program, and Adapted Physical Education is included as an elective course for the M.P.Ed program.

**EMPATHY**

All students have the opportunity to learn and succeed. They construct courts and conduct competitions in adapted football and volleyball, participating as officials in the Para Olympics, Special Games, and competitions for special children.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4 Competency and Skill Development****2.4.1**

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant**

skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

**Response:** B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

**Response:** C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.4

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.5

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.6**

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

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

**Response:** C. Any 3 of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.7**

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

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

**Response:** A. Any 4 or more of the above



File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

The internship program is spread over all 2 semesters of the B.P.Ed course and 2 semesters in the M.PEd. Course.

**1. Selection/ identification of schools for internship:**

Internship is based on the request to the headmaster or Principal of the schools to allow the students and request for a number of students to undergo internship.

More than 100 schools are chosen for the Intensive teaching practice. Initially, we seek the suitability of sending them to schools. Accordingly, they are assigned to various schools after getting approval from the concerned headmasters/Headmistresses/Principals. The students in a group of three to five are sent to school for full weeks. They are supposed to handle 10 general and 10 particular lessons. (15 days).

**2. Orientation to school principal/teachers:** The coordinator & the internee communicates with the School principal/teacher to discuss the internship program & activities to be completed, role of the internee & the school. Telephonic or email communication is done for this purpose.

They are sent to schools and colleges where there are good teams and coaches so that they are trained to teach them advanced tactics and strategies with the help of coaches.

**3. Orientation to students going for internship:**

A detailed workbook/ record note book is provided for guidelines regarding attendance record, duties, activities to be conducted during their internship, information to be collected, sample lessons to be taken in schools, observations of school faculties and records, programs to be planned and actively organized, etc Students have to exercise teaching general and particular 10+10 respectively

**4. Defining role of teachers of the institution:**

After the completion of 10 general lessons and 10 particular lessons for 15 days the students. For the past three years, the college has organised a 'play day' which is part of the curriculum at the YMCA College of Physical Education. Inter-school competitions are conducted in Minor games, light apparatus, Asanas, Calisthenics, Aerobics, Marching and so on. This is one of the Innovations made by the college to motivate the students to teach a common package of exercises with music. Students create good impressions among the heads of the schools and hence most of the students are assured of a job in that school after they complete the degree.

#### **5. Streamlining mode/s of assessment of student's performance:**

Supervision and evaluation of practice teaching - The faculty members visit the schools during those days .Each and every class has been supervised and monitored and the notes of lesson is corrected at the schools. The remarks are given by the PET/PD of the school. He/she grades the students for 100 marks and sends the confidential reports to the Principal of the college directly.

#### **6. Exposure to a variety of school set-ups:**

There are many situations provided to the student trainees in addition to the teaching practice classes. Students are sent to special schools, government, private, aided, and international schools of different boards -CBSE, SSC, ICSE

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.9**

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

**Response:** 1.57

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

**Response:** 96

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

**Response:** C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

The institution employs effective monitoring mechanisms during the internship program.

## B.P.Ed Internship

As a residential institution, all students reside on campus and attend their internships. During their internship period, students are required to report to the morning assembly. Attendance records are meticulously maintained by the college. After attendance is taken, each student must then report to their lecturer or assistant professor, presenting their lesson plan for the day for correction. Should they require any sports equipment, materials, or assistance, faculty members are available to help, and necessary equipment can be obtained from the college store.

## M.P.Ed Coaching Lesson

Moreover, master's degree students participate in coaching lessons, where they lead teams to teach advanced skills and techniques in schools for 10 days. These students are placed in schools and colleges with strong teams and coaches to gain experience in teaching advanced tactics and strategies, with coaching support. In addition to teaching practice and coaching ability, students gain insights into the intricacies of the teaching and learning process.

One of the faculty members in charge of the college coordinates the entire program of teaching and coaching practice and also conducts meetings with mentors to plan various activities related to Intensive Practice (in schools) and Coaching Lessons.

Faculty members frequently visit schools to gather feedback, engaging in face-to-face interactions with Principals/PET/PD to identify and address immediate issues.

A feedback mechanism is implemented during practice teaching, with faculty members providing constructive criticism during their visits to practice teaching schools. Teacher trainees also receive personal feedback from the college, recorded by the concerned faculty, and from their peers who observe their classes, offering additional perspectives for improvement. The Director of Physical Education and Physical Education teachers/coaches from the practice teaching schools observe teacher trainees' classes, identify any shortcomings, and provide relevant feedback. Teacher trainees engage in self-reflection, contributing valuable insights into their performance.

Evaluation of practice teaching involves faculty members visiting schools during the internship period. However, direct supervision of teaching practice is carried out by the school's physical education teacher. Each class is closely monitored, and lesson plans are reviewed at the schools. The physical education teacher (PET/PD) grades students on a 100-point scale based on the interns' effectiveness in classroom teaching, their competency, involvement in various activities of schools, commitment, and job readiness and then submits confidential reports directly to the college Principal.

The Principal compiles a list of faculty members to visit schools, supervise students, assess students in the prescribed format, and provide a report on the school visited and the students.

After the internship, a dedicated interview with all students is conducted by faculty and a few other experts. In the interview and presentation, students provide information about the roles and responsibilities performed, activities conducted during the internship, lessons conducted, events and programs organized, etc. Students also share their experiences and learning during the internship program.

and provide valuable suggestions for improvement and the smooth functioning of the internship program.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.12

**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

(\* 'Schools' to be read as "TEIs" for PG programmes)

**Response:** C. Any 2 or 3 of the above

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

#### 2.4.13

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

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

**Response:** B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 130

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 93.41

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

**Response:** 17

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

### 2.5.3

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

**Response:** 0.74

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

Response: 14

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

#### 2.5.4

#### Teachers put-forth efforts to keep themselves updated professionally through

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

#### Response:

In-house discussions on current developments and issues in education:

The college is a recognized research center under the Tamil Nadu Physical Education and Sports University. We have faculty members who guide PhD, M.Phil., and M.P.Ed students. In connection with this, faculty members are encouraged to present papers at national and international conferences and seminars. Staff meetings are regularly conducted during which faculty members share their professional experiences. After attending these meetings, the faculty share their experiences and submit a copy of the certificate to the office.

The Faculty Development Programs, such as orientation programs, refresher courses, MOOCH, SWAYAM Online courses, etc., are offered. Aided faculty members are given Duty leave to attend UGC-sponsored refresher courses and orientation programs. The college frequently organizes workshops, and FDP, and invites experts, both online and offline, to update their professional knowledge. After completing these courses, the staff share their professional knowledge with their colleagues.

During staff meetings, faculty members responsible for specific courses are requested to update the syllabus if necessary. During the lockdown period, online pre-meetings used to take place, and the proposed updates were added to the agenda of the Board of Studies (BoS) for consideration. In the BoS meetings, one senior faculty member presents the proposed changes and awaits approval from external experts.

Sharing information with colleagues and with other institutions on policies and regulations:

Some of our faculty members also serve as members of the BoS and the Academic Council of other institutions, where they share their knowledge in staff meetings.

Resource persons are invited for guest lectures to discuss recent trends in physical education and sports sciences. Faculty development programs are organized by the college.

A few faculty members are involved in modifying and preparing notes on the syllabus for the Distance Education Centre of TNPESU, the D.P.Ed board, Tamil Nadu Teacher Education University, and

SCERT to frame and modify the curriculum for physical education and health education.

There is always interaction among faculty members during seminars, conferences, and inter-collegiate and inter-physical tournaments where our college faculty members interact and share knowledge.

Our college faculty members also serve as doctoral committee members in neighbouring institutions and act as examiners in Ph.D. Viva-voce, practical assessments, and paper valuation in various universities, sharing their research expertise with each other.

College faculty members are frequently invited as resource persons in national and international seminars, conferences, workshops, and faculty development programs conducted by UGC, academic staff colleges, and other institutions where they share about the education policies, the latest trends in sports sciences, etc. for which they are granted on-duty, leave, and permissions for such engagements. Our college faculty members act as Doctoral Committees in the neighbouring institutions and act as examiners for PhD Viva-voce, practical and paper valuation to various universities and they share their research acquaintance with each other.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

**Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

**Response:**

- 1. Sessional Tests (A, B, C):** The institution conducts three sessional tests for each paper, with each test accounting for a maximum of 20 marks. The average of the best two sessional tests (D) is considered to ensure a fair evaluation of students' subject knowledge. However, students who miss a test for a valid reason, with prior permission from relevant authorities, may be granted the opportunity to make up for the missed session.
- 2. Assignment and Attendance (E):** Students are awarded 5 marks for assignments and attendance. Assignments can take various forms, including seminars, projects, written materials, and records. To earn these marks, students are expected to submit a minimum of two assignments for each course and attend all classes regularly. The average of the assignment and attendance marks is then calculated to determine this component's score.
- 3. Pre-Semester (F):** Pre-Semester examinations are conducted at the end of each semester before the final semester examinations. These exams cover all course material, and a total of 75 marks are awarded. These marks are subsequently converted into 25 marks.



**4. Internal and External Examinations:** There are no specified minimum passing marks for both internal and external examinations. A student must achieve a combined score of 50% (50 out of 100) to pass both the internal and external components. The external examinations (I) involve the evaluation of answer scripts by both internal and external examiners. In cases where there is a 10% difference between the two examiners' evaluations, a third revaluation is conducted, with the final result being determined by this process.

**5. Practical Assessments:** To pass practical assessments, a student must score a minimum of 50% in both the internal and external examinations. In the event of a student failing in any practical assessment, they will be allowed to retake the practical(s) in the subsequent semester examinations.

**6. Part-II Practical and Part-III Teaching/Coaching Lessons:** The assessment of Part-II Practical and Part-III Teaching/Coaching Lessons involves both internal and external evaluations. The specific evaluation criteria vary by semester, with some segments being assessed internally and others externally. These components encompass teaching practice, classroom teaching, specialization, coaching lessons, and internship training.

**7. Credit System:** The institution follows a credit system where one credit is equivalent to one hour of teaching (lecture or tutorial) or one and a half/two hours of practical work/fieldwork per week. This system helps to quantify and standardize the teaching and practical components of the curriculum.

**8. Degree Qualification:** To qualify for the Degree of Master of Physical Education, students are assessed based on their marks and corresponding CGPA earned in their courses. It is a requirement for students to attain a First Class, Second Class, or Pass Class classification, with the achievement of First Class with Distinction being a further distinction. Additionally, students must achieve the First/Second Class distinction in both the grand total and end-semester (External) examinations to be eligible for these degree classifications.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.2

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

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

**5.Provision of answering bilingually****Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

**2.6.3****Mechanism for grievance redressal related to examination is operationally effective****Response:**

The college's mechanism for addressing examination-related grievances is obvious, time-bound, and competent. Students have the option to approach the principal, lecturers, and the controller to address their examination-related concerns as needed.

**Exam Revaluation:** If a student feels that the marks given are unjust, they can apply for revaluation by following the specified norms. The controller appoints examiners different from the previous assessor, and if a discrepancy is found, it is corrected.

**Rescheduling of Examinations/Internals:**

Default: Students with attendance shortages can also avail of the college's grievance process. Legitimate cases are considered, addressed, and resolved. Attendance shortages are compensated for through library hours and the submission of a medical certificate. Students with attendance in the range of 65-74% are allowed to appear for the semester-end exam upon presenting a medical certificate and paying a condonation fee.

**Grievances Related to Internal Examinations:**

The assessment of internal examinations, including theory and practical assessments, is conducted at the college by the respective staff in charge. In case of grievances, they are resolved by the Principal, who serves as the Chief COE, following the college's rules. Grievances related to similar topics are resolved as follows:

- Students should approach the COE.
- Collect the form for the special CA.
- Submit the form to the COE after getting the internal marks and counter signed by the principal.

- The Principal consults with the CEO and the concerned teacher to resolve the grievance.

**Practical assessments:** In the case of grievances related to practical assessments, the student follows a procedure similar to that of theory internal assessments.

**Issues regarding attendance:** The attendance is regularly communicated to the students. Every month, attendance is posted on the notice board, and if there are any queries, students can approach their class registrar, who is responsible for attendance. At the end of the semester, the staff members provide attendance percentage to the Principal along with no dues certificate for getting the Hall Ticket.

Shortage of attendance is compensated with submission of medical certificate. Students with attendance of 65-74% are permitted to appear for the semester-end exam on producing a medical certificate and with a condonation fee.

During the pandemic, all offline assessments transitioned to the online mode. Initially, this new concept posed challenges for students and the college, such as delayed delivery or difficulty in accessing question papers or uploading answer scripts. The chief examiner addresses and resolves these grievances. Consequently, the examination committee decided to provide an extended 45-minute relaxation for uploading answer scripts. If students were unable to upload them, they could drop the answer sheets in the COE office or mail them to the college.

Grievances related to the university: The TNPESU issues degree certificates to the college, the COE forwards the issue to the Principal, who then forwards it to the University for Further Action.

Grievances related to question papers have not been addressed, as the college appoints question paper scrutiny members who scrutinize the papers.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

Before the start of the academic year, the institution prepares and publishes an academic calendar that includes relevant information about the teaching-learning schedule (working days), various planned events, the internship program and scheduled holidays. It also specifies the dates of internal examinations, Pre-semester and semester examinations. This academic calendar serves as a guide for teachers to coordinate all activities related to the ongoing internal evaluation process and to inform students of the schedule.

The academic calendar is formulated, discussed, reviewed, and approved during staff meetings. The Principal frequently assesses the progress of the semester and provides relevant suggestions. If any revisions to the academic calendar are necessary, they are discussed during staff meetings and communicated through circulars posted on the notice board. All programs are regularly communicated through circulars by the Principal and are also monitored by the class registrar and deputy wardens.

The student's academic progress is regularly monitored through continuous internal evaluation strategies such as seminars, project work, unit tests, and semester examinations. To facilitate the implementation of the internal assessment process, an Examination Committee is established at the college along with the controller of examination.

By providing students with the academic calendar, they are well-informed about examination schedules and can adequately prepare for both internal and external semester examinations. Unless unforeseen circumstances require government-mandated changes, the internal evaluation schedule remains unchanged. Assessment of students' knowledge and skills occurs regularly through various tests conducted by teachers within their respective subjects. The marks are exhibited in the notice board duly signed by the Principal and the Controller of Examinations five days prior to the commencement of Semester examinations.

Therefore, the institution strictly adheres to the academic calendar for internal evaluation. Internal examinations are scheduled to allow ample time for students to prepare and sit for semester examinations in accordance with the academic calendar.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

**The college website clearly presents Program Learning Outcomes (PLOs), Program Specific Outcomes (PSOs), and Course Learning Outcomes (CLOs) for all its academic programs. The college also establishes graduate attributes and learning objectives that align with the guidelines set by NAAC. The POs are integrated with the learning objectives, and the teaching and learning procedures are adjusted to consider both PLOs and CLOs.**

**In every new semester, course instructors discuss the expected COs with their students. COs are an essential part of the course documentation prepared by instructors, and teaching plans are**

constructed based on the PLOs and CLOs.

The curriculum is regularly reviewed and adapted to provide opportunities for physical education teacher trainees to achieve holistic development. Approximately 10% of these modifications are proposed to the Board of Studies and are executed following approval by the academic council and college governing body in accordance with UGC guidelines. The curriculum is updated to incorporate the latest trends and developments in the field of physical education, with a consistent inclusion of sports.

Program Outcomes are achieved through the realization of course outcomes, and all courses within the B.P.Ed and M.P.Ed programs are aligned with the program outcomes. Course outcomes are determined based on course content and objectives within the program's framework, ensuring a strong alignment with course objectives. Various events are meticulously planned to stimulate students' imagination and critical thinking. Faculty members place emphasis on developing students' assertiveness and the values essential for a teaching profession. Each course is meticulously designed and executed to foster reasoning, affective, and other skill domains. The college systematically organizes events, including guest lectures by experts.

The college frequently invites experts to lead workshops and deliver talks during general assemblies. These events provide practical insights into different fields, sports, and games.

The course outcomes are carefully scheduled to ensure that the entire syllabus, including both practical skills, teaching practice and theory, remains consistent with the program. Based on the framed objectives, the assessment pattern and model for internal and external examinations are developed. The outcome displays clearly articulate the specific understanding and competencies that students must consistently demonstrate.

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

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

Average pass percentage of students during the last five years

Response: 98.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	146	149	137	140

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

### 2.7.3

**The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements**

#### **Response:**

The PLOs and CLOs of YMCA College of Physical Education are evaluated throughout the academic year. After every practical course, the respective staff measures the students' performance, and the marks are submitted to the Controller of Examination which is also displayed on the notice board and recorded by the concerned teacher. Student teachers develop skills and qualities relevant to their future careers as Physical Education Teachers (PET) and Physical Directors (PD). The B.P.Ed. and M.P.Ed. syllabi are developed with consideration and assurance of alignment with the PLOs.

The practical courses are run according to the timetable prepared for theory and practical for the semester, with course outcomes in practical being enhanced by the teacher in charge of various games, sports, and physical activities. The teaching practice is evaluated by the staff in charge of teaching practice and internal examiners. The outcomes are also evaluated by external examiners at the end of the semester and during internships, where the confidential results are sent to the Principal.

The techniques for measuring the attained PLOs and CLOs include:

1. The percentage of passes and marks achieved.
2. The marks achieved through practical, theory, and internship.
3. The percentage of students pursuing higher education.

4. The percentage of students placed in schools and colleges.
5. Continuous assessment, guided by the course teacher and the Controller of Examinations' guidelines, includes methods such as quizzes, seminars, and assignments.
6. Feedback is collected from students, faculty members, alumni, and parents.
7. The results of each course are analyzed by course teachers, which are then submitted to the Controller of Examination through the Principal. Gold, silver, and bronze medals are awarded based on merit in theory and practicum.
8. As per the calendar, the intended learning outcomes of cultural, intercollegiate, inter-physical, and other competitions held on campus are communicated to students through circulars posted via WhatsApp, College Website and on students' notice boards. This helps students understand and prioritize their overall personality development.
9. The students association keeps a record of all the cultural, literary competitions and talent nights held throughout the year and presents awards at the valedictory function and Hostel day. The intramural competitions for girls are held among four houses and for men eight houses and all the games and sports are also presented with certificate and prizes on Annual Sports Day.
10. Students who clear NET exams are honored with Rs.5,000/- on the annual day, and their parents are also invited.
11. Students representing the Tamil Nadu Physical Education and Sports University in various sports and games receive a cash award of Rs.1,000/-
12. For All India Inter University Participants are awarded with cash awards.
13. All the students association and intramural committee members are recognized on investiture ceremony and on valedictory and annual sports day and on college day. The best students and the best hostellers (men and women) are honored with certificates and trophies.
14. In the summative assessment for each course, teachers assign assignments according to demand and trends. Quizzes, seminars, and continuous internal assessments are conducted at the end of each month or unit and at the end of the course.
15. The aggregate is derived by consolidating the internal marks, providing a basis for calculating students' grades.
16. Students achieve the learning outcomes through constant motivation and encouragement.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.7.4

##### Performance of outgoing students in internal assessment

**Response:** 85.43

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



Response: 129

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

### 2.7.5

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

#### **Response:**

Assessment tasks are an integral component of our physical education program, serving as a measurable yardstick for evaluating how well students meet the intended learning objectives. At the YMCA College of Physical Education, all applicants are evaluated on multiple fitness parameters for the B.P.Ed course. This evaluation includes a 100-meter run to assess speed, long jump to measure leg explosive power, shot put to evaluate shoulder explosive power, and participation in one major game from the Inter-University competition list.

For the M.P.Ed program, candidates must first complete a written exam with multiple-choice questions, followed by a spoken English interview and certification verification. Subsequently, they are required to demonstrate their skills and playing ability in any major game or sport. Admission is determined based on these assessments, and opportunities are provided to encourage teacher trainees to develop their capabilities to their fullest potential.

Throughout the course of study, teacher trainees undergo various assessments. These assessments include an induction program with matches among freshmen and returning students, a model sports meet, intramural competitions, a project track and field meet, and participation in the Buck Sports Festival and inter-collegiate tournaments. Specific coaching and separate training sessions are offered in both morning and evening by the respective faculty members to enhance their abilities. Teacher trainees are also encouraged to officiate in weekend competitions held in the city.

Moreover, they are motivated to pursue distance education courses, state-level and national-level officiating exams, as well as complete a 6-week NSNIS certificate program in sports coaching organized by the Sports Authority of India. All teacher trainees are also encouraged to enrol in career-based, add-on courses, optional courses, and skill development programs offered by the college. Faculty members



conduct student observations based on their performance in theory and practical sessions, and formative assessments in class help identify their learning needs. Subsequent formative and summative assessments cover a variety of tasks in both theory and practical aspects.

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.62

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.1.4**

**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

**Response:** E. None of the above**3.2 Research Publications****3.2.1**

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

**Response:** 3.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	20	13	20

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.2.2**

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:** 1.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	8	4	11

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1**

**Average number of outreach activities organized by the institution during the last five years..**

**Response:** 4.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	11	5	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2**

**Percentage of students participating in outreach activities organized by the institution during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
314	312	308	293	281

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3**

**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
314	312	308	293	281

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.4

#### **Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**

##### **Response:**

The YMCA College of Physical Education organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme, Rotract club and Y's men club. Through these activity clubs, the college undertakes various extension activities in the neighbourhood community.

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. Awareness training to face the flood and other disastrous events training

given to the students of our college is very much helpful to the students to tide over such critical situations.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>

## 3.4 Collaboration and Linkages

### 3.4.1

**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response: 3.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	4	6	6

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.4.2**

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response: 1**

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response: 1**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>

**3.4.3**

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

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

**Response: C. Any 3 or 4 of the above**



File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

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	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 100

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

**Response:** 6

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

**Response:** 6

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 63.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
115.02	109.6	112.65	114.65	201.35

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

**Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

**Response:**

**Yes**, 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 systems that can help our institution automate many of its library functions. Here are some of the benefits of using KOHA:

- **It's free and open source.** This means that you can download and use Koha without any licensing fees.

- **It's scalable.** Koha can be used by libraries of all sizes, from small public libraries to large academic libraries.
- **It's multilingual.** Koha is available in over 26 languages, so you can use it to serve a diverse population of library users.
- **It's customizable.** Koha can be customized to meet the specific needs of your library.
- **Feature-rich:** Koha includes a wide range of features, including acquisitions, cataloging, circulation, and reporting.
- **User-friendly:** Koha is easy to use for both library staff and patrons.
- **It's supported by a large community of users and developers.** This means that there is always help available if you need it.

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	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

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 using username and password based access to all our subscribed resources which included 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 own schedule.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

**Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

**Response:** B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.89403	2.617	0	1.35712	0.1165

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

**4.2.5**

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

**Response:** 3.62

**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

**Response:** 272

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

**Response:** 214

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

**Response:** 242

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days)**

during the last completed academic year.

Response: 258

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 218

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 4.2.6

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

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 blazingfast 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio for last completed academic year

**Response:** 26.17

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3

##### Internet bandwidth available in the institution

**Response:** 150

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

Response: 150

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 4.3.4

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



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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus and Infrastructure

##### 4.4.1

**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**Response:** 15.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
56.68	26.10	18.77	26.11	30.25

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

##### 4.4.2

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

**Response:**

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	Document
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>

**5.1.3**

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

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

**Response:** C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

**5.1.4**

**Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 48.41**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
114	53	62	53	68

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 27.81**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 38

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

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

Response: 4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3

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

**Response: 1.94**

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	3	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

**Student council is active and plays a proactive role in the institutional functioning**

**Response:**

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 democratic process, reflecting the college'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 Introduction phase is a platform where nominees, selected from various committees, present their vision and credentials to the class representatives. Conducted annually (with dates ranging from 7th August 2017 to 5th July 2021), this phase allows for an open dialogue, enabling class representatives to make informed decisions. This phase is crucial for nominees to articulate their plans and for students to gauge the potential of their future leaders.

**Phase 2 - The Election:** Held on specific dates (ranging from 7th August 2017 to 5th July 2021), the Election phase is the culmination of the democratic process, where class representatives 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 council's term. During various ceremonies (held from 28th August 2017 to 12th July 2021), the members are sworn in, pledging to uphold their duties with integrity and dedication. This solemn oath is a reminder of their commitment to the student body and the college.

**Impact on Institutional Functioning and Student Welfare:** The Student Council plays a pivotal role in the college's ecosystem. By organizing various activities, they not only enrich campus life but also foster a sense of community. Their role extends beyond event management; they act as a bridge between the student body and the administration, ensuring student voices are heard and their needs addressed.

Their proactive stance in standing against wrongdoings and injustice resonates with the moral ethos of the college. By advocating for student welfare and participating in decision-making processes, they enhance the overall educational experience, ensuring it is not just academically enriching but also socially and ethically rewarding.

**Conclusion:** The Student Council of YMCA College is a testament to the institution's commitment to holistic education and student empowerment. Through its democratic formation and proactive role, the council not only nurtures future leaders but also strengthens the college's mission of delivering an education that is comprehensive, inclusive, and conducive to personal and professional growth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

**Average number of sports and cultural events organized at the institution during the last five years**

**Response:** 11.8

#### 5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	6	1	11	17

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The 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. 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	Document
Upload any additional information	<a href="#">View Document</a>

#### 5.4.2

**Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

**Response:** C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 5.4.3

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 5.4.4

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

#### Response:

The 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.

#### **Alumni Association members contribute to the college in the best way possible**

- 1.They motivate and encourage them by giving pep-talk during their visit to the institution.
- 2.They take part in the celebrations of the college like college day, Sports Meet & Valedictory functions to give valuable feedback & reviews.
- 3.They get involved in career counselling & give them placement avenues.
- 4.Their active participation in Alumni Association activities, help the college to grow in Professional Way.
- 5.Few are members for the Government body and Board of Management, who could suggest innovative programmes at the college.
- 6.Few Alumni are members of academic bodies like Board of Studies & Academic Council.
- 7.Alumni come back as Coaches to most of the game
- 8.They show the road map to the Principal, Staff and students of the college.
- 9.Alumni association in its meeting as the mass agenda of planning for the growth and development of the college. Through membership drive Alumni generate fund which is used to increase the faculty of the college. Alumni association takes important role in all activities of the college, contributing much for the planning and organization of all events, tournaments and special program.
- 10.They help the students by sponsoring some money to the poor students of the college.

11. Dr. R. Abraham serves as the Alumni Representative to the Board who gives professional support and guidance to the college through his experience and knowledge.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

##### Vision

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.

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

The institution has a mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system.

##### 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. All academic and operational policies are based on the unanimous decision of the governing body, Academic council , Board of studies , IQAC and the teachers' council.

##### 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.

Following are the different sub-committees which have been nominated by Teachers' Council (2017-18 to 2020-22):

- Admission committee
- Laboratory committee
- Research committee
- Disciplinary committee
- Purchase committee
- Journal Editorial committee
- Internal Complaints Committee
- Grievance Redressal Cell
- Anti Ragging Committee

### 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.

- Cultural secretary
- Social Secretary
- Literary Secretary
- Social secretary
- Religious secretary
- Intramural Secretary
- Rotaract club Secretary

### 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.

### Participative management

The institution promotes the culture of participative management at the strategic level, functional level and operational level.

#### Strategic level:

The Chairman, Correspondent & Secretary, Principal, governing body, Teachers' council and the IQAC are involved in defining policies & procedures, framing guidelines and rules & regulations pertaining to admission, examination, discipline, grievance, support services, finance etc

#### Functional level:

Faculty members share knowledge among themselves, students and staff members while working for a committee. Principal and faculty members are involved in joint research and have published papers

**Operational level:**

The Correspondent & Secretary interacts with government and external agencies. Principal and faculty members maintain interactions with the concerned departments of affiliating university. Students and office staff join hands with the correspondent & secretary, principal and faculty for the execution of different academic, administrative, extension related, co- and extracurricular activities.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**6.1.2****Institution practices decentralization and participative management****Response:**

- The college gives the principal and faculty members the authority to make judgements about academic discipline in accordance with the policies of the associated university and the Tamilnadu government.
- Even yet, as the institution's head, the principal has the authority to decide on things like student progress, placement, and schedule. The following committees are set up to ensure that various operations inside the institution are carried out effectively.
- All faculty members, even at entry level faculty members (Assistant Professor) are given independent responsibilities like faculty member in charge of laboratory, class advisor, faculty advisor, faculty in charge of professional bodies and others, scholarship schemes from Tamilnadu Government
- Periodic faculty meetings are held to discuss all issues related to infrastructure development, administration, and education.
- To make important decisions, the Y.M.C.A. College Board of Management meets on a regular basis with the principal, secretary, and correspondent and the faculty representatives.
- At least once a month, faculty meetings are held in order to have direct communication with the administrators.
- The process of creating the budget begins at the laboratory level, where the faculty members in charge of the labs raise the necessary funds, which are then combined by the principal.
- Faculty members are fairly represented on the Planning and Monitoring Board, Research Board, Academic Council, Board of Studies, and Internal Quality Assurance Cell.

The institution adapts decentralization strategies to bring out transformational leadership in faculty.

#### Case Study:

Teachers have been given full academic freedom to take independent decisions on all academic matters, right from curriculum design, syllabus development and teaching-learning and assessment processes.

Faculty members are authorized to revise the course content during course implementation, but limited to one or two modules, after obtaining the necessary approval from the Chairman, BOS, which would be approved at the next meeting of the Board of Studies.

Introduce new teaching methodologies and have own teaching, design and set up laboratory experiments and equipment.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.1.3

#### **The institution maintains transparency in its financial, academic, administrative and other functions**

##### **Response:**

The college maintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained meticulously.

#### Transparency in Academic Functioning

The college strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through online. 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 adopted General Financial rules, 2017. All expenditure proposals undergo strict financial scrutiny at various levels including the Finance Committee and Governing Body. All its purchases are made in a transparent manner strictly as per GFR. Its fee collections and staff and vendor payments are through online mode. Its Annual Budget and Annual Accounts are prepared as per MHRD norms and are placed before the Finance Committee and Governing Body.

Propriety is ensured at all levels with regular audits by internal auditor, Chartered Accountant, State Government (Through Local Fund Audit). No draft para has ever been issued against the Institute.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1



## **The institutional Strategic plan is effectively deployed**

### **Response:**

#### **STRATEGIC PLAN**

#### **CORE VALUES**

Quality Education

Research Oriented atmosphere

Employability

Social welfare

Community

Student focused

Diversity

Pursue growth and learning

It is ardent wish of the management to make the college a strong center for academics as well as research which have its social impact

#### **CURRICULAR ASPECTS**

To offer value added courses pertaining to academics and life skills to help students to become employable

Holistic development of student by having dynamic and updated curriculum

Every student to complete at least two skill based courses / Add on courses / certificate courses during the time of graduation

Targeting 100% of results in all courses of study

Promote academic projects and Internship

Targeting 100% placement for all trained teacher educator from our college

Provide skill based and practical education to students

## **TEACHING – LEARNING**

To motivate staff acquire additional degrees

To motivate staff for acquiring doctoral degrees

To strengthen ICT based teaching-learning

To encourage teachers for SWAYAM, Massive Online Open Courses

To strengthen the endowment funds with the help of Management / Alumni / various stake holders

Students will be encouraged for wider use of learning resources in the library

## **RESEARCH**

To increase research guideship of faculty upto 50%

To encourage the faculty members for submitting the research proposals to various funding agencies like UGC and other bodies

To encourage staff and research students to boost quality publication / Research

To enhance the Academia Industry Linkages

To promote socially relevant research among staff and students

To encourage staff to present research papers in international seminars in foreign universities

## **EXTENSIONS AND COLLABORATIONS**

Initiate programs for community welfare

Strengthening of extension and outreach activities with the help of NSS in collaboration with industry, community and NGOs

To join with various government bodies to carry out social missions.

Counseling and Social consultancy on mental health and fitness

To enter into MoU with educational and sports industry partners to get hands on experience

## **STUDENT SUPPORT**

Endorse student exchange programs for academic and research promotion

MoU and collaboration with National and International organizations and agencies for academic, research and extension activities

Support clubs and forums for co-curricular and extra-curricular initiatives

To promote mental health consciousness among students

To have tie up with the corporate sector (weekends) to initiate an “Earn While You Learn” scheme.

Facilitating mechanism like guidance cell, placement cell, welfare measures to support students

To strengthen the student mentoring system

To register the Alumni Association

To strengthen the Alumni Association for its contribution in academic matters, student support as well as mobilization of resources – both financial and non-financial.

## **GOVERNANCE**

To implement e- governance system in administration, finance, accounts, student admission, support and examination

Adaptation of quality management strategies in all academic and administrative aspects

Planning and optimum utilization of finance as well as mobilization of resource.

Regular internal and external audits

## **QUALITY ENHANCEMENT INITIATIVES**

College to apply autonomy extension

College to set up Center with Potential for Excellence (CPE)

College to apply NAAC Accreditation cycle 3

Academic ERP

Academic & Administrative Audits

## **GENDER EQUITY AND INCLUSIVITY**

Promote cultural and regional diversities programs

Initiatives for self defence

Women Empowerment programs

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 6.2.2

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

#### **Response:**

The 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 institution has to seek permission of the Management in all the important and significant academic as well as administrative affairs. At institutional level, the principal is the final authority who reports to the correspondent & secretary of the Management.

There are grant-in-aid school and self-financed special school under the umbrella of YMCA College of Physical Education. The meeting of the Management with the heads of all these institutions is held regularly.

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.

In the Administrative staff, there are only four permanent employees – one senior clerk, two junior clerk and the other is a peon. The rest are ad hoc staff. As the majority of administrative staff is employed on ad hoc basis, the principal takes all the important administrative decisions consulting some senior faculties. A number of committees are formed for academic, administrative, co-curricular, sports and extension activities.

In all these committees, there is a convener and coordinator. Some other important administrative committees are Admission Committee, Time Table Committee, Examination Committee etc.

The Institution has to follow the rules and regulations regarding appointment and service set by the University, the State Government and the UGC. The recruitment and promotion of academic and administrative staff are done as per the norms decided by the University, State Government and the UGC.

The back-log is strictly maintained in the recruitment of the academic or administrative staff. The promotion of any academic or administrative staff is done taking in mind their seniority. The Institution follows the rules regarding the surplus faculties.

The Institution also follows the State Government and the UGC rules regarding leave. Campus seniority is taken into consideration while making faculties incharge of academic and administrative responsibilities. Being the single faculty of physical education, the UG / PG course coordinators represents the institution in the Board of Studies of their subject. They are empowered to distribute the papers and topics to be taught and assessed among the other members of the courses. . They also voice the views and suggestions of the faculties. A Staff-Secretary is elected from among the academic staff.

The academic staff presents 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.

However, no serious issue has been raised either by the girl students or by the female staff members so far. However, the girl students and female staffers are asked to lodge their complaints to the members of this Cell and are also assured them to be redressed immediately.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

**Response:**

In line with this vision, it has been decided by the BoM of this institute to take necessary

Initiations in development of curriculum.

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.

Outcomes?based education was introduced from the academic year 2021-22 which is a learner?centered approach to education that focuses on what a student should be able to do in the real world upon completion of their course or program.

- Develop a strategic approach to improve the quality of education and training
- Prepare students for the “rest?of?life” context in which they will need to apply what they have learned in their course/program
- Provide guidelines for the alignment of teaching, learning and assessment methods.

In M.P.Ed. Revision & Modification of Syllabus the presented in Board of studies and Academic council in the meeting held on 23rd June 2022 has approved the changes and resolved for implementation

Semester-1 DISCIPLINE SPECIFIC ELECTIVE

Semester-2 GENERIC ELECTIVE

Semester-3 SKILL ENHANCEMENT COURSE

Semester-4 ABILITY ENHANCEMENT COMPULSORY COURSES

M.P.Ed Semester- III

MSEC 306 SPORTS COUNSELLING was introduces as Skill Enhancement Course

The changes were made and implemented to the students in their CBCS & OBE curriculum .

### Research Committee

Research Committee of the College is dedicated towards augmenting the research outline of the institution. For this purpose, the 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.

One of the main goals of the college research committee is to support research in order to assist the instructors in improving their pedagogies, course materials, and teaching strategies—that is, to enable research in a way that enhances and strengthens the teaching-learning process.

### 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

### Anti-Ragging Committee

The purpose of the anti-ragging committee is to create institutional policies that forbid, hinder, and outlaw acts of ragging on campus in compliance with UGC regulations, state laws, and orders from the supreme court. The committee also has the authority to take legal action against individuals who are found guilty of engaging in ragging, either directly or indirectly, or who are involved in a plot to encourage ragging.

### Journal Editorial Committee

Journal of Physical Education and Exercise Sciences is a peer reviewed Bi annual journal of the college .The Editorial Committee, comprised of Five members, meets at intervals to validate Editor monitors the Journal's editorial process and website at regular intervals, and to pursue contacts with contributors and authors, as well as with the publishers and the distributor.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The care and consideration shown to employees has a direct impact on their productivity and altruistic contribution to the remarkable development of any organization. At our institution, the welfare of the staff comes first. In light of this, the following is an itemization of current welfare measures for both teaching and non-teaching staff:

- Maternity and medical leave for qualified employees
- Teachers are entitled to Paid Time Off.
- Advancements for festivals and school fees.
- The personnel may also utilize the gym and play area.
- The management of the institution makes sure that all of the festivals are celebrated jointly because the campus is a multicultural place.
- There are designated recreation centers for employees living on site, and staff housing is reasonably priced.
- There are several dining outlets on campus that are open to personnel throughout working hours and extra hours. ? ? Sponsorships to attend and deliver papers at conferences both in India and overseas.
- The personnel can also use free Wi-Fi and the internet on campus. The Teaching and Non-Teaching personnel Club arranges sporting events and tours for the workforce.
- Faculty members are entitled to 45 days of summer vacation and 15 days of winter vacation.
- Regular faculty development programs (FDPs) are offered to faculty members. Non-teaching personnel can attend skill development courses to improve their workplace competencies.
- All employees are treated equally when it comes to receiving benefits from the organization.
- Employee Engagement is an important perspective that helps to understand and communicate, both objectively and quantifiably, the relationship between an organization and its employees.

Staff are also motivated to create a positive work atmosphere. Not only does this improve the employee's work-life balance, but it also helps us improve productivity and enable our employees to work efficiently and satisfactorily.



File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 7.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	1	3

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**6.3.3**

**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	15	6	0	0

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>

**6.3.4**

**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**

**Response:** 31.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	18	1	5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

After a year of employment, each employee's performance is evaluated yearly. In addition to evaluating performance objectively in accordance with defined standards, the goal is to pinpoint areas that may benefit from development in order to help the employee advance and develop further.

The following are the key components of the performance evaluation system:

Teaching Staff :

- a) The Annual Self Assessment for the Performance Based Appraisal System (PBAS) is used to evaluate each faculty member's performance.
- b) The UGC Career Advancement Scheme (CAS), which bases promotions on the API score, uses the PBAS proforma.
- c) In addition to researchers, the institute carries out a wide variety of activities, for the fulfillment of which additional tasks and responsibilities are assigned to the teaching staff, which are essentially voluntary. The Institute gives these contributions appropriate weight in its overall assessment..
- d) Teachers are informed of their promotion well in advance.
- e) The PBAS form completed by the teaching staff is checked and approved by the Principal and the secretary of the college.
- f) Faculty to be promoted will be recommended based on API marks and will have to participate appear before selection committee.

Non-Teaching Staff

Annual performance reviews and confidential reports are used to evaluate all non-teaching employees. Character and habits, departmental abilities, hard work capacity, discipline, reliability, relationships/cooperation with superiors, subordinates, colleagues, students, and the public, power of drafting (where applicable), effective document organization (for ministerial staff), and technical abilities (for workshop staff) are some of the parameters for staff members that are evaluated under different categories.

The cumulative grade from the Principal and secretary and further by the National General Secretary of the YMCAs of India, forms the basis of the overall evaluation. Promotions are given to all employees upon meeting performance standards. Employee performance evaluation, motivation, analysis of strengths and weaknesses, and improved performance have all benefited greatly from the Annual Confidential.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

##### **Response:**

Y.M.C. A College performs audits both internally and externally on a regular basis. There is a Treasurer and the Accounts Department which has been responsible for maintaining annual accounts and audits since it was established .

The Institute is subject to regular financial audits conducted by the following agencies

(a) John Morris & co

(b) Certified Public Accountant from the Institute

The internal audit is performed by an internal auditor at Sen George Associates.

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

The Institute's Internal Auditor has been given responsibility for the work of the Internal Audit. Pre-audits of significant receipts and payments (above Rs. 50,000 each) and concurrent/post-audits of all other receipts and payments make up the majority of this. Additionally, he pre-checks GPF final payments, pension and gratuity payments, and salary fixations.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 1.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.00	0	0.2	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.4.3**

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

**Response:**

The Institution has a number of stable sources of funding. The primary source of income for this affiliated college is the collection of fees. The institution's sources of funding are as follows:

- Fees collected from students;
- UGC grants for development
- Salary grant for aided staff

Utilization of resources: The institution uses its resources wisely in the manner listed below:

- After the salary of the permanent and temporary employees
- After the maintenance of physical facilities
- After the acquisition / purchase of books for the college library

The institution follows the following strategies for mobilizing of funds. The Finance Committee and Account Office are involved in the following steps:

- Prior to the start of the fiscal year, the principal, the Finance Committee, and the Account Office prepare the college budget.
- The account office, the finance committee, and the principal work together to make sure that the expenditures stay within the allocated budget.
- When an expense exceeds the allocated budget, management permission is requested.
- By saving the excess cash in a fixed deposit program, more income is produced in the form of interest.

The institution receives grants from the UGC and the State Government. Following the government-prescribed headings, the funds are used.

- The excess cash from any fund or grant is used after the welfare activities of the students.

The infrastructural facilities of the institution, such as the internal roads, upkeep of the garden, maintenance of play fields etc., are done from the surplus fund of the institution. The Institution maintains the Utilization Certificates for each and every cost. Optimal use of the infrastructure outside of the usual college hours for co-curricular, extracurricular, sporting, extension, alumni, and parent-teacher association meetings ensures effective use of the infrastructure.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The institution has a well-organized and active IQAC in place which strengthened the institution to get the NAAC accreditation in the year 2013 with A GRADE with CGPA 3.28

IQAC has contributed significantly in the following areas:

- Formation of Regulation, Curriculum and syllabus
- 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 for implementation from the academic year 2021-22.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

**Response:**

- 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.

Academic Audit Committee monitors and ensures the standard of question papers and fair evaluation:

The Academic Audit Committee is made up of senior faculty members

- The committee members assign subject wise experts to the question papers to ensure they are of the highest quality.
- The faculty checks the correlation between the question paper and the Course outcome.
- They confirm that the question paper is able to be answered within the given time frame.
- They also make sure that enough problems and applications relevant to the courses are provided.

- They also check the text and layout and marking instructions of the question paper.

#### External Academic Audit Committee

Experts from reputable institutions serve on the external academic audit committee to ensure superior academic performance.

Fair evaluation of Answer scripts is ensured.

Give feedback after confirming that all questions of all parts answered have been evaluated.

The principal conducts a faculty meeting to communicate feedback/suggestions.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.5.3

**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response: 6.8**

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	2	4	3	1



File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**6.5.4**

**Institution engages in several quality initiatives such as**

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

**6.5.5**

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

**Response:**

A number of post accreditation quality improvements have been taken during the last five years:

**Governance**

Appointment of 12 post in non-teaching staff

12 Non-teaching staff Post of the aided stream was sanctioned by the RJDC dated 03.03.2022

### Curriculum

- Introduced Outcome Based Education
- Examination Manual
- MoU's with physiotherapy colleges and internship programme.

### Campus Development/Green Initiatives

- Tree Plantation
- Wifi Connectivity
- Solar Photovoltaic Power Stations

### Research Centres/Laboratories

- Anatomy and Physiology Lab
- Exercise Physiology Lab
- Sports Biomechanics Lab
- Sports Psychology Lab
- Sports Medicine Lab
- Music Laboratory
- Measurement & Evaluation Lab
- Aqua Therapy Lab
- Yoga Therapy Lab
- Anthropometric Lab
- Computer Lab

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

#### **Response:**

As part of a larger commitment to sustainability and social responsibility, the college is committed to on-going improvement in its awareness. We take great care in all of our operations to ensure sustainable resource use, discourage wasteful behaviour, reduce pollution, and reuse materials for the benefit of both individuals and society as a whole.

To encourage energy efficiency and achieve energy security as well as financial, environmental, and social benefits, the college founded the YMCA Green Group (YGG) Environment Club on September 26, 2018. The college is passionate about encouraging energy conservation and giving its students access to a campus that is carbon-free and environmentally friendly.

#### **Policy statement**

Our organization places a high priority on energy policy in order to increase energy efficiency, both in the long term and the short term. Guidelines for energy usage and conservation inside the institution are provided by the energy policy.

#### **Motto**

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

#### **Objectives**

Initiate energy efficiency and conservation efforts

Encourage students to keep the environment clean

Teach students how to raise public awareness

Assist students in understanding the importance of the environment and its areas of concern

Close the energy supply-demand gap.

#### **Action Plan and Energy Conservation Measures**

To save energy, our college has started the following initiatives:

Solar panel technology is used to capture solar energy.

Use of Light Emitting Diode (LED)/Power Efficient Equipment

Boys Hostel has a solar water heating facility installed.

To enable power shutoff as needed, master switches are fixed floor-by-floor.

The college ancestors had forethoughts in designing our college buildings to capitalize on the use of natural light and ventilation.

Appointing security staff to keep an eye on and maintain the college campus's energy usage. During the evening hours, security personnel would turn off extraneous lights.

Since LED bulbs have been shown to be considerably more energy efficient, our college has made the purposeful decision to replace its old lighting systems with LED ones over the past few years.

Investing in energy-efficient appliances, such as split air conditioning instead of window air conditioning, 4-Star refrigerators, modern printers, etc., and paying attention to Energy Star ratings will help you save money and the environment.

When they are not in use, computers are automatically placed in "sleep" mode.

By offering an Annual Maintenance Charges (AMC) system, the college ensures adequate maintenance of the institution's electrical appliances.

At our institution, solar panels have been installed in the college building for the alternative use of energy sources. By ensuring that some college facilities are partially powered by solar energy, these solar panels help to reduce the amount of electricity used.

The students are instructed to switch off the lights and fans at the time of leaving the classrooms.

More importantly, the college administration has given strong instructions to all stakeholders, including teachers, office assistants, and others, to ensure that all lights, fans, and motors are turned off after college hours.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management****Response:**

Effective waste management is a difficult process for any educational institution because it impacts the health of workers, students, teachers and the environment. Therefore, providing a healthy and safe environment is of utmost priority to the college. The college facilitates several techniques for the management of degradable and non-degradable waste. The college management has also advised us to refuse anything which is not needed.

**Waste Management Policy**

The primary solicitation is to reduce, reuse and recycle the waste.

**Policy Objectives**

1. To guarantee that all waste is managed in compliance with government guidelines.
2. To encourage repair, reuse, and recycling while reducing trash generation at the source.
3. To manage the campus's solid, liquid, and electronic waste.
4. To increase and encourage waste minimization, reuse, and recycling by promoting environmental consciousness.
5. To ensure that garbage is disposed of and handled with the utmost care.

**Implementation and Measures for waste management**

The college has different dustbins to segregate waste like gradable solid, non-gradable solid etc. Every day the waste is collected in bins and disposed to a place where it can be converted into manure. It is also advised that the college use glass and metal utensils.

For solid waste management, different dustbins have been placed in various departments. This ensures that solid waste is segregated at the source. Gradable solid has been kept in a compost pit. The college dug compost pits for the disposal of solid waste.

Solid waste management on the college campus is done regularly. Biodegradable, organic waste like cooked food, vegetables, fruits, and leaves are separated by the housekeepers while collecting garbage on the campus. They also separate recyclable waste like paper, cans, cartons, and metallic items. Non-gradable waste like glass, blades and band bandages are also separated and given to the Chennai Corporation of Urbaser Sumeet for further processing.

The Vermicomposting is used for the college garden, botanical garden and other trees and plants on the college campus. Non - biodegradable solid waste has been collected and handed over to Chennai Corporation of Urbaser Sumeet. The workers of the corporation take waste to the dumping yard by truck.

All sewage and liquid waste are used for irrigation, landscaping and gardening. Minimum use of paper policy is applied in the college, which helps conserve resources, and only a small amount of paper is wasted.

The college has organised Swachh Bharat Mission. Under this banner, people from different aspects of

life delivered their talks about the proper usage of waste. Moreover, the NSS volunteers have also demonstrated the adequate procedure for disposing waste in our college premises.

Waste recycling involves the collection of waste materials and the segregation of the waste material. The college has set up a recycling programme to meet the recycling waste needs. The college is trying to get in touch with the top-level administration and their support to ensure the waste is recycled correctly.

Staffs are given regular training regarding benefits of waste management. Monitoring is carried out periodically by the head of the institution.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.3

**Institution waste management practices include**

- 1.Segregation of waste**
- 2.E-waste management**
- 3.Vermi-compost**
- 4.Bio gas plants**
- 5.Sewage Treatment Plant**

**Response:** B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**

**3. Reservoirs/tanks/ bore wells****4. Economical usage/ reduced wastage**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5**

**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

**Response:**

Sanitation and cleanliness are widely practised in Institution. High hygiene standards are being upheld by a number of passionate staff members.

Our College is constantly dedicated to keeping a clean college environment as a positive example for students, teachers, and other employees by enforcing the Prime Minister's "Swachh Bharat Mission". In order to reduce the transmission of infections within the college and to provide staff and students with a relaxing learning environment, cleanliness is crucial. Additionally, it raises standards of hygiene and may lessen the spread of disease.

Maintenance of cleanliness: **3R concept** – Reduce, Reuse, and Recycle is encouraged.

**Cleanliness in Campus:**

Place door mats in each class.

Place garbage cans in each classroom and workstation.

Advocate the college to start recycling.

Encourage students as well as teachers to swiftly put things away after use.

Plan massive clean-up campaigns like Swachh Bharat.

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, students, and men and women

Toilet/human excreta disposal (The auxiliary personnel make sure that the restrooms and washrooms are kept clean and hygienic.)

Disposal of waste water

Solid waste management

Environmental sanitation

Plastic free drive is initiated in the campus on a periodic basis

### **Green Cover**

Numerous tree and plant species have been planted and are being continuously maintained. These support maintaining a healthy, attractive, and fresh campus environment.

The campus's green cover comes to about 35% out of the total area of 65 acres. There are several unique species of trees inside the campus.

We are supporting and implementing the following actions to make the College a carbon-negative campus:

#### **1. Using solar power**

Solar energy is harvested using solar panel technology. As a result, we want to install solar power systems in our buildings and generate sustainable energy to meet the needs of the campus.

#### **2. Harvesting rainwater**

Buildings have been made adaptable for rainwater harvesting as another step towards preserving the complex water table at the campus. We are confident that the way we collect rainwater will serve as an example for others.

#### **3. Making Use of Natural Light**



The architecture of the institution was planned (by the founder of our college) in a way that permits the free passage of air and allows natural light to fill the entire facility. Therefore, using lights in the hallways and rooms is avoided due to the abundant natural light.

### **Clean and Pollution-Free Environment**

Make use of reusable coffee and water bottles.

Compost and recycle.

Chemicals for waste control and e-waste management

College use of LED lights

Carrying out an energy audit

Dustbins within the premises

Waste management across the board

Plastic is not allowed on campus

Using dust-resistant chalk in schools

Minimal photocopying and printing

**Pollution Free Healthy Environment:** Compulsory residential college for the students thereby restricting the daily usage of vehicles by staff / students. Car usage amongst the staff is also very less.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **7.1.6**

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**

**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 1.91**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
17.6192	0.82695	0.4463	0.444	0.36

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8**

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

The Institution strives to more effectively use its partnerships and knowledge as competitive advantages. Native people, local communities and sports fraternity have had a long-standing interaction with their surroundings. Over the years, they have amassed a comprehensive body of knowledge that has enabled them to preserve a balanced social and ecological system. They have also triumphed through numerous crises and obstacles. Sports and native communities should be included in the promotion of environmental management and sustainable development.

The Institution promotes staff members involvement in the community so that they can understand how it can benefit their personal and professional growth.

Utilising the opportunity to give back to the community, our college has made great efforts to organise health promotion and fitness programmes for the local community as well as a range of programmes for multiple categories of people. These programmes include health and fitness awareness programmes, rallies, celebrating National Sports Day with the public, village adoption, and providing advanced training and coaching to school children through our college sports academies for various sports. Our college's qualified and well-equipped professors and coaches conduct and carry out these initiations.

Staff members at our college are encouraged and given permission to lend their resources with the other institution. Staff members frequently go to different schools and universities to serve as resources person.

Our college regularly hosts sporting events, such as cricket tournaments for auto drivers, IT professionals, school children, and other demographic groups (viz. Bookfair, Annual Sports meet, ).

Our college, a pioneer in the field of physical education, has created a variety of games and sports specifically designed for children with special needs. Sports activities are intermittently organised for the special population to encourage and motivate them.

Learning in a diversified setting is advantageous for students. They are urged to go on field trips and educational tours to various stadiums, institutions, and locations. They efficiently use it to expand their expertise. The institution started a community-based learning programme that had a significant positive influence on the community and students.

There are organised workshops and seminars on community-engaged education, as well as a working group on community-based concerns. To guarantee that a project has a major influence on the community, the most pressing needs in that community are met.

Building mutual understanding and trust between the college and community can be accomplished through public conferences, guest lectures, community discussions, campus or community tours, and other interactions.

The institution guarantees that the instructors are adaptable in adjusting the course's learning objectives

to the actual requirements of the community partner. The institution encourages teachers to undergo staff refresher courses and faculty development programmes.

The institution makes sure that students have all the tools they need to complete their projects successfully and to gain from the learning opportunities offered by community participation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.9

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** A. All of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

## **Best Practice 1: Adapted Physical Education for the Differently Abled**

### **The Practice**

The college has pioneered programs in adapted physical education for differently-abled individuals, focusing on inclusive sports and rehabilitation.

**Adapted Sports and Games:** The college introduced adapted sports like Volleyball, Kho-Kho, and Table Tennis, where rules, regulations, and officiating mechanisms were tailored to suit the abilities of participants with disabilities, promoting inclusivity in sports.

**Leadership Training:** These programs equip students with the skills needed to assist and work alongside the differently-abled, fostering leadership and responsibility.

**Client-Based Training Programs:** Rehabilitation skills training and institutional-based programs are designed to support individuals with disabilities in overcoming daily life challenges.

**Public Awareness Programs:** These programs promote inclusion and understanding of disability rights among the general public.

**Organizing Competitions:** The college hosts Special Olympics, inter-school competitions, and other tournaments for differently-abled individuals, offering them a platform to showcase their talents and abilities.

**White Cane Day:** The college celebrates White Cane Day annually, where blind individuals are provided with white canes, and a rally is conducted with the participation of students to raise awareness.

A special school for intellectually disabled children, providing a comprehensive range of services, including special education, integrated education, behavior management therapy, physiotherapy, adapted sports, and recreational therapies such as Aqua therapy, Yoga, and Gymnastics.

### **Evidence of Success**

**Adapted Games:** These games have been promoted extensively within the college and shared with other institutions, contributing to their widespread acceptance.

**Internships:** Bachelor of Mobility Science (BMS) students gain hands-on experience by teaching and assisting in special schools during their internships.

**Curriculum Integration:** Adapted Physical Education is now a core subject in the M.P.Ed. and B.P.Ed. programs, ensuring the next generation of educators is equipped to work in inclusive settings.

**Student Engagement:** College students actively assist in organizing competitions, events, and other initiatives, playing a vital role in supporting the differently-abled.

**International Collaboration:** The college has collaborated with international interns, including students from France, the Netherlands, and Germany, who have contributed to social service and infrastructural development for differently-abled individuals.

**Research and Partnerships:** The college has partnered with the Centre for Community-Based

Rehabilitation (Chennai) to offer specialized programs.

### **Problems Encountered and Resources Required**

The college seeks additional support from NGOs, sponsors, and the media to further promote and expand these initiatives. Increased collaboration and awareness are essential to sustaining and growing the program.

### **Practice 2: Endorsing the Value of Community Services Amongst Civics and Students Through Sports & Recreational Activities**

**Objectives of the Practice** These activities are designed to foster holistic development by integrating curricular, co-curricular, extra-curricular, and extension activities.

#### **The Context**

Through its various clubs and societies, the college aims to nurture a generation of responsible, service-oriented youth who can contribute meaningfully to their communities. These initiatives provide a well-rounded approach to student development and prepare students to serve their communities as responsible citizens.

#### **The Practice**

The college supports students through 7 clubs and 3 societies, which include both national and international organizations like Uni-Y, NSS, and Rotaract.

#### **Evidence of Success**

The NSS and Rotaract clubs have successfully organized a wide variety of initiatives, including environmental clean-ups, donation drives, and rehabilitation programs.

#### **Problems Encountered**

Despite these difficulties, the college managed to address community needs effectively through persistent efforts and support.

<b>File Description</b>	<b>Document</b>
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

**Response:****VISION:**

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

In light of this, our college's vision statement states that we constantly aim to raise the calibre of our pupils. Regarding our Vision and Mission, the institution, consistently strives to include distinction in training students to become elite academic leaders. Our college admits both male and female students. Although the majority of the students come from modest rural backgrounds, they are not lacking in ability, knowledge, skill, or modesty. Their talent is acknowledged by our college staff and they also push them to play sports at the state and national levels and to get their name added to the university merit list. If we look back over the past five years under this college initiative, we find that every year, more than 80 students from our college have competed in the All India and South Zone Inter University Sports Competition, 16 have gone to the national level, and 20 have gone to the state level.

The college's top focus is to offer high-quality higher education with the goal of improving the necessary knowledge and abilities. The major goal was to provide every student in this area an opportunity. Adhering to the YMCA College's mission and vision statement allows every class to get involved in Project Sports Meets in a way that fosters professional, cultural, social awareness and responsiveness. Each student in that class will have a unique set of responsibilities, and to carry out the project meet, different leaders and subordinates will be allocated under separate portfolios. Students gain valuable experience in officiating techniques, rules and regulations, and leadership skills as a result.

In collaboration with the State and National Sports & Games Federations, the college conducts exams for students in several disciplines each year. Plenty of pupils benefit from this and qualify to serve as officials at both the national and state levels in addition to their respective disciplines as well as others.

Student welfare provides opportunities for them to earn their own by taking part in earn-and-learn programmes, which allow students to pay for a portion of their education and become self-sufficient. Every year, the College hosts public awareness programmes and health camps, in which management, teachers, and students all take part. Every year, a summer camp is arranged by our institution for pupils from public and private schools. So that students in schools can become experts in the games and sports they play.

Every year, a large number of college students are placed in private and public school systems in line with our vision and mission to prepare leaders in physical education who are of the highest academic calibre, possess a strong commitment to serving humanity, and have a holistic development of body, mind, and spirit while reflecting Christian values. The other pupils' pathway to higher education is paved by our college. The college never fails to take into account the student's growth, which is our real strength as an institution.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

- Recognizing Physical Education as a unifying activity in teacher education.
- Building a community with the full potential of leadership qualities and a strong foundation in physical education.
- Developing human resources to undertake extramural studies, extrusion programs in physical education, and field out these activities to serve the nation.
- Establishing this academic institution as a dynamic equilibrium with its social, ecological, and economic environment, striving continuously for excellence in physical education, research, and technology.
- Introducing new courses.
- Infrastructure development.
- Conducting workshops/seminars/student study projects.
- Restructuring and redesigning the course curriculum to suit local needs.
- Striving for quality in the research undertaken.
- Using ICT-enabled modern technology in teaching and learning.
- Promoting healthy practices such as community services, extension services, projects, etc., for the benefit of society.

### Concluding Remarks :

The institution is deeply committed to fostering the sustainable development of Physical Education professionals through innovative, future-oriented programs. By providing vocational guidance and placement services, we ensure that students are equipped with the skills and mindset necessary to thrive in the ever-evolving field of Physical Education. Our efforts to promote social cohesion, inclusivity, and responsible leadership are central to our vision, as we strive to develop programs that address the diverse needs of both students and the wider community.

Through our comprehensive approach, we aim to create a balanced environment where individuals can learn to integrate work and play, while also prioritizing their health and well-being. By positioning ourselves as a center of excellence, we actively engage in research initiatives that advance the field of Physical Education and disseminate knowledge to a broader audience. Furthermore, our commitment to connecting people through organized programs and health awareness campaigns ensures that the benefits of physical activity reach beyond the classroom, contributing to the overall well-being of society.

Ultimately, our programs and initiatives reflect the core values of holistic development-building a healthy spirit, mind, and body-while advancing the vision of physical education as a powerful tool for personal and social transformation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li><b>1. Faculty of the institution</b></li> <li><b>2. Head/Principal of the institution</b></li> <li><b>3. Schools including Practice teaching schools</b></li> <li><b>4. Employers</b></li> <li><b>5. Experts</b></li> <li><b>6. Students</b></li> <li><b>7. Alumni</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above            Answer After DVV Verification: B. Any 4 of the above            Remark : DVV has selected the option B as per received response.</p>
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <ol style="list-style-type: none"> <li><b>1. Provision in the Time Table</b></li> <li><b>2. Facilities in the Library</b></li> <li><b>3. Computer lab facilities</b></li> <li><b>4. Academic Advice/Guidance</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : DVV has selected the option B as per received response.</p>
2.2.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Mentoring / Academic Counselling</b></li> <li><b>2. Peer Feedback / Tutoring</b></li> <li><b>3. Remedial Learning Engagement</b></li> </ol>

	<p><b>4. Learning Enhancement / Enrichment inputs</b></p> <p><b>5. Collaborative tasks</b></p> <p><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></p> <p><b>7. Multilingual interactions and inputs</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: B. Any 4 of the above          Remark : DVV has selected the option B as per received response.</p>
2.4.2	<p><b>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</b></p> <p><b>1. Formulating learning objectives</b></p> <p><b>2. Content mapping</b></p> <p><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></p> <p><b>4. Identifying varied student abilities</b></p> <p><b>5. Dealing with student diversity in classrooms</b></p> <p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: B. Any 6 or 7 of the above          Remark : DVV has selected the option B as per received response.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <p><b>1. Preparation of lesson plans</b></p> <p><b>2. Developing assessment tools for both online and offline learning</b></p>

	<p><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></p> <p><b>4. Identifying and selecting/ developing online learning resources</b></p> <p><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has selected the option B as per received response.</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and scheduling academic, cultural and sports events in school</b></li> <li><b>2. Planning and execution of community related events</b></li> <li><b>3. Building teams and helping them to participate</b></li> <li><b>4. Involvement in preparatory arrangements</b></li> <li><b>5. Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 3 of the above  Remark : DVV has selected the option c as per received response.</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li><b>1. Effectiveness in class room teaching</b></li> <li><b>2. Competency acquired in evaluation process in schools</b></li> <li><b>3. Involvement in various activities of schools</b></li> <li><b>4. Regularity, initiative and commitment</b></li> <li><b>5. Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has selected the option B as per received response.</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 18  Answer after DVV Verification: 14</p> <p>Remark : DVV has made the changes as per received response.</p>
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p>

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes as per selected C as per response received.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198.5969 842	156.55	121.16	174.29	277.81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115.02	109.6	112.65	114.65	201.35

Remark : DVV has made the changes as per response received.

#### 4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
317.6914	141.73	121.16	174.29	277.81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56.68	26.10	18.77	26.11	30.25

Remark : DVV has made the changes as per considered only Expenditure incurred exclusively on

	maintenance of physical and academic support facilities																				
6.2.3	<p><b>Implementation of e-governance are in the following areas of operation</b></p> <p>1. <b>Planning and Development</b> 2. <b>Administration</b> 3. <b>Finance and Accounts</b> 4. <b>Student Admission and Support</b> 5. <b>Examination System</b> 6. <b>Biometric / digital attendance for staff</b> 7. <b>Biometric / digital attendance for students</b></p> <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 5 of the above Remark : DVV has selected the option B as per response received.</p>																				
6.4.2	<p><b>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)</b></p> <p>6.4.2.1. <b>Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>0</td><td>0.2</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5.00</td><td>0</td><td>0.2</td><td>0</td><td>0</td></tr></table> <p>Remark : DVV has made the changes as per converted the value into lakh.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5	0	0.2	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	5.00	0	0.2	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	0	0.2	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5.00	0	0.2	0	0																	

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations