SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INDIRA GANDHI INSTITUTE OF PHYSICAL EDUCATION AND SPORTS SCIENCES

B - BLOCK, NEW DELHI
110018
www.igipess.du.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Submitted on 16.12.2023)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Indira Gandhi Institute of Physical Education and Sports Sciences (IGIPESS), University of Delhi is one of the leading institutions and presently, situated in B- Block, Vikaspuri, New Delhi. The institute was established on 3rd August, 1987 by the Delhi Administration and is the only constituent college of Physical Education and Sports Sciences, University of Delhi. At the instance of University Grants Commission and based on professional advice of institutions like Lakshmibai National Institute of Physical Education (Gwalior), Netaji Subhash Institute of Sports (Patiala), and Central Health Education Bureau (Delhi) , a three year degree course viz. B.Sc. (Physical Education , Health Education and Sports) was started in the institute in August, 1987. The institute is presently, imparting B.P.Ed (Bachelor of Physical Education) a two year programme and M.P.Ed.(Master of Physical Education) a two year Post Graduate Teacher Training Programme recognized by NCTE to its students. The institute has well-qualified Teaching staff (Professors – 19; Associate Professors – 04, Assistant Professor – 01 and Guest Assistant Professor – 13 as on 14th Dec, 2023), adequately administrative staff , adequately equipped laboratories, library with books (9230 **in volume**) and research journals, newspapers, magazines, research dissertations and doctoral thesis. IGIPESS imparts quality education and strives to inculcate appropriate values required to develop a well dedicated and devoted teachers' of Physical Education besides imparting specialized coaching to students for accomplishing excellence in sports at College, State, AIU, National and International levels. The Institute renders community services by organizing sports coaching programmes, yoga camp, and sports academy in Gymnastics. The facilities are also provided to various organizations for conducting sports competitions in the institute. The confederation of Indian Universities, New Delhi has conferred **"National Education and Training Excellence Award"** upon the Institute twice consecutively in 2022 and 2023.

The Directorate of Higher Education, GNCT Delhi and recommended to Vice-Chairman, DDA for the allotment of 50 acres of land to the Institute. Accordingly, the Institute has future plan of creating International level Infrastructure and commissioning of various globally accepted professional programmes in physical education, sports, yoga and sports sciences.

Vision

Fostering Holistic Development Through Pedagogy, State-of-Art Facilities, and a commitment to shaping future educators who inspire life-long Physical Activity and Well Being in Students

Mission

Empowering Minds, Nurturing Bodies

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- All the faculty members are Ph.D.
- IGIPESS employees and faculty are from across India and well qualified with a balanced composition of young and experienced faculty having blend at three level of young entrant and senior faculty and intermediate level as a bridge between young & experienced one.

- Institute provides academic freedom to faculty members which help them to grow in their profession.
- The entire institution is wifi enabled.
- Effective refreshers and orientation courses creates intellectual environment and new pedagogy and knowledge is created.
- Institute has strong curriculum and resources which are a bench mark in the field of Physical Education and Sports.
- Institute is offering one specialization in theory and practical, making our product specialized in one specific area.

Institutional Weakness

- Institute systems and procedures of governance and management require further strengthening.
- Institute needs to work towards development of more international collaborations.
- Needs to concentrate on international admissions by promoting the need based programmes required as per the international students.
- Create tie-ups with government departments, NGO's, and other sectors to deepen the academic and sports partnerships and learning.
- Create strong alumni base for employment generation.
- Institute has state of art sports and fitness infrastructure along with research labs which helps to testify theory into practice
- Institute requires additional land so that it can compete with the International Standards in terms of infrastrucue.

Institutional Opportunity

- To emerge as a substantial lead to blend education and sports for community development.
- To emerge as Research University emphasizing on Human Performance in particular.
- Collaborations with Major International Universities in the field of research, pedagogy, student teacher exchange.
- To emerge as Centre of Excellence in Physical Education and Sports Sciences.
- To introduce uniform curriculum across the country.
- Institute has strong collaborations with leading universities and government associations.

Institutional Challenge

- Funding for students who seek global exposure.
- Funding for economically weaker students.
- Winning more research grants from external agencies.
- Inadequate outreach programme.
- Innovations in curriculum and teaching pedagogy to place students at par with global competitions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The courses and programmes in IGIPESS have been designed to comply with the outcome based teaching and learning. Physical Education and sports programmes of the institute combines academic learning with sports or physical activities and contribute in the promotion of general well-being among it's students. It aims to blend traditional classroom teaching with sports-related experiences to promote holistic development in students. The teaching and learning feedback ensure consistent development amongst students and staff and is immensely helpful while designing courses, teaching strategies and assessment tasks. The goal is to provide a well-rounded education that addresses both mental and physical aspects of a student's growth.

The institute has comprehensive curriculum for a Physical Education and Sports Sciences which include the following areas of study namely - Foundational Sciences: (Anatomy, physiology, biomechanics, and nutrition), Sports Psychology:(Explore the mental aspects of sports), Skill Development:(Focus on teaching various sports skills), Exercise Prescription and Training Methods:(Designing fitness programs etc.), Health and Wellness: (promoting overall well-being), Sports Management: (Organizing sports events, facility management etc.), Research Methodology:(Equip students with research skills), Ethics and Professionalism (Emphasize ethical considerations, sportsmanship etc.), Internship/Practical Experience: (Provide hands-on experience), Technology in Sports (Integrate the use of technology for performance analysis), Adapted Physical Education (Include considerations for inclusive practices) Physical Education Pedagogy (Focus on effective teaching methods, curriculum design, etc.), Cultural and Social Aspects: (Explore the cultural significance of sports).

The quality of voluntarism is developed among the students through exposing them to provide their services in organizing various activities of different organizations like, Special Olympic Bharat (68- Volunteers: 2022; 38 Volunteers- 2023), Vivekananda Sustainability Summit (48- Volunteers: 2023), Hero Futsal Championship (20 Volunteers: 2023), Dil Se Khelo (5 Volunteers: 2022 for Four months), Veteran Athletic Meet (25 Volunteers since more than a decade), KV Regional Athletics and Football. A total of 80 volunteers were deputed for assisting the organizers in conducting the 37 th National Games 2023 for cycling and golf event in Delhi.

Tailoring the curriculum to address both theoretical knowledge and practical skills ensures graduates are well-rounded and prepared for various roles in the sports and physical education field.

Teaching-learning and Evaluation

Teaching Learning And Evaluation

The institute is committed to providing a comprehensive and dynamic curriculum designed to foster academic and practical excellence in the field of Physical Education. The curriculum is crafted to meet the evolving needs of the sports and fitness industry and to prepare students for diverse career paths within the realm of physical education by using the various teaching-learning methods.

Students engage in acquiring knowledge, developing physical skills, and adopting a healthy lifestyle. Learning outcomes may include improved motor skills, understanding of sports concepts, and the promotion of lifelong physical activity habits.

Teaching Policies

- Comprehensive Curriculum: The institute has a well-rounded curriculum that encompasses theoretical knowledge, practical skills, and contemporary advancements in sports sciences.
- Qualified Instructors: The teaching faculty members are highly qualified, experienced, and up-to-date with the latest developments in physical education and sports sciences.
- Innovative Teaching Methods: The institute encourage teachers' to utilize innovative teaching methods, incorporating technology, practical demonstrations, and real-world applications.
- Inclusive Practices: The students' are provided opportunities for diverse learning styles and abilities, fostering an inclusive environment for all students by organizing workshops for training.

Learning Policies:

- Student-Centered Approach: The institute adopt a student-centered approach that emphasizes active participation, self-directed learning, and critical thinking in sports sciences education.
- Practical Exposure: The students are provided with ample opportunities for hands-on experiences, internships, and practical training to bridge the gap between theory and real-world application.
- InterdisciplinaryLearning: The curriculum facilitates interdisciplinary learning by integrating sports sciences with related fields.

Evaluation Policies

- Continual Assessment: The institute implements continuous assessment methods to track student progress, ensuring timely feedback and opportunities for improvement.
- Comprehensive Assessment: The institute follows the laid down policies of assessments as approved by the University for evaluating both theoretical understanding and practical application.
- Fair and Transparent Evaluation: The institute maintain fairness and transparency in evaluation processes, providing clear criteria and consistent grading practices.

These teaching, learning, and evaluation policies align with the institution's vision, promoting excellence, inclusivity, and continuous improvement in the field of Physical Education and Sports Sciences and with the laid down policies of University.

Infrastructure and Learning Resources

The Indira Gandhi Institute of Physical Education & Sports Sciences is committed to offering its students a wide range of teaching and learning facilities to enhance their overall learning experience.

1. Sports Facilities: Adequate and well-maintained facilities for various sports, including playing fields, indoor gyms, and specialized areas for activities like track and field events etc.
2. Fitness Centers: Highly Equipped fitness center with modern exercise equipment to support practical training and promote a culture of health and fitness.
3. Lecture Halls and Classrooms Spacious and technologically equipped lecture halls and classrooms to facilitate theoretical instruction and discussions.
4. Laboratories Specialized laboratories for sports science research, including biomechanics, exercise physiology, and sports psychology, sports physiotheray.
5. Changing Rooms and Locker Facilities Convenient changing rooms and locker facilities for students

and athletes to accommodate the practical aspects of physical education.

Learning Resources

- Library Resources Extensive collection of books, journals, and online resources related to physical education, sports sciences, and allied fields.
- Sports Equipment Sufficient and up-to-date sports equipment for various activities, ensuring students have hands-on experience with the tools used in their field.
- Technology Integration Access to modern technology for teaching and learning, including multimedia resources, and fitness tracking devices.
- Practical Training Materials Supplementary materials such as anatomical models, sports gear, and teaching aids to enhance practical training sessions.
- Online Learning Platforms Utilization of online platforms for e-learning, providing flexibility and additional resources for students.
- Research Tools Access to research tools and databases to facilitate academic and research activities within sports sciences.
- Guest Lecturers and Industry Experts Arrangements for guest lectures and interactions with industry professionals to provide real-world insights and perspectives.
- Field Visits and Internship Opportunities Intend to Collaborate with sports organizations, clubs, and fitness centers to provide students with practical exposure through field visits and internship opportunities. However, workshops by these organizations are conducted.

Ensuring these infrastructures and learning resource requirements contribute to a well-rounded and effective educational experience in the field of Physical Education and Sports Sciences for our students.

Student Support and Progression

Institute provides necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The institute creates an environment where students can succeed and overcome challenges. These are listed below:

Academic Support Services:

- Provide tutoring and academic support services to assist students in areas where they may be facing challenges.
- Counseling and Wellness Programs:
- Offer counseling services to address both academic and personal challenges, promoting mental health and overall well-being.

- Community based programmes: The institution promotes inclusive practices for social awareness through various campaigns and outreach programs i.e. One Month Yoga Program for Community, Blood Donation Camp, Free Health Check Up, Swatchhta Pakhwada etc.
- Career Guidance and Placement Support:
- Offer career guidance services, including workshops, seminars, and resources, facilitate internship opportunities to help students make informed decisions about their career paths.
- Student Engagement and Extracurricular Activities:
- Encourage active participation in intramural and extramural sports competitions and cultural events to promote a sense of community.
- Feedback Mechanism:
- Use feedback to continuously improve and refine student support initiatives.
- Progression Tracking: It include advancing through different levels of sports competitions, demonstrating growth in physical abilities, and adopting a lifelong commitment to a healthy, active lifestyle.
- Provide timely feedback on progression and offer guidance on areas for improvement.
- Flexible Learning Options:
- Explore flexible learning options, like GE, SEC, AECC, VAC, DSE as per NEP 2020.
- Recognition and Awards:
- Recognize and celebrate student achievements in academics, sports, and community involvement through awards and honors by establishing a system of scholarships or grants to support students who demonstrate exceptional commitment and progress.

By adopting this comprehensive Students Support and Progression Policy, the institution creates a conducive environment for academic success and personal development of students.

Governance, Leadership and Management

This criterion helps gather data on the policies and practices of an institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building.

1. Governance: The institute is governed, directed, controlled, and regulated by well laid down rules by the university. This includes the establishment of policies, decision-making structures, and oversight mechanisms. The institute operates efficiently and in accordance with their mission and objectives in accordance with the stipulated rules.
2. Leadership: The institute encompasses vision-setting, decision-making, and fostering a positive and supportive learning environment.The institute leadership guide and inspire teachers' and students' to achieve common educational goals.
3. Management: The Institute engages in scheduling classes, overseeing facilities, and ensuring that teaching and learning resources are effectively utilized and contributes to the smooth functioning of educational programs and services.

Institutional Values and Best Practices

Institution values represent the core beliefs and principles that guide us in decision-making, behavior, and the overall culture of the institution. The institutional values include a commitment to promoting health and fitness, fostering sportsmanship, and providing inclusive opportunities for all students.

The Institutional Values are:

- Commitment to Health and Well-being: Prioritize the promotion of physical health, mental well-being, and holistic fitness among students and the community.
- Sportsmanship and Integrity: Instill values of fair play, sportsmanship, and ethical behavior in all aspects of sports and physical activities.
- Inclusivity and Diversity: Foster an inclusive environment that embraces diversity, ensuring that all individuals have equal opportunities to participate and excel in sports and physical education.
- Continuous Learning: Encourage a culture of lifelong learning and professional development among both students and faculty, staying updated with the latest advancements in physical education and sports sciences.
- Community Engagement: Actively engage with the community through outreach programs, partnerships, and events to promote the benefits of physical activity and sports.

Best Practices: Following best practices of our institute ensures the delivery of high-quality education and enhances the overall learning experience:

1. Individualized Training: Implement personalized training programs to cater to the diverse needs and abilities of students, focusing on skill development, NCC and NSS programme.
2. Interdisciplinary Approach: Integrate sports sciences into the curriculum, combining theoretical knowledge with practical application to provide a comprehensive understanding of physical education.
3. Technology Integration: Utilize modern technologies for fitness tracking, performance analysis, and interactive learning to enhance the overall educational experience.
4. Professional Coaching Standards: Develop high coaching standards through qualified and experienced instructors/ teachers' who adhere to professional codes of conduct.
5. Research and Innovation: Encourage faculty and students to engage in research activities, contributing to the advancement of sports sciences and integrating research findings into teaching practices. One of the important elements is the Undergraduate research.

By embodying these values and implementing best practices, the Institute creates an environment that not only fosters academic excellence but also promotes the overall well-being of students and the community.

Research and Outreach Activities

Research: The research programme of the institute focuses upon investigation and analysis to generate new knowledge, insights, or solutions. The institute's research focuses on areas such as sports excellence, exercise physiology, sports psychology, normative research etc.

Innovation:

- The institute involves introducing new teaching methods, incorporating technology for better understanding and disseminating knowledge to students.
- Extension: The institute organizes the extension activities like - community outreach programs, organizing sports events, or providing fitness and wellness resources to the broader community. It aims to extend the benefits of education beyond the classroom.

Research Policies:

- Research Culture: Cultivate a research culture by encouraging faculty and students to actively engage in research activities relevant to sports sciences, contributing to the academic community.
- Inter-disciplinary Collaboration: Promote interdisciplinary collaboration, encouraging research that integrates sports sciences with related fields such as physiology, biomechanics, psychology, and nutrition.
- Research Ethics: Establish and adhere to ethical guidelines for research involving human subjects, ensuring the responsible and ethical conduct of research within the institution through research ethics committee.

Evaluation Policies:

- Performance Evaluation: Implement regular performance evaluations for faculty, considering their contributions to research, teaching, and service.
- Program Assessment: Conduct periodic assessments of academic programs in Physical Education sports sciences in accordance with the university and regulatory body guidelines.
- Stakeholder Feedback: Seek feedback from students to assess the effectiveness and relevance of the institution's programs.

Extension Policies:

- Community Outreach Programs: The institution has an established community outreach programs to promote physical activity, health, and sports participation in the broader community.
- Partnerships and Collaborations: The institution intends to Foster partnerships with community organizations to expand the reach and impact of physical education, sports and training initiatives.
- Public Awareness Campaigns: Conducted public awareness programs.
- Professional Development Programs: Offer professional development programs, workshops, and seminars for educators and coaches, to enhance their knowledge and skills in the discipline.

By implementing these research, evaluation, and extension policies, the institution contribute significantly to the advancement of knowledge in physical education and sports sciences, ensure quality education, and extend the benefits of physical education to the wider community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDIRA GANDHI INSTITUTE OF PHYSICAL EDUCATION AND SPORTS SCIENCES
Address	B - BLOCK, NEW DELHI
City	DELHI
State	Delhi
Pin	110018
Website	www.igipess.du.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sandeep Tiwari	011-47051531	9868846327	-	sandeeptiwari1964@yahoo.co.in
IQAC / CIQA coordinator	Samiran Chakraborty	011-	9810547001	-	samiran.chakraborty@igipess.du.ac.in

Status of the Institution	
Institution Status	Government , Grant-in-aid and Constituent

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	15-01-1998	View Document
12B of UGC	15-01-1998	View Document

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	View Document	31-10-2000	240	Recognition is one time exercise till for any reason notice of derecognition is issued

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	B - BLOCK, NEW DELHI	Urban	5.8	6654.64

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	BSc,Indira Gandhi Institute Of Physical Education And Sports Sciences	36	Senior Secondary	English	135	101
UG	BPEd,Indira Gandhi Institute Of Physical Education And Sports Sciences	24	Graduation	English	63	68
PG	MPEd,Indira Gandhi Institute Of Physical Education And Sports Sciences	24	B.P.Ed	English	49	52

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				0				42			
Recruited	0	0	0	0	0	0	0	0	15	9	0	24
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				75
Recruited	32	6	0	38
Yet to Recruit				37
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	14	2	0	16
Yet to Recruit				3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	7	0	3	1	0	0	1	0	24
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

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**
	10	2	0	12

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	72	29	0	0	101
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	77	42	0	0	119
	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	9	16	14	15
	Female	3	4	3	3
	Others	0	0	0	0
ST	Male	1	7	8	8
	Female	0	3	1	1
	Others	0	0	0	0
OBC	Male	20	27	29	29
	Female	5	9	8	3
	Others	0	0	0	0
General	Male	32	35	36	42
	Female	22	19	18	12
	Others	0	0	0	0
Others	Male	7	19	13	6
	Female	2	5	5	0
	Others	0	0	0	0
Total		101	144	135	119

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	IGIPESS is a constituent college of University of Delhi where the syllabus preparation and curriculum development is a task performed by the department of Physical Education and Sports Sciences. Being the only Institute of Physical Education in University of Delhi Institute take active part in the curriculum development and working towards the implementation in NEP through its cluster comprising of 14 college and IGIPESS being one of the members in west cluster. A key pillar of the NEP 2020 is liberal, holistic and multidisciplinary education, which sensitizes students to the fundamentally interconnected nature of all human knowledge and enquiry. Since institute is single disciplinary Institute however, Multi-disciplinarily is a key feature of the CBCS curriculum as well, which is effective in DU since 2015-16. Under the CBCS scheme, students choose courses from other disciplines under the General Electives (GE) as well as SEC (Skill Enhancement Courses). The Institute ensures timely completion of the process of making choices by the students. Orientations are conducted to students about the optional courses. The information about these courses is uploaded on the website time to time. Before students disperse for the next semester, they fill up online Google forms to pick the optional courses. This helps in smooth transition to the next semester. The Institute is gearing up to meet the emerging NEP requirements in terms of physical as well as human infrastructure.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. University of Delhi is one of the higher education Institutions that have on boarded ABC. Being a constituent college, IGIPESS will follow the guidelines as and when issued by the University of Delhi.
3. Skill development:	The NEP focuses on holistic education with special emphasis on skill development to improve the employability rate. Under NEP, Skill Enhancement Courses (SEC) aims at providing hands-on-training and improving competencies. The NEP curriculum also provides for students taking up internships/apprenticeships. IGIPESS recognizes the importance of skill development and has set up

	Centre for Career Counseling, Career Opportunities and Skill Enhancement. The Centre provides a wide range of add-on/value-added courses not just to help students achieve academic growth but also to equip the students with skill that provide them an added advantage to compete in today's globalized job market.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	No, the Institute do not organize Online Teaching Course in Indian languages and Culture.
5. Focus on Outcome based education (OBE):	The University of Delhi introduced CBCS-Revised/LOCF (Learning Outcome based Curriculum Framework) in 2019 and it was implemented in all its constituent colleges. IGIPESS has been following the LOCF curriculum since 2019-20. The institute has adapted to plan and implement its teaching in line with the spirit of OBE.
6. Distance education/online education:	The Institute offers regular in house physical Education Teachers Training Programme since its inception. However, as a facilitator of DU to conduct theory classes of SOL students on Saturdays and Sundays throughout the year and also conduct the examination of SOL Students regularly.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
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 privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	NO

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.	NO
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.	NO

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
599	619	561	498	490
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Any other relevant information			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	247	247	217	197
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

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
149	149	149	119	99
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

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
234	197	187	196	203

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	191	179	216	199

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
211	245	240	216	193

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

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
24	26	26	27	27

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	42	42	42
File Description			**Document**	
University letter with respect to sanction of p			[View Document](#)	

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
134.63	89.65	58.82	84.55	73.35
File Description			**Document**	
Audited Income Expenditure statement year wise d			[View Document](#)	

3.2

Number of Computers in the institution for academic purposes..

Response: 93

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

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:

Indira Gandhi Institute of Physical Education & Sports Sciences is an affiliated Institute to University of Delhi and 100 % funded by the Govt. of NCT of Delhi. The Institute follow the curriculum which is approved by the University of Delhi through Department of Physical Education. However as an internal process, Institute through its academic matter committee play an important role as a suggestive body to suggest the modification with justification which are then placed before the Staff Council and forwarded to the courses of committee

The Course of Committee (COC) forwarded it to the Academic Council of the University of Delhi and finally approved by the Executive Council. Some of the teachers have participated in COC.

For B.Sc (PE, HE & S), Institute internal academic matter committee give recommendation after consulting the teachers within the Institute and prepare the draft to be placed in Staff Council which is a statutory body. Staff council after its approval forwards the suggestions and recommendation to the COC which is constituted by the Department of Physical Education & Sports Sciences, University of Delhi and after its approval forward the structure of the complete syllabus to the Academic Counsil and finally EC approved the same.

For B.P.Ed and M.P.Ed, suggestive syllabus by the NCTE is given, Institute follow the procedure as specified for B.Sc program adapting it to the local context.

Institute prepare the event calendar according to the academic calendar issued by the University of Delhi. IQAC makes it mandatory to design work plan, future-plan, project, assignment, practical and co-curricular activities. Classroom teaching is blended with reasonable use of ICT to make the Teaching-Learning process more learner centric. Classroom is supplemented with seminars, Special lectures, Group Discussions, Quiz, Paper Presentation, Assignments, Survey etc. for effective delivery of curriculum which are implemented in planned manner. All Examination are conduced according to academic calendar.

Indira Gandhi Institute of Physical Education & Sports Sciences follows rules, regulations and syllabus as prescribed by University of Delhi. The Institute organizes various academic and professional skill development programs.

File Description	Document
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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: D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

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
224	224	224	224	224

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
224	224	224	224	224

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 1.4

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
07	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 7.19

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
199	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	**View Document**
Paste link for additional information	**View Document**

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:

Institutional integration of crosscutting issues is crucial in ensuring a comprehensive curriculum that addresses the needs of a diverse and evolving society.

One such important aspect is Professional Ethics. By incorporating professional ethics into the curriculum, students are equipped with the necessary knowledge and skills to navigate ethical dilemmas that may arise in their chosen professions. This not only ensures the integrity of the profession but also promotes trust and confidence in the practitioners. Institute organized the following Workshops / Seminars / Interactions session that covered the essence of professional ethics:-

- Seminar on Spirituality and Peace (15.06.2022)
- Seminar on Information Skill in 21st Century (17.06.2022)
- Celebration of International Day of Yoga (21.06.2022)
- Celebration of 35th Foundation Day (03.08.2022)
- Celebration of Independence Day (15.08.2022)
- Celebration of National Sports Day (29.08.2022)
- Celebration of Teacher's Day (05.09.2022)
- Pledge on Corruption Free India for Developed Nation (14.10.2022)
- Celebration of Republic Day (26.01.2023)

Gender is another crosscutting issue that must be integrated into the curriculum. Keeping in view the sensitivity of this issue, institute organized various program that can help break down gender stereotypes, promote gender equality, and create a more inclusive learning environment. This integration can be done by incorporating gender-sensitive examples, case studies, and discussions throughout the curriculum.

- Workshop on Women Safety (14.10.2022)
- Workshop on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act – 2013 – (07.12.2022)

Human values are fundamental principles that guide our behavior and interactions with others. Integrating human values, such as respect, empathy, and compassion, into the curriculum helps develop well-rounded individuals who are not only academically competent but also socially responsible. By promoting human values, institutions can foster a culture of care and understanding, which is essential in creating harmonious and inclusive communities. Institute organized the following workshops / Seminars

with a purpose to inculcate the human values into our students so that they can change themselves even-after takes the responsibility about to change the society:-

- One Month Yoga Camp for Community(21Mayto20June2022)
- Seminar on Save Soil(25.05.2022)
- Workshop on Healthy Lifestyle through Yoga(28.05.2022)
- Workshop on Musical Yoga Therapy(18.06.2022)
- Workshop of Yoga for Humanity(20.06.2022)
- Workshop on Relationship between Employees and Students (24.06.2022)
- Workshop on social media and its applications(23.09.2022)
- Workshop on Women Safety (14.10.2022)
- Workshop on Sexual Harassment of Women at Workplace&Prevention, Prohbition and Redressal) Act – 2013(07.12.2022)
- Workshop on corruption Free India for a Developed Nation (30.12.2022)

Environment and sustainability are pressing global concerns that demand urgent attention. By integrating these issues into the curriculum, institutions can raise awareness about the impact of human activities on the environment and promote sustainable practices. This can be achieved by incorporating environmental science (EVM) subject into the curriculum which is compulsory to opt for every students. Apart from this, Institute organized following workshops / Programs that not only engage the students even the Teaching Staff & Non-Teaching Staff of the Institute in environmentally-friendly initiatives and projects:-

- Seminar on Save Soil (25.05.2022)
- Workshop on Environment Awareness (30.06.2022)
- Tree Plantation Program (03.08.2022)
- Orientation program on Paryavaran Mitra (12.01.2023)

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

Nestled within the esteemed University of Delhi and fully funded by the Government of NCT of Delhi,

Indira Gandhi Institute of Physical Education & Sports Sciences (IGIPESS) offers a distinguished Bachelor of Science (BSc) program in Physical Education, B.P.Ed and M.P.Ed.

B.Sc (PE, HE & S)-

This meticulously crafted program fosters a globalperspective, equipping students with the knowledge and skills to navigate the diverse landscape of physical education, both within India and internationally. The curriculum artfully balances theoretical foundations with practical application, preparing students to navigate the intricacies of education at national and international levels. Foundational courses like Foundation of Physical Education and Sports, Anatomy and Physiology and, Theory of Games and Sports, provide the essential building blocks of knowledge. Further enriching the learning experience, subjects like Psychology & Sociology of Physical Education & Sports and Fundamentals of Sports Training, offer a holistic perspective, incorporating psychological and sociological considerations alongside practical training methodologies.

B.P.Ed & M.P.Ed:-

The program, divided into two distinct phases, ensures a comprehensive and immersive education in the field of physical education. In the foundational phase, students engage with key subjects such as English, Hindi, Foundation of Physical Education and Sports and Anatomy and Physiology. These courses establish a robust theoretical framework, laying the groundwork for a strong understanding of fundamental principles.As students' progress to the specialized phase, they delve into focused topics like Theory of Games(Gymnastics and Athletics), Health Education and Physiology of Exercise. Throughout the program, emphasis is placed on the psychological and sociological dimensions of physical education through subjects like Psychology & Sociology of Physical Education & Sports, and Fundamentals of Sports Training. This diversified focus equips students with a holistic perspective,essential for effective teaching in the field.

In later phases, subjects like First Aid and Rehabilitation, Kinesiology & Biomechanics, and Sports Training, enhance students' practical skills, preparing them for real-world scenarios in injury anagement, biomechanical analysis, and advanced training methodologies. The program also allows for specialization in specific sports with subjects like Theory of Games & Sports,Track and Field offering students expertise in particular sports and insights into recreational and leadership aspects.

In the final phase, advanced topics such as Sports Medicine Physiotherapy And Rehabilitation, Applied Computer Education and Statistics In Physical Education, provide a comprehensive perspective, ensuring that graduates are well-prepared for the dynamic landscape of physical education at B.P.Ed & M.P.Ed.

File Description	Document
Paste link for additional information	[View Document](#)

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:

At Indira Gandhi Institute of Physical Education & Sports Sciences (IGIPESS), students undergo a transformative teacher education program where they actively derive professionally relevant understandings and consolidate these into a robust professional acumen. The institution is committed to providing a diverse and comprehensive range of curricular experiences that contribute significantly to the holistic development of aspiring educators.

Through a thoughtfully crafted teacher education program, IGIPESS ensures that students gain not only theoretical knowledge but also practical insights and hands-on experiences. The curriculum is designed to expose students to a wide array of pedagogical approaches, teaching methodologies, and real-world scenarios, allowing them to derive nuanced and contextually relevant understandings.

The diverse curricular experiences provided by IGIPESS serve as a platform for students to engage with various aspects of teaching, learning, and the broader educational landscape.

The emphasis on practical application allows students to consolidate their learning into professional acumen. They are encouraged to apply theoretical knowledge to real-world teaching situations, honing their instructional skills, classroom management techniques, and the ability to navigate diverse educational settings.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

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: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Paste link for additional information	[View Document](#)

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	[View Document](#)
Any other relevant information	[View Document](#)

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: 95.86

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

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

Response: 88.9

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
98	127	128	122	104

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 7.87

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
20	31	27	9	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[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 Council:

Academic council consists of faculty members that ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluate the academic performance and progress of the Institute.

Students are counselled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program.

The faculty adopts a comprehensive strategy. To make learning more approachable and clear, certain traditional teaching techniques are combined with new technological approaches. Tutorials, value added courses and tutorial classes are organized when students require assistance in a specific subject to offer specialized instruction. Teachers not only encourage them to participate in the class, but also help them with study material and books to render clarity on the subject.

Teachers recommend various books & online links of the repositories available on the website of the Central Library, University of Delhi, to the students to improve their comprehension of the subject.

For explanations and discussions, a bilingual approach is used to reach out to each and every student and bring them up to speed with the rest of the class. Personal, academic, and career counseling is provided on occasion. The faculty assists M.P.Ed & B.Sc (PE, HE & S) students in selecting appropriate research topics and they also suggests advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. Students encourage by the teachers for Classroom teaching, presentation and others for teaching practice that helps the students for making individual presentations.

Indoor and outdoor games are also encouraged for students. Students who secure academic, cultural, sports achievement are facilitated on annual prize distribution function to motivate them further to excel in their field.

The Institute Library is partially automated with e-Vidya software

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

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	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 24.96

2.2.4.1 **Number of mentors in the Institution**

Response: 24

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

The IQAC of the Institute endeavors to enhance the learning experience for the students. The faculty members employ several methods to enhance learning, such as lecture methods, interactive methods, project and field work methods, computer-assisted methods, experiment methods, etc. Faculty members use power point presentations through Multimedia Projectors, Overhead Projectors and computer-based materials available in the Classrooms / Labs.

Students are also provided with the opportunity of experiential learning. This is accomplished by

organizing various tournaments in the Institutions Students are given sole responsibility under the supervision of the mentor teacher. On invitation from other Institutions / organizations, students are also deputed as technical officials to organize sports related events outside the Institute's Premises and participating in community service programs i.e.: -

Some Student centric methods are given below:

1. **Project Based Learning / Learning Through Dissertation / Project Report : -**

Learning through dissertations can be a valuable and in-depth process for students who take dissertation as a subject in the final semester of B.Sc (PE, HE & S) and M.P.Ed courses. Here are some key points:

Research skills, Critical thinking, Problem-solving, Interpretation of Data collected, Inferring from Statistical Results, Time management, Communication skills, Writing Skills as required in research, Research Article Development, Self-directed learning.

1. **Learning through Internship Programme: -**

Learning through internship programs offers students a unique opportunity to gain practical experience and apply their academic knowledge in a real-world work setting. Here are some key benefits :

Practical application of knowledge, Professional development, Industry insights and networking, Specialized knowledge and skills development, Personal and professional growth, Career exploration and clarity, Resume building. The followings are the interenship program

1. Participation in Hero Futsal Club Championship 2022-23 (February, 2022)
2. Participation in Special Olympic Bharat (05.04.2022 – 07.04.2022)
3. KV Internship Program (17.10.2022 to 22.10.2022)
4. Dil se Khelo Internship Program (4 Month Program)
5. Participation in 2nd Vivekananda Sustainability Summit at Dr. Ambedkar International Centre, New Delhi. (12.04.2023)
6. Participation in Welcome Ceremony for the Athletes and Coaches of Special Olympic Bharat (27.06.2023)

Learning through Classroom Presentation:-

Classroom presentations by students is a valuable learning experience that promotes active engagement, enhances communication skills, and develop teaching skills.

Learning through Teaching Lesson Plan:-

Students developed a teaching lesson plan on a topic of syllabus both for conducting theory classroom teaching and sports activity teaching on the playfield. This experience helps the students refining their teaching skills, promote active learning and deepen their understanding.

Learning through Guest Lectures / Seminars / Workshops: -

The students gain insights and learning from experts and professionals in various fields through Guest

Lectures / Seminars / Workshops in an excellent way. Here are some ways in which students are benefitted from these learning experiences:

ICT Enabled Teaching

The College campus is Wi-Fi-enabled and has 25 projector-fitted classrooms, fully functional Audio-Video room, Library, Computer Lab, New Seminar Room and Conference Room with ICT facilities.

Role of Library

The Institute Library is having enough books and other resources for students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

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: 99.23

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
24	26	26	26	27

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

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: 599

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

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: B. Any 3 of the above

File Description	Document
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Highly qualified teachers of the Institute avail all the given modern methods of teaching to enhance learning ability of students. They support and assist from the beginning of the academic year. It is necessary to support their performance in the classroom from the very beginning in their teaching careers. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the rising demands of modern methods in the field of education.

· working in teams

· dealing with student diversity

· conduct of self with colleagues and authorities

 · balancing home and work stress

 · keeping oneself abreast with recent developments in education and life

Working in Teams:

UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth. They are encouraged and guided to participate in curricular & co-curricular activities.

Dealing with Student Diversity:

Equity and equality are the core values with special attention to students from below socioeconomic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully.

Conduct of Self with Colleagues and Authorities

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, cooperative management skills, self-conducting habits with stakeholders, within the community other than the profession.

Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality. Phases of internship and field projects are stress related, therefore, mentors/lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

Keeping Themselves Abreast

Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.

Projects

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. The professional attributes developed are team spirit, communication skill, and decision making ability, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

Activities

Activities are monitored by the concerned mentors and in-charge staff with learning experience,

expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally.

File Description	Document
Link for additional information	View Document

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	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

In our institute our main focus and practice is on student's centric learning by applied experiential learning through following methods:

1. Project / Dissertation:

The method enrich the students about the research learning by analyzing the data.

2. Presentations:

Each students is assigned a topic and student present the topic prepare under the guidance of faculty. By giving presentations by the students he gains the experiential learning.

3.Internship Program:

Institute scheduled the various internship program inside and outside the Institute that help the students to applied the learned skills and excel his skills.

4. Social responsibility:

The institution practices experiential learning by the participation of students to in various activities Swachh Bharat Abhiyan etc along with the faculty. By this experiential learning the student are sensitized for social responsibility and commitment to the national interest by experiential learning.

5. Sports and Cultural competition:

The institution organizes different sports and cultural competition of students. This competition among students help them to understand the fundamental concept of management namely Decision making, Tolerance, Group Dynamics, Commitments, Leadership Qualities and Team spirit .

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

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

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

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	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

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
Data as per Data Template	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The Institute conducts the community outreach activities such as Yoga Camp for community, Swatchhta Pakhwada / awareness campaign, Blood Donation Camp, Free Health Checkup etc. for fulfillment of the requirements of the B.Sc (PE, HE & S), B.P.Ed & M.P.Ed Programs in particular and community based awareness programs as extension activities beyond the course Curriculum. The institution also schedules the Internship programs inside and outside of the the Institute.

In 2022-23, Students of the Institute participated in the following Internship programs:-

- Project Work
- KVS Internship
- Project – Dil se Khelo
- Hero Futsal Club Championship
- Special Olympic Bharat
- Welcome Ceremony of Special Olympic Bharat

- 2nd Vivekananda Sustainability Summit

LAST FILE YEAR DETAILS OF INTERNSHIP PROGRAMS

	2022-23	**2021-22**	**2020-21**	**2019-20**	**2018-19**
Total	**268**	**53**	**09**	**00**	**31**
Dissertation /Project Work	22	28	09	00	24
KVS Internship	66	-	-	-	-
Project – Dil se Khelo	5	-	-	-	-
Hero Futsal Club Championship	20	-	-	-	-
Special Olympic Bharat	68	-	-	-	-
Welcome Ceremony of Special Olympic Bharat	38	-	-	-	-
2nd Vivekananda Sustainability Summit	48	-	-	-	-
Swatchhta Pakhwada Internship Program	--	25	-	-	-
Swatch Bharat Internship Program - 2018	-	-	-	-	07

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.4.9

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

Response: 3.3

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

Response: 71

File Description	Document
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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: E. Any 1 or none of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Institute scheduled various Internship Programme for students. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each

skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

Following are the Internship programs scheduled by the Institute in the session 2022-23

- 1. KVS Internship - 66 Students
- 2 Project – Dil se Khelo - 5 Students
- 3 Hero Futsal Club Championship- 20 Students
- 4. Special Olympic Bharat - 68
- 5. Welcome Ceremony of Special Olympic Bharat - 38 Students

Students are allotted the schools for internship program. The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well planned mechanism to carry out the monitoring andassessment of students in the schools during the Internship programme. Teacher-incharge maintain and ensure regularity and punctuality of student-teacher during the internship. He also look after the problem faced by the students in the schools and provide viable solution at her/his level.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Link for additional information	[View Document](#)

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: E. None of the above

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: E. None of the above

File Description	Document
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 61.9

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 92.31

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

Response: 24

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response: 25.75

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

Response: 618

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

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:

The institute allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and nongovernmental organizations. The institute also offers various faculty development programmes for teaching faculty and non-teaching staff through IQAC (Internal Quality Assurance Cell) in the form of seminars, Workshops, Talks etc, where professors may exchange their experiences with their colleagues.

Staff members are also permitted to act as resource persons / Conveners/ Members of the Committees in seminars, workshops, and other events organized by the Institute and at university Level also. Staff members are encouraged by the Principal to deliver papers at national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, and are also encouraged to publish their articles in reputed journals.

They write chapters for edited books and research papers as well. The use of cutting-edge technology is encouraged by all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc.

Each year, the University of Delhi assigns our faculty members to serve on various special duties, like co-ordinator/coordinator/ convener / member on various committees, such as syllabus revision, external examiner for viva-voce and member of a selection panel, Board of Studies, Academic council etc. The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme).

All these kinds of facilities and the exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Being affiliated to University of Delhi, the Institute follows continuous internal evaluation as prescribed by the university, which is monitored by keeping the records of the performance of each student in each activity.

At the beginning of the semester, the Principal & the Convener of the admission committee informs the students about the various components in the assessment process during the semester through orientation program. There is internal evaluation in each of the theory paper as well as practical teaching papers which are based on class attendance, classroom teaching lesson plan, field lesson plan, written assignment, class test, viva-voce, dissertation work, etc. The schedule of the internal assessment is prepared as per the university instructions and communicated to the students well in advance. The internal assessment criteria of University of Delhi is followed for the distribution of marks in each subject.

The marks in the internal examination are communicated to the students by displaying on the Notice Board and Website of the Institute i.e. www.igipess.du.ac.in

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institute ensures that Internal Assessment to the students are awarded in the most transparent manner and following the guidelines provided by the University of Delhi. The Internal Assessment award considers the student performance in Quiz, assignment, attendance, tests, projects, presentations etc. The weightage of internal assessment in UG and PG program is implemented strictly.

- The Institute ensures continuous monitoring of the student performance and attendance in accordance with the guidelines of University of Delhi. For example the majority of the papers, the internal assessment accounts for 25 marks out of 100 marks. The 25 marks are in turn divided into three components - 10 marks for written assignments, 10 marks for class tests/projects and 5 marks for attendance. The scheme of internal assessment is communicated to the students through the website of the Institute and informed during the orientation program conducted by the Institute.
- The Institute monitors the fair conduct of continuous assessment at two different levels. At the first level i.e. the subject teachers, after due evaluation of tests/assignments/projects, share feedback and remarks with the students. Adequate compensation for ECA and sports attendance is given to eligible students, as per University of Delhi guidelines. Grievances, if any, are resolved in the class itself at the first instance. Total transparency is practiced and students sign on the internal marks before submitting in the office. The faculty members duly compile the internal assessment for their respective papers and submit the same to the office of the Principal. Thereafter, assessment marks are uploaded on the College portal which the students can verify and discuss with the respective teachers if there still are any issues. At the second level, college sets up a moderation committee to counter-check the Internal Assessment (IA) marks and ensure their correctness and fairness. Student grievances and other discrepancies related to compilation of the internal assessment are handled at this level as well. The entire Internal Evaluation process is facilitated by a College Monitoring Committee which manages the entire process in a fair and time bound manner. Committee also redresses any grievances that may arise at this stage.

- After satisfactory redressal of all grievances, students are asked to verify their internal assessment marks.
- The Principal is the final authority in all internal assessment related matters and ensures adherence to all rules and guidelines as set by the University.
- A student who is discontent with the decision taken by the Monitoring Committee for Internal Assessment of the College, with respect to the grievance submitted by him/her relating to the Internal Assessment / Continuous Assessment, may file an appeal before an appellate body consisting of the Principal of the College, the Teacher-in-charge of the department/senior faculty member, the concerned teacher who has assessed the aggrieved student and shall be chaired by the Nominee of Dean of the Colleges or Director South Delhi Campus, under whose jurisdiction the concerned college falls.
- Thereafter, the internal assessment marks are carefully uploaded on the designated link of the Examination branch of the University.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	**View Document**
Link for additional information	**View Document**

2.6.4

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

Response:

Before the commencement of each semester, University of Delhi notifies an academic calendar for all the programs, which contains the date of commencement, last working day of the semester, Internship schedule and dates for semester-end examinations.

Indira Gandhi Institute of Physical Education & Sports Sciences follows the calendar issued by the University of Delhi strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level calendar. Institute calendar of events includes details like the total number of working days and holidays, CIE dates, dates for the Institute's flagship programs. The IQAC calendar comprises guest lectures, workshops, industrial visits, other co-curricular and extra-curricular activities. The academic activities, CIE, and all activities are conducted in adherence to the calendar of events except unforeseen circumstances.

The academic calendars help faculty members to plan their respective course delivery, research work academic and co-curricular activities. Principal of the Institute supervise and monitor the completion of the syllabus as per the lesson plan prepared by faculty members. Syllabus coverage for each CIE is decided well in advance and faculty members adhere to it.

Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the Continuous Internal

Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. The course instructors prepare IA question papers along with the scheme of evaluation, reviewed by the stream coordinator and approved by Head. The internal assessment test timetable prepared by the examination committee of the Institute. Post IA tests, evaluation of answer scripts, and calculation of CO-PO/PSO attainment are carried out by respective Continuous evaluation and assessments are also done.

The Principal, through the academic committee meetings, frequently reviews the semester's progress and provides suitable suggestions.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

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:

University of Delhi asked every concerned department to prepare the curriculum with all its detailed. Programme outcome and course outcome which has been displayed on website in the curriculum itself. Two of the courses in the college is run which are approved by the regulatory body i.e. NCTE namely B.P.Ed. and M.P.Ed.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 97.05

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
231	191	179	187	199

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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:

Indira Gandhi Institute of Physical Education & Sports Sciences (IGIPESS) demonstrates a commitment to continuous improvement in education by actively monitoring the progressive performance of students and their attainment of professional and personal attributes in alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) .

IGIPESS has implemented a systematic approach to monitor students' academic and holistic development throughout their educational journey. The institution utilizes a combination of formative and summative assessments, feedback mechanisms, and performance evaluations to gauge the extent to which students are achieving the stipulated PLOs and CLOs.

The progressive performance of students is closely observed to ensure that they are not only meeting but also exceeding the established learning outcomes. Regular assessments, including assignments, examinations, and practical demonstrations, are designed to measure the acquisition of knowledge, skills, and attributes outlined in the PLOs and CLOs.

Importantly, the data obtained from these assessments is utilized for informed decision-making and further improvement. IGIPESS places a strong emphasis on utilizing the insights gained from performance monitoring to enhance teaching methodologies, refine curriculum design, and tailor support mechanisms for students.

Moreover, the institution actively seeks and values feedback from students to gain a comprehensive understanding of the effectiveness of its educational strategies.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**View Document**
Any other relevant information	**View Document**
Link for additional information	**View Document**

2.7.4

Performance of outgoing students in internal assessment

Response: 95.73

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

Response: 224

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	**View Document**
Data as per Data template	**View Document**
Link for additional information	**View Document**

2.7.5

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

Response:

The performance of students at Indira Gandhi Institute of Physical Education & Sports Sciences (IGIPESS) on various assessment tasks serves as a robust indicator of the extent to which their initially identified learning needs are addressed and met. The institution is dedicated to a student-centric approach that emphasizes the continual refinement of teaching methodologies to cater effectively to the diverse learning needs of its student body.

IGIPESS employs a comprehensive assessment system that includes a variety of tasks such as assignments, examinations, practical demonstrations, and other evaluative measures. These assessments are designed not only to measure academic knowledge but also to gauge the acquisition of practical skills and personal attributes outlined in the learning objectives.

By closely aligning assessments with the initially identified learning needs, IGIPESS ensures that students are provided with opportunities to showcase their understanding and application of the subject matter. The institution recognizes the dynamic nature of student learning, and the assessment framework is adapted to cater to the evolving needs of individual learners.

Performance data from assessments is carefully analyzed to gain insights into areas where students may require additional support or where adjustments to the curriculum may be beneficial. This analytical approach allows IGIPESS to tailor its educational strategies, providing targeted interventions to address specific learning needs identified through student performance.

Regular feedback mechanisms, both formal and informal, are integrated into the assessment process. This feedback loop ensures that students receive timely insights into their performance, enabling them to understand their strengths and areas for improvement. Simultaneously, the institution leverages this feedback to make continuous improvements to the curriculum and teaching methods.

In essence, the correlation between student performance on assessment tasks and their initially identified learning needs is a cornerstone of IGIPESS's commitment to providing a high-quality education. This reflective and adaptive approach not only supports students in their academic journey but also contributes to the institution's overarching goal of producing well-rounded professionals in the field of physical education and sports sciences.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 0.2

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	1

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[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

File Description	Document
Link for additional information	[View Document](#)

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: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

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: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Link for additional information	[View Document](#)

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: 5.15

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
8	25	24	13	64

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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: 1.69

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
3	9	13	12	07

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 2

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
1	1	1	3	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 30.36

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
60	100	45	215	420

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Link for additional information	[View Document](#)

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: 39.14

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
471	65	60	400	87

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

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

Response:

IGIPESS organized and participated in various extension activities in last five years with a dual objective of not only sanitizing students about various social issues but also contributing to the community and strengthening community participation.

The NCC and NSS units of the Institute took part in various initiatives like Swatchh Bharat Abhiyan, Swachh Bharat Seminar Internship for the Students, Swatchhta Pakhwada, Blood Donation Camp, Free Health Checkup Camp in the Institute collaboration with Venkateshwara Hospital (Dwarka, New Delhi) and events like National Voters Day, Election Awareness Program, International Yoga Day, One Month Yoga camp for Community. Environment Awareness Programs, Workshops on Corruption Free India, Vigilance Awareness Week, Celebration of Independence Day & Republic Day of India, Commemorative Events, Programs on Human Values & Ethics etc.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

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
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Link for additional information	[View Document](#)

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: 0

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	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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: 0

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**

File Description	Document
Data as per Data Template	[View Document](#)

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: E. None of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

Response:

The Indira Gandhi Institute of Physical Education & Sports Sciences is committed to offering its students a wide range of teaching and learning facilities to enhance their overall learning experience. The institute abides by the University of Delhi to provide and enhance the infrastructure required to facilitate effective teaching and learning.

Being a Physical Education Institute and with a focus on experiential learning, the institute provides students with ample opportunities to gain practical knowledge of various sports through field lesson plan and classroom teaching skills that are essential for their overall development. The Institute has a total land area of 23459.54 sqm of land which is constructed for various academic purposes. The teaching-learning facilities at the institute include state-of-the-art classrooms, Seminar Halls, Teaching Rooms, well-equipped laboratories, a sufficient library stocked with the latest books and journals and sufficient space for hosting all academic activities as shown below.

The Institute has classrooms(17), Laboratories(07), Computer Lab (01), Teaching Room (07), Seminar Hall / Conference Room (02), Medical Room(01), Physiotherapy Centre(01), Gymnasium Hall(01), Multiutility Gym (01), Library (01) and etc.

Other Infrastructure

Institute has Gymnasium Hall, Multipurpose Hall, Parking Facility for faculty, Canteen, Rooms for NSS, NCC, NAAC, IQAC etc, Photocopy & Printing Center, Girls Common Room.

ICT FACILITIES

Institute has sufficient Computing facilities with total 52 computers for students and 41 computers for staff. All computers are equipped with high speed internet. Institution. This facility includes admission of student, change of branch, attendance record, as well as academic management etc. Accounts Section, Establishment Section and Student Section. Institute is having a CCTV Surveillance System

Further, being an physical education Institute, maximum sports facilities are being provided to the students in an adjustable manner because of less availability of ground. The sports facilities are designed according to the curriculum of the courses i.e. B.Sc (PE, HE & S), B.P.Ed & M.P.Ed offered by the Institute. It encourages students to involve & participate in various sports activities and develop their physical fitness and most important skills.

Outdoor Sports Facilities

1. **Athletic Field:**
2. **Athletic Track**:
3. **Basket Ball Court**:
4. **Handball Court**:
5. **Kabaddi Court**:
6. **Kho – Kho Court**:
7. **Volleyball Court** :
8. Common Ground for Cricket/Football/Hockey

Indoor Sports Facilities

1. **Badminton Hall**:
2. **Gymnastics Hall**:
3. **Judo Practice Arena**:
4. **Table Tennis Court**:
5. **Yoga Centre/Lab**:
6. **Multi-utility Gymnasium (Fitness Centre**):

Institute is also having an **Assembly Hall , Multipurpose Hall and Gymnasium Hall & Multi-Utility Gym** used for various academic and sports activities.

The IGIPESS offers a comprehensive range of sports facilities in a maximum extension way over a limited land. These are designed to enhance students' learning experience. With a focus on experiential learning and practical knowledge, the institute prepares its students to face the challenges of the real world with confidence and competence. All these facilities are designed to promote physical activity and provide students with the opportunity to take part in a wide range of different sports and activities. This not only helps them stay fit but also gives them the chance to socialize.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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: 70.37

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

Response: 19

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

Response: 27

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 0.74

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
0.15	1.25	00	0.21	1.66

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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:

The college has a fully furnished and Wi-Fi enabled library, has 9230 books till 30.03.2023 and access of 6000 e-journal through university portal along with large collection of reference sources. i.e. encyclopedias, dictionaries, yearbooks etc. Library having a seating capacity for about 60 students. The library also received books as gift from faculty members.

The Library uses VIDYA Integrated library management system. The Institute library equipped with desktops which can access the E- resources of Delhi University. More than 13566 users, including students as well as faculty members, visited the Institute's library and almost 29971 books issue/return in the session 2022-23.

Library Usage Statistics Table

Year	Book Issued	Book Returned	Book Consulted	Total Visitors	Total Book Circulated
2022-23	1735	1939	29,971	13566	33645
2021-22	656	760	4361	10976	5777
2020-21	38	150	1695	626	1883
2019-20	1727	1686	4232	10573	7645
2018-19	2385	3124	16661	8341	22170

Library Pandemic Initiatives:

- During the pandemic, Library staff remained connected with faculty members and students through various mediums and met the information needs of the user community.

- University of Delhi subscribed to a large number of e-resources and provided the access of the same to its affiliated colleges.
- The list of all the books available in the Library has been placed online.

There are several open access resources that are available for students and faculty members including the World Digital Library, E-gyankosh, e-PG Pathshala, Internet archive, Shodhganga, among others.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

The Library of Indira Gandhi Institute of Physical Education & Sports Sciences is located at the ground floor of the building. Library having a seating capacity of 60 readers. Total 9230 books are available in the library and access of 6000 e-journal through university portal along with large collection of reference sources. There is reading room, reference section, text-book section, and periodical section in the library. Library has 13 computers with internet facility, printer/scanner. Desktops (05) for Library Administration, Desktops (01) for OPEC and Desktops (07) for students are available in the Library. The books are kept with security and the library staff takes care of them.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

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: E. None of the above

File Description	Document
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

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

Response: 0.4

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
0.06000	0.69177	0	0.20866	1.06405

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	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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: 12.56

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: 3088

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: 1401

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: 1010

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: 1381

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: 943

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	**View Document**
Any other relevant information	**View Document**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**View Document**

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	**View Document**
Link for additional information	**View Document**

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

- The Institute has 93 desktops (52 Desktops for students, 14 Desktops for Teachers, 27 Desktops for Administrations, 01 computer labs, browsing centres, and an e-learning centre in the Library.
- All the computers in the campus have internet connection.
- All the classrooms are furnished with Wi-Fi/LAN facilities.

- There are 2 seminar halls/Committee Room and a multi-purpose hall with ICT facilities and 09 classrooms are 08 labs fitted with projectors.
- College has a server room and power backup to support IT facilities.
- The College has bandwidth of 10 Gbps which is the highest limit provided by NKN, which supplies internet to all the colleges of Delhi University.
- Audio-visual Rooms (40, 41) have been formed to facilitate ICT-enabled teaching-learning.
- All the forms like leave, medical, LTC, reimbursement, etc. are put online.
- All the examination related notices and information are circulated well in advance through the website.
- Assessment marks and attendance are uploaded on the website.
- An updated user-friendly College website has been designed, developed and maintained in-house using PHP.

Pandemic Initiatives:

During the pandemic, Library staff and Student Dealing section remained connected with faculty members and students through various mediums and met the information needs of the user community.

- University of Delhi subscribed to a large number of e-resources and provided the access of the same to its affiliated colleges.
- There are several open access resources that are available for students and faculty members including the World Digital Library, E-gyankosh, e-PG Pathshala, Internet archive, Shodhganga, among others.
- All official information was circulated via Whatsapp and Telegram groups apart from the website.
- Online links were provided on college website to access Delhi University e-resources.
- Faculty members used different modules and software tools to make online teaching effective like Zoom Meeting, Google Classroom, Microsoft Teams.
- Documents were sent to the students online to avoid their visit to college during pandemic.
- Live videos related to the OBE and Delhi University Undergraduate admission process were uploaded on the College Website and circulated through Telegram and Whatsapp groups.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.44

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Link for additional information	[View Document](#)

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	[View Document](#)

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: 96.26

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
134.37	75.28	58.83	84.34	71.69

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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:

Field & Maintenance Committee, Infrastructure and Development Committee and purchase committee works with Administration of the Institute to look after the infrastructure of classroom, maintenance, and repairs of Institute Infrastructure. Administration Department oversees the supervisor's job at the next level for implementation of the various maintenance works. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness, and infrastructure to provide a comfortable learning environment. Classrooms, staff rooms, seminar rooms, IT labs, etc. are regularly cleaned and maintained by service and housekeeping staff assigned to each floor. In each room, dustbins are kept IT Lab assistant maintains Institutes computers and devices under the supervision of the system administrator. From time-to-time Proper inspection is done and verification of stock takes place at the end of every year. From time-to-time repairs and maintenance requisites are submitted by the Principal to the Administrative office. Maintenance work (Civil & Electrical) of the Institute's Building and ground is maintained by the PWD Department. The institute has well established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness, and infrastructure to provide a comfortable learning environment. Accordingly, the respective committees carry out ongoing review of infrastructure and learning resources and the recommendations are integrated into the Annual Planning to upgrade, maintain, and use physical, academic and support facilities.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

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
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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: B. Any 7 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

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: B. Any 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

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
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 7.38

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
5	18	32	18	02

File Description	Document
Data as per Data Template	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 26.84

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 57

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: 5

File Description	Document
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 2.07

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
0	5	9	4	3

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

The Institute has a democratically elected student union which looks after student welfare through its various programs. The Institute Union comprises a President, Vice-President & Secretary.

Current Post Holders:

1. Mr. Hemant Solanki - President

2. Ms. Harshita Khurana – Vice President

Students have active representation on academic and administrative bodies and committees of the Institute.

Disciplinary Resource Committee:

This committee comprise of student members representing the class along with the faculty member of the Institute.

Internal Complaint Committee against Sexual Harassment:

This committee comprise of student members representing the class along with the faculty member of the Institute.

Cultural and Sports Committees Students have strong representations in all cultural and sports and games committees and help in organization and management of events.

Organization of Special Events

Students organize, and celebrate the National Teachers Day, on Sept. 5, every year, cultural and sports competitions, Founder's Day celebrations and other National celebrations that include, Independence Day, Republic Day, and various NSS and social service activities.

The above activities enhance their communication skills, management skills, leadership skills, team-work, time-management, resource management skills and builds confidence in each student

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 8.6

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
13	6	1	12	11

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

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 institution takes great pride in its Alumni Association, which plays a vital role in the development and progress of the institution. This document aims to shed light on the significant contributions made by the Alumni Association, be it through their valuable services. The dedication and commitment shown by the association have had a lasting impact on the institution's growth.

Other Support Services:

The Alumni Association extends its support through various services. Alumni members often serve as mentors, guiding and counseling current students on career choices, academic pursuits, and personal development. They organize workshops, seminars, and guest lectures, inviting industry experts to share their knowledge and expertise with students. By doing so, the Alumni Association helps bridge the gap between academia and industry, preparing students for the professional world.

Networking Opportunities:

The Alumni Association serves as a platform for networking opportunities, connecting current students with successful alumni who have excelled in their respective fields. Through alumni-hosted events and gatherings, students can interact with industry professionals, gain insights into different career paths, and build valuable connections. Such networking opportunities provided by the Alumni Association prove to be immensely beneficial for students' future endeavors and contribute to their overall development.

Promoting Institutional Growth:

The Alumni Association actively participates in initiatives aimed at promoting institutional growth. They

collaborate with the institution's management and faculty to identify areas that require improvement and work towards implementing strategic changes. Alumni members often contribute their expertise, knowledge, and resources to facilitate research, innovation, and development within the institution. By fostering a sense of belonging and shared responsibility, the Alumni Association plays a crucial role in the institution's progress.

The institution is truly grateful for the alumni's continued support and is committed to maintaining a strong and mutually beneficial relationship with the Alumni Association. Together, they strive for excellence and ensure that future generations of students receive the best possible education and opportunities for success.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any additional link	View Document

5.4.3

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

Response: 1

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
01	00	00	00	00

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)

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:

Alumni Association as an Effective Support System

The Alumni Association of the Institute plays a crucial role in supporting and motivating the students of this institution. It plays a vital role in recognizing, nurturing, and furthering any special talents/s possessed by students. By providing a wide range of resources and opportunities, the Alumni Association enables students to excel in their chosen fields.

Motivation and Encouragement

Alumni Association is to motivate and encourage students. It recognizes the achievements of students and celebrates their accomplishments, providing a sense of encouragement and inspiration to others. This motivation helps students stay focused and motivated, leading to improved academic performance and overall success.

Networking Opportunities

One of the key advantages of being associated with the Alumni Association is the opportunity to network on whatsapp group, LinkedIn and other platforms and connect with professionals in various fields. These networking opportunities provide students with valuable connections and the chance to gain insights and advice that can further their careers.

Mentorship Programs

Mentorship programs offered by the Alumni Association provide students with guidance and support from experienced professionals.

Skill Development and Enhancement

The Alumni Association also provides opportunities for skill development and enhancement. It offers workshops, seminars, and programs that help students develop essential skills such as communication, problem-solving, teamwork, and leadership.

Alumni Association acts as a highly effective support system to the institution in motivating students, recognizing, nurturing, and furthering any special talents/s in them by providing a wide range of resources and opportunities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

16-12-2023 04:30:28

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:

Fostering Holistic Development Through Pedagogy, State-of-Art Facilities, and a commitment to shaping future educators who inspire life-long Physical Activity and Well Being in Students

Institute Mission

Empowering Minds, Nurturing Bodies

Institute Moto

Physical Education for Healthful Living and Promotion of Sports.

Main Goal of IGIPESS

- To Provide opportunities for students to take on leadership roles in Sports and Physical Education.
- To Develop effective communication skills, team goals, and problem-solving ability through collaboration experience.
- To Prepare students for careers in Physical Education, Coaches, Sports Management, and related field.
- To Facilitate opportunities for internship, practical experiences and networking in the sports and fitness industry.

The effective leadership is visible in various institutional practices such as decentralization and participative management.

We at Indira Gandhi Institute of Physical Education & Sports Sciences believe in encouraging decentralization and participative management and the decision are taken collectively. We are following various practices to ensure that there is participative decision making.

FEEDBACK	RESPONSE LEVEL 1	RESPONSE LEVEL 2	RESPONSE LEVEL 3
Students	Staff Council Committees	Principal	Governing Body
	Internal Quality Assurance Cell	Administration	University

Staff council is the representative body of the faculty members and all the major decisions are taken after discussing the same with the faculty. Periodic meetings are held to ensure that the matters are taken up timely.

Various committees are constituted in a democratic manner in the staff council to take up the various functions of the Institute. Faculty members take up the positions like conveners, co-conveners and members on a rotational basis to ensure fair participation of all the members in the smooth functioning of the Institute.

The Head of Departments manage the activities and also hold periodic meetings with the principal of the institution on various matters that relate to workload, time table and departmental activities. The decisions are then taken up and discussed in the various committee meetings held on a periodic basis.

Student Union– The Institute has a Student Union duly elected in a democratic manner by the students to take up matters related to students' grievances and interest and communicate them to the administration. Collective decision making and participative management are also evident from the fact that we have teacher representatives in the Governing body of the Institute and all the major decisions are taken in the Governing Body Meetings and executed at the Institute level.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Faculty members of the Institute have active involvement in driving change and realizing the institution's mission and values. Teaching Faculty, Non-Teaching Staff and Students are encouraged to participate in management process of the Institute. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and convener of the various committee. The following committees and cells are operational in the institution to implement various activities:

Academic Committee, Research Committee, Admission Committee, Anti - Ragging cell, Library Committee, Examination Committee, Institute Discipline Committee, Sports Committee Institute events committee, Finance development, Internal Quality Assurance Committee, Cultural Committee Youth

welfare committee SC / ST / OBC and Minority Committee, Grievance Redressed Cell, Green Audit, Energy Conservation Cell, Guidance & Councelling Cell

The ways in which coordinators and convener of different committees participate in the Management Process is as follow:

The Principal of the Institute oversees the activities of various committees.

IQAC often takes the lead in planning seminars, workshops, career counseling sessions , remedial measures.

Academic matter committee is at liberty to introduce creative and innovative measures for the benefit of the students.

Cultural Committee organizes all the functions.

Examination committee prepares date sheet and conducts semester wise examinations and finalize internal assessment of students.

IQAC does the planning and evaluation for quality assurance in the Institute and organizes meetings periodically, throughout the year.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

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

Response:

The Institute maintains transparency in its financial, academic, administrative and other functions.

Annual budget is meticulously prepared. The budget is prepared under different heads. Institution conducts internal and external financial audits regularly at the end of financial year. The Auditor visit the Institute at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the Institute for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report"

Transparency is also followed in academic functioning of the Institute. All the guidelines given by University of Delhi are followed. Before the commencement of the session, Institute academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. There is an Examination coordinator who takes the responsibility of submitting the student applications for the exams, finalize date sheet , manages seating arrangement , maintains the record of absentees and also maintain the accounts of question papers . The examination coordinator works with examination committee of the institution to complete the examination process smoothly. The results of students are also uploaded on the Institute website. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations. All the Administrative activities are also fair and transparent. Every activity related to purchase and accounts is uploaded on Tally Software. Admission process is fair and based upon the final merit (Entrance Test (50) Marks + Physical Fitness Test (20) + Sports Proficiency Awards (30)) and entrance test taken by University of Delhi through CUET. Library is partially automated e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian with the approval of Library Committee.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	**View Document**
Link for additional information	**View Document**

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

1. The Institute maintains its democratic structure through a system of shared responsibilities to ensure efficient governance. The organogram attached shows the decentralized functioning of the institution.
2. The Governing Body of the Institute derives its authority through mandated ordinances of the University of Delhi. Under the leadership of the Chairperson, the Governing body regulates the administration, finances, quality assurance of the Institute purchases and overall development.
3. The Principal manages and supervises the overall functioning supported by teaching and non-teaching staff.
4. All the official appointments of teaching and non-teaching staff in the Institute are done as per the rules and regulations laid by UGC / University of Delhi.
5. IQAC collaborates and coordinates with the Principal to maintain the quality of teaching-learning environment.
6. IQAC conducts academic and administrative audits of the departments as well as organizes

several skill-based events.

7. The Staff Council looks into the strategic decisions related to academics, extracurricular activity, workload, timetable, discipline, code of conduct, purchase, and maintenance. •

8. The financial, academic, and co-curricular requirements of the departments are managed by the Teacher-in-charge in collaboration with the Principal.

9. The internal finance and financial audit of the Institute are managed by the Bursar who ensures effective utilization of the available funds. For taking financial decisions, the Bursar consults the Principal.

10. To facilitate the availability of academic resources, the library is headed by a Librarian who supervises the assistants and attendants to maintain and upgrade its functioning.

11. The Section Officers from each section – administration and accounts implement administrative decisions with the assistance of a team.

12. The administrative staff works in a well-defined organizational structure as per UGC norms.

13. To create a holistic and cohesive space for working and learning, the Institute follows a Code of ethics and rules of conduct for teachers and students through committees such as Anti Ragging, ICC, Caste Based Discrimination, Discipline, Student Advisory & Grievance to maintain the integrity and decorum of an educational institution.

14. The Student Council with the help of different cultural societies at the Institute and departmental level organise various academic and co-curricular activities. The council also addresses student's concerns and issues.

Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Institute is having a Sanctioned Intake Strength of students in all courses i.e. B.Sc (PE, HE & S)(Seats-135), B.P.Ed (Seats – 69), M.P.Ed (49), is 253. It means maximum strength in a year of a student is 641. The institute does not want to limit itself to current courses and strength. With the aim of expanding its existence in the field of physical education and sports science, the Indira Gandhi Institute of Physical Education & Sports Sciences is demanding 50 acre land from the concerned departments and is seeking permissions to run various courses i.e. M.A in Yog, Diploma in Yog, B.P.Ed (4 Year) etc. In this regard, correspondence has been sent to the concerned departments by the Principal of the Institute and the Chairman of Governing Body on behalf of the Institute. The institute is waiting for positive response to the letters sent to the concerned departments.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

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:

Indira Gandhi Institute of Physical Education & Sports Science follows a flat organizational structure, which ensure quick and effective decision making and timely execution. The organizational structure of the institute is as follows:

The topmost layer of the organizational structure consists of Governing Body. The objective of the Governing Body is to establish, develop and maintain the educational institution and to manage, supervise and administer its affairs. The Governing Body meets periodically from time to time as per Delhi University ordinance XVIII. Meetings of the Governing Body schedule to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization.

Principal is the highest authority in the Institute who plays a crucial role in implementation of decisions and suggestions given by the Governing Body from time to time. The Principal is responsible for running day to day administration and ensures smooth academic performance. The Principal gets assisted by the department heads, who share the responsibility of principal.

Governing Body: The Governing Body purview of working is academic as well as administrative. Some of the areas of decision are: Important financial decisions Infrastructure related decisions Approval of curriculum Change in policy matters Issues relating to NCTE and Government Strategic planning

Academic Matter Committee: Academic Matter Committee consists of faculty members and Principal. The council ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluates the academic performance and progress of the Institute.

Grievance Redressal Committee: The institute has a grievance redressal committee which consists of faculties, students etc. to help and address the issues faced by the Students / Staff of the institution in a systematic manner as per the policy guidelines.

The institute follows the service rules, recruitment and promotion policies defined by the University of Delhi. For the purpose of effective and fair implementation of the service and other rules, it is closely monitored by the Governing Body.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

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: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

Provision of staff council meeting, academic committee meeting, discussion of staff members on various topics, interactive session with the students, sharing the experiences of the teachers who have attended the seminars / conferences and the faculty improvement programs on behalf of / sponsored by the institution, arranging substitutes for the classes of teachers who are on the leave, discussion among the teachers on the problems of the students in relation to mentoring of students The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

The institute had been able to successfully implement the plan by arranging every year, who gave their inputs in various areas of specialization. Institution organized workshops, seminars. This helped the institute to produce professionals as per current industry needs. The students interacted with professionals and took guidance from their experiences which helped them to grow as individuals and prepare themselves as per current industry trends. This helped the students and institute to build network.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Existing welfare Schemes & facilities for Teaching and Non-teaching staff:

1. Medical reimbursement
2. Cashless treatment facility in empaneled hospitals
3. Maternity/Paternity leave
4. LTC/HTC
5. Child care leave
6. Group Insurance Scheme
7. Pension Benefits Child Education Allowance
8. Medical/Casual/Restricted/Duty Leaves
9. Medical Room
10. Air conditioned staff room with phone charging facility.
11. Department Cabins/rooms
12. Teaching rooms
13. Labs
14. Sanitization and fumigation facilities Well maintained and hygienic canteen,
15. washrooms
16. Sports/recreation facilities
17. Well stocked library,
18. Facilities for differently abled teachers-ramp, wheelchair, washroom
19. Fire safety measures
20. CCTVs
21. RO drinking water

Performance Appraisal System for teaching and non-teaching staff:

1. The Institute ensures that promotions are awarded in a time bound manner to the eligible applicants. The Institute follows all UGC regulations- Career Advancement Scheme (CAS - 2010 and 2018) / Merit Promotion Scheme (MPS)- for the promotion of the teaching staff.
2. The teacher submits an annual self-appraisal report in the prescribed Annual Performance Assessment Report (APAR) proforma at the end of every academic year along with all necessary

documentary evidence.

3. The teachers are assessed on the basis of academic performance and contributions, research activities, administrative engagements, personal development and participation in students' co-curricular and extracurricular activities.

4. The APAR submission is done through the Teacher-in-Charge, who verifies the claims.

5. A Performance Based Appraisal System (PBAS) proforma is filled by the teachers after completing the stipulated number of years for promotion to the next level.

6. The PBAS, along with all the documentary evidence, is also verified by the TIC. A committee has been constituted by the Institute for the purpose which conducts a preliminary screening of the PBAS forms submitted by the teachers as per the CAS requirements.

7. The committee then prepares a summarized report for submission to the screening/selection committee.

8. A screening committee evaluates the performance of Teachers on the basis of the report submitted for promotion to different levels as per rules.

9. For promotion to Associate Professor/Professor, assessment is done through interviews conducted by a duly constituted selection committee.

10. Teachers were promoted at various levels: Academic Level 10 to 11: 88 Academic Level 11 to 12: 67 Academic Level 12 to 13A: 27 Academic Level 13A to Academic Level 14:

11. The Annual Performance Appraisal is prepared for the administrative staff along the same lines as that conducted for the Central Government Civil Services Staff.

The performance of the employee is assessed annually in the APAR. In the first stage the Reporting Officer records his assessment which is reviewed by a superior Officer, and finally the report goes to the Accepting Authority.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

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: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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: 23

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
8	2	4	5	4

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)

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: 24.62

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
0	9	14	9	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Performance Appraisal System for teaching and non-teaching staff:

1. The Institute ensures that promotions are awarded in a time bound manner to the eligible applicants. The Institute follows all UGC regulations- Career Advancement Scheme (CAS - 2010 and 2018) / Merit Promotion Scheme (MPS)- for the promotion of the teaching staff.
2. The teacher submits an annual self-appraisal report in the prescribed Annual Performance Assessment Report (APAR) proforma at the end of every academic year along with all necessary documentary evidence.
3. The teachers are assessed on the basis of academic performance and contributions, research activities, administrative engagements, personal development and participation in students' co-curricular and extracurricular activities.
4. The APAR submission is done through the Teacher-in-Charge, who verifies the claims.
5. A Performance Based Appraisal System (PBAS) proforma is filled by the teachers after completing the stipulated number of years for promotion to the next level.
6. The PBAS, along with all the documentary evidence, is also verified by the TIC. A committee has been constituted by the Institute for the purpose which conducts a preliminary screening of the PBAS forms submitted by the teachers as per the CAS requirements.
7. The committee then prepares a summarized report for submission to the screening/selection committee.
8. A screening committee evaluates the performance of Teachers on the basis of the report submitted for promotion to different levels as per rules.
9. For promotion to Associate Professor/Professor, assessment is done through interviews conducted by a duly constituted selection committee.
10. Teachers were promoted at various levels: Academic Level 10 to 11: 88 Academic Level 11 to 12: 67 Academic Level 12 to 13A: 27 Academic Level 13A to Academic Level 14:
11. The Annual Performance Appraisal is prepared for the administrative staff along the same lines as that conducted for the Central Government Civil Services Staff.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response: Yes

The accounts of our institution are audited regularly. The details of internal and external audit procedures and information on the outcome of last two audits of the last two financial years are attached here with in the annexure.

Institute's accounts are routinely audited by a chartered accountant in compliance with government rules. The external Certified Charted Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly. The institute utilizes its resources in its optimal format. The Institute embark fund for various head. The best alternative is opted.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

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: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.4.3

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

Response:

Response :

The Institute follows the rules and procedures as per General Financial Rules (GFR) 2017. The annual budget of Revenue and Capital Expenditure is prepared by the Institute and approved by the Governing Body of the Institute. The approved budget is forwarded to Directorate of Higher Education, NCT of Delhi for approval.

The major sources of the Institute's funds are:

- Grants received from Directorate of Higher Education, GNCT of Delhi and
- fees collected from students for degree courses i.e. B.Sc (PE,HE & S), B.P.Ed & M.P.Ed offered by the Institute
- fee collected from students for add-on courses i.e. FITCO, Certificate course in Yoga Education offered by the Institute.
- conduct of SOL classes and examinations
- Charges collected from the outside organization by providing the grounds and other facility on rent basis.

Optimal utilization of resources and funds is ensured as follows:-

- paying salaries and other allowances to the employees purchasing books, magazines, journals and other digital resources for Institute library purchase of laboratory apparatus and equipment.

- Awarding scholarships/ Free-ships /fee concessions/ to meritorious and deserving students.
- All major purchases in the Institute are decided by duly constituted purchase committees and mandatorily done through Government e-Marketplace (GeM) portal to ensure transparency, efficiency and speed in public procurement.
- The Institute has an efficient Accounts department headed by the Section Officer (Accounts) and the other staff to supervise the financial and accounting matters of the Institute.
- Internal Audit - The Principal and the Bursar of the Institute allocates and approves funds to societies out of the student society fund for organizing various programmes and cultural activities.
- The Institute Governing Body monitors all major expenses.
- Audit of the annual financial statements is done by an internal auditor who is duly approved by the Governing Body and a statutory auditor who is jointly approved by the Governing Body and the University of Delhi.

External Audit- The Governing Body has a mechanism of external audit. The Institute regularly conducts the external audit and is up-to-date as of now. Audit Objections- Any minor errors of omissions and commissions, pointed out by the audit team, are immediately corrected/rectified and precautionary steps are taken to avoid recurrence of such errors in future. However, no major objection has been reported by the auditors.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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:

Internal Quality Assurance Cell (IQAC) is an integral part of any institution that aims to ensure the quality of education and overall performance. The IQAC has played a crucial role in institutionalizing quality assurance strategies and processes. Its primary responsibility is to review the teaching-learning process, operational structures, methodologies, and learning outcomes at regular intervals. By doing so, the IQAC is able to identify areas that need improvement and record the incremental progress made in various activities.

1. One of the key functions of the IQAC is to review the teaching-learning process..

2. In addition to the teaching-learning process, the IQAC also reviews the operational structures and methodologies employed by the institution.

3. Furthermore, the IQAC assesses the learning outcomes of students. It evaluates the knowledge, skills, and competencies acquired by students during their academic journey.

4. By measuring learning outcomes, the IQAC ensures that the institution is successfully meeting its educational objectives. Any gaps or deficiencies identified in the learning outcomes are addressed through appropriate interventions and improvements.

5. The IQAC plays a vital role in maintaining and enhancing the quality of education provided by the institution. Through its periodic reviews and evaluations, it ensures that the teaching-learning process is effective, the operational structures are efficient, and the learning outcomes are aligned with the institution's goals. The incremental improvements recorded by the IQAC serve as evidence of the institution's commitment to continuous enhancement and quality assurance.

6. Development of Quality Culture in the institution.

7. Dissemination of information on various quality parameters of higher education.

8. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

9. Documentation of the various programmes /activities leading to quality improvement.

10. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.

11. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.

12. Development of Quality Culture in the institution.

13. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

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

Response:

Response:

Teaching learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel which in-turn requires students learning. Thus IQAC of the Institute takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

Below are two examples of IQAC's review process. Example

1: Feedback from students :

Feedback from students plays a crucial role in enhancing the teaching and learning environment in the Institute. All the suggestions are carefully listen and consider by the IQAC of the Institute. It helps the IQAC in the various decisions related to teaching learning:

1. Improve Teaching Methods, 2. Address Learning Challenges, 3. Update / modification in course content, 4. Enhance Student Engagement:

2: Tutorial Classes:

Institute provides Tutorial classes as an additional support to students who are struggling with a particular subject or topic. These classes offer personalized attention and allow students to receive additional instruction in a class.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	View Document

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: 25.8

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
35	16	10	39	29

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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: D. Any 1 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

The Institute thrives for perfections in giving the best education in the field of Physical Education & Sports to the students. In this process, IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

Many incremental improvement initiatives are taken by the institute, these are listed below:

Institute is taking continuous and wide-awake efforts to improve quality in academics Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendar at institution. The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar provided by the University of Delhi.

IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard. It suggests remedial actions in case of variation. It prepares the

policies, plans, Formats, and documentations to furnish the requirements. Some of the initiatives of IQAC contributing to incremental improvements since its inception are: Mapping of Course and Program Outcomes Based Learning, Introduction of Training Sessions to students, Internship Program inside and outside to the Institute, Alumni meet, Organizing workshops and Conclaves for students, Organizing co-curricular and extracurricular events and activities Promoting sports and healthy lifestyle. The evidence of success can be seen in entrepreneurship records, strong alumni base of the institute and corporate connect.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

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:

The Institution resolves its energy conservation policy with different actions taken time to time. In this context Institute constitutes a "Energy Conservation Cell".

Policy Statement Energy

Conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

ACTION TAKEN

- Our college has Well-designed building to maximize the use of natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans when not in use.
- Air conditioners are used only when necessary.
- Used modern more cost-effective LED lights.
- TFT/Low power LCD monitors in all the laboratories and offices.
- Used Energy-efficient Appliances with Timers and Energy Star Ratings which consume less energy like Split AC instead of Window AC, 4-Star Rated Refrigerator and Microwave, etc. Floor-wise master switches for each room to shut down power of entire room when not in use.

Use of alternate sources of energy for meeting its power requirements

SOLAR ENERGY

To achieve the objective, institute has already requested to the PWD for providing the estimate for Solar Plant on the roof of the Institute. As an when the estimate received from the PWD, it will be forwarded to the Directorate of Higher Education for Administrative Approval & Expenditure Sanctioned with the approval of Governing Body of the Institute.

Use of LED bulbs / power efficient equipment

All the lights have been replaced with LED's with the objective to reduce the electricity consumption by the PWD. The entire campus is lit by LED lights. Initiatives were taken to bring awareness on the use of energy efficiency among the students. Sign boards are placed on the campus and awareness programs are also conducted to impart the importance of energy efficiency and energy conservation among students. Apart from this it also has another alternate backup facility through UPS for computing.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

The Institution resolves its waste management policy with different actions taken time to time. In this context Institute constitutes a "Waste Management Cell".

Policy Statement

Institute adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Implementation Procedure

Institute takes initiative for the management of wastes which is generated within its campus.

Solid waste management

The Institute has implemented a solid waste management system which involves segregation of wet, dry, paper, and green waste. Solid Waste Segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others.

Organic wastes like the leftover food, peels, scrapings from fruits etc are also collected in bins separately.

a) Food waste management: The food waste generated from the college kitchen and canteen is collected, decomposed, and used as manure to be used for gardening purpose

b) Paper waste management: Our Institution reuse the papers (one-sided) for off the record work of the Institute. Wastepaper boxes have been placed at appropriate places in the labs, staff rooms and Administrative room of the Institution.

c) Garden waste management: Garden waste in the form of leaf litter is decomposed and used as manure.

Seminar / Workshops / Cleanliness Drive / Campaign:

Environment and sustainability are pressing global concerns that demand urgent attention. By integrating these issues into the curriculum, institutions can raise awareness about the impact of human activities on

the environment and promote sustainable practices. This can be achieved by incorporating environmental science (EVM) subject into the curriculum which is compulsory to opt for every students. Apart from this, Institute organized following workshops / Programs that not only engage the students even the Teaching Staff & Non-Teaching Staff of the Institute in environmentally-friendly initiatives and projects:-

Seminar on Save Soil (25.05.2022)

Workshop on Environment Awareness (30.06.2022)

Tree Plantation Program (03.08.2022)

Orientation program on Paryavaran Mitra (12.01.2023)

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

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: C. Any 2 of the above

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

7.1.5

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Institute is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide Door mats

2. Trash Bins in various prominent places.

3. Encourage students and teachers to keep things away immediately after use.

4. Cleanliness activities as part of community service under NSS scheme.

5. Within the parameters of the Institute vehicles are not use. Hence, providing healthy environment to every citizen.

6. Greenery field is maintain throughout.

7. Contract for cleanliness of the Institute is given to Sulabh International Staffs who are experts in cleanliness, sanitation, and safe healthy environment as per standard Norms and best practice.

Sanitation:

1. Personal hygiene

2. Safe drinking water

3. Toilet/human excreta disposal

4. Disposal of waste water

5. Solid waste management

6. Environmental sanitation

7.use of sanitary napkin incinerator for eco friendly disposal

Green Cover

- Every year 'Tree plantation' is carried out to increase green cover. We are endorsing and enforcing measures to make the College a carbon negative campus using the following:
- Tapping Solar Energy The arid zone of Fazilka district has an abundant supply of natural solar energy. We therefore have solar plants and create sustainable energy for the requirement of the campus.
- Rainwater Harvesting is installed in the Institute for the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.
- Utilizing Natural Light: The building architecture of the Institute is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment

1. Use of LED bulbs in college

2. Tree Plantation is carried out

3. Dustbins in the Premises

4. Waste control in entire campus

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.01

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
.001060	.001090	.008585	.017930	.008485

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Indira Gandhi Institute of Physical Education & Sports Sciences is always sensitive and emphatic towards the solutions for the problems related to social, environmental and community. Time to time the Institute has organized the seminars, webinars and programs touching the issues of environment, society, and community. This Institute is willing to nurture a healthy environment for which different programs like plantation are organized.

India is a country of multi-ethnic culture where people belonging to religious, racial, cultural, and lingual did initiative live together harmoniously so to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

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
Web-Link to the Code of Conduct displayed on the institution's website	**View Document**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**View Document**
Details of the Monitoring Committee, Professional ethics programmes, if any	**View Document**
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**View Document**
Link for additional information	**View Document**

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

1. National Cadet Corps (NCC)

Title of the Practice

National Cadet Corps (NCC)

Duration (year of inception-year of discontinuation) - Since 2001

Objectives of the Practice

The objectives are to develop the college's volunteer youngsters into competent, and confident leaders in all spheres of life and to encourages college students and the nation's young to have a sense of patriotism and integration. NCC also provides an environment that encourages our students to enter the armed forces.

The Context

Its activity is guided by certain features that we endeavor to instill among all ranks of the NCC. These includes the following:

1. A sense of patriotic commitment to encourage out cadets to contribute to national development.
2. Respect for diversities in religion, language, culture, ethnicity, life style and habitat to instil a

sense of National unity and social cohesion.

3. Abiding commitment to learn and adhere to the norms and values enshrined in the Indian Constitution.
4. Understanding the value of a just and impartial exercise of authority.
5. Ability to participate in community development and other social programme.
6. A healthy life style free of substance abuse and other unhealthy practices.
7. Sensitivity to the needs of poor and socially disadvantaged fellow citizens.
8. Inculcating habits of restraint and self-awareness.

(Document Attached)

2. Undergraduate / Post Graduate Research Dissertation

Title of the Practice

Undergraduate Research Dissertation

Objectives of the Practice

The Undergraduate Research Program is based on the given objectives:

- To teach students how to pursue research and help them acquire skills that are carried beyond their academic environment.
- To enable students to understand the importance of, academic integrity, and responsible research conduct.

The Principles of Research are based on helping the student to start reflecting on a specific issue related to their area of interest or an area that needs an in-depth understanding /exploration. To help students approach the whole process in a systematic manner based on scientific methods, which is classified into different chapters of the Dissertation: Define purpose, Framing of hypothesis; Hypothesis Testing & Collection of Data; Analysis of Data; Drawing of Conclusion; Dissemination of Findings and Recommending future research area.

The Contextual Features:

- The Institute creates a campus culture that values UG research.
- The Scholarly faculties are committed to providing high-quality research experience for students.
- There is broad disciplinary participation and opportunities that are easily accessible to a cross-section of students.
- The UG research very well aligns with the academic mission of the Institute.
- Provision of appropriate resources and recognition to faculty that engages in research, which increases the success rate and sustainability of UG research initiative.
- Challenging Issues in Designing this Practice: There was no challenge faced while including a Dissertation as one of the papers in the final semester of the UG program. Designing and implementing a Dissertation in the final semester of the UG program.

(Document Attached)

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The College envisages to develop Institute in tune with contemporary demands and enabling the holistic development of its students through its various initiatives like add-on courses, training workshops, internships, research and entrepreneurial opportunities. Over the last 5 years, the College has successfully completed 04 Certificate / Add-on courses. These endeavors continued with full vigour even during the pandemic times:

- The college has Research Labs to provide for research / internship opportunities to our students and those from other Colleges / Universities.
- The primary objective of the Placement Cell is to provide jo and internship opportunities to students. It also organizes workshops and seminars on career related matters. The Cell organizes a Job and Internship Fair annually; the fair was organized in an online mode during pandemic.
- The IQAC of the college launched the In-house Interdisciplinary Research and Innovation Projects Scheme. The aim of the in-house research and innovation projects scheme, is to promote the research culture in the College and encourage the involvement of teachers and students in research initiatives in areas that go beyond the curriculum boundaries to address real life challenges faced by the society, the nation and the world.
- The College is contemplating launching the Research and Development Cell to foster its research ecosystem.
- The NCC wing of the College motivates and prepares the aspiring students for joining the armed forces by providing them training – on campus and off-campus and various other opportunities.
- NSS endeavors to imbibe the spirit of social work among the students, which they may pursue as a career option.
- No. of Volunteers completed the Swachh Bharat Summer Internship Program organized by the collaboration of Ministry of Sports and Youth Affairs.
- Creative writing and Content writing workshops organized for different languages have encouraged many budding writers in the pursuit of their passion.

Different societies of the College like NSS, NCC are actively engaged in inculcating leadership skills,

organization and management capabilities and team spirit among the students as a step towards preparing them for prospective job roles and requirement, Specific workshops/ certificate courses are organized by the societies to hone their creative skills.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Below are some common areas for additional information:

1. **Official Website i.e. www.igipess.du.ac.in**

   - The official website of IGIPESS is likely to have the latest information on courses, faculty, admission procedures, Details of various sports & cultural event, and other relevant details.

2. **Contact Information:**

   - Look for contact details such as phone numbers or email addresses on the official website. Anyone can reach out to the administrative offices for inquiries.

3. **Admission and Course Catalogs:**

   - Admission brochures and course catalogs often provide detailed information about the programs offered, admission criteria, fees, and other essential details.

4. **News and Events Section:**

   - Check for a section on the website that covers news and events related to the institute. This can provide insights into recent developments, collaborations, and achievements.

5. **Social Media Platforms:**

   - IGIPESS has an official presence on platforms like Facebook, Twitter, or Instagram

6. **Alumni Network:**

   Details of alumni is available on the website of the Institute.

Concluding Remarks :

Indira Gandhi Institute of Physical Education & Sports Sciences (IGIPESS) stands as a beacon of excellence in the realm of physical education and sports sciences. With its commitment to providing a holistic and dynamic educational experience, the institution has demonstrated a dedication to fostering not only academic knowledge but also practical skills and personal development. The state-of-the-art infrastructure, innovative teaching methodologies, and strong support programs contribute to creating well-rounded graduates who are well-

equipped to excel in diverse fields within the realm of physical education, sports sciences, and related disciplines. IGIPESS's track record of successful alumni, and contributions to the academic and professional arenas further solidify its standing as a premier institute in the field.