



CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND DEVELOPMENT

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the Institute?

Since its inception as a College in 1957, the Lakshmibai National Institute of Physical Education, Gwalior has aimed at the preparation of highly qualified teachers and leaders in the field of Physical Education and Sports and to serve as a Centre of Excellence and Innovation for the whole country. Keeping in view the vision, mission and its objectives, the Institute offers different programmes. The curriculum, as framed by the Institute, is also followed by several other Physical Education Institutes and Departments in the country. The curriculum is designed and implemented taking cognizance of the educational policies of the Central and State Governments, and the global needs while serving the cause of regional and National development. It is dynamic and is constantly revamped to keep pace with the rapid developments in various fields of study, scientific and technological advancement, and to meet the National academic and sporting demands. While designing the curriculum, the Institute takes into consideration the emerging needs, expectations of the stakeholders, scope for the research and global demands. The credit system provides academic freedom and flexibility to the students. Thus, all these measures provide immense scope for introduction of new innovations in curriculum to achieve academic and sporting excellence.

1.1.2 Does the Institute follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.)

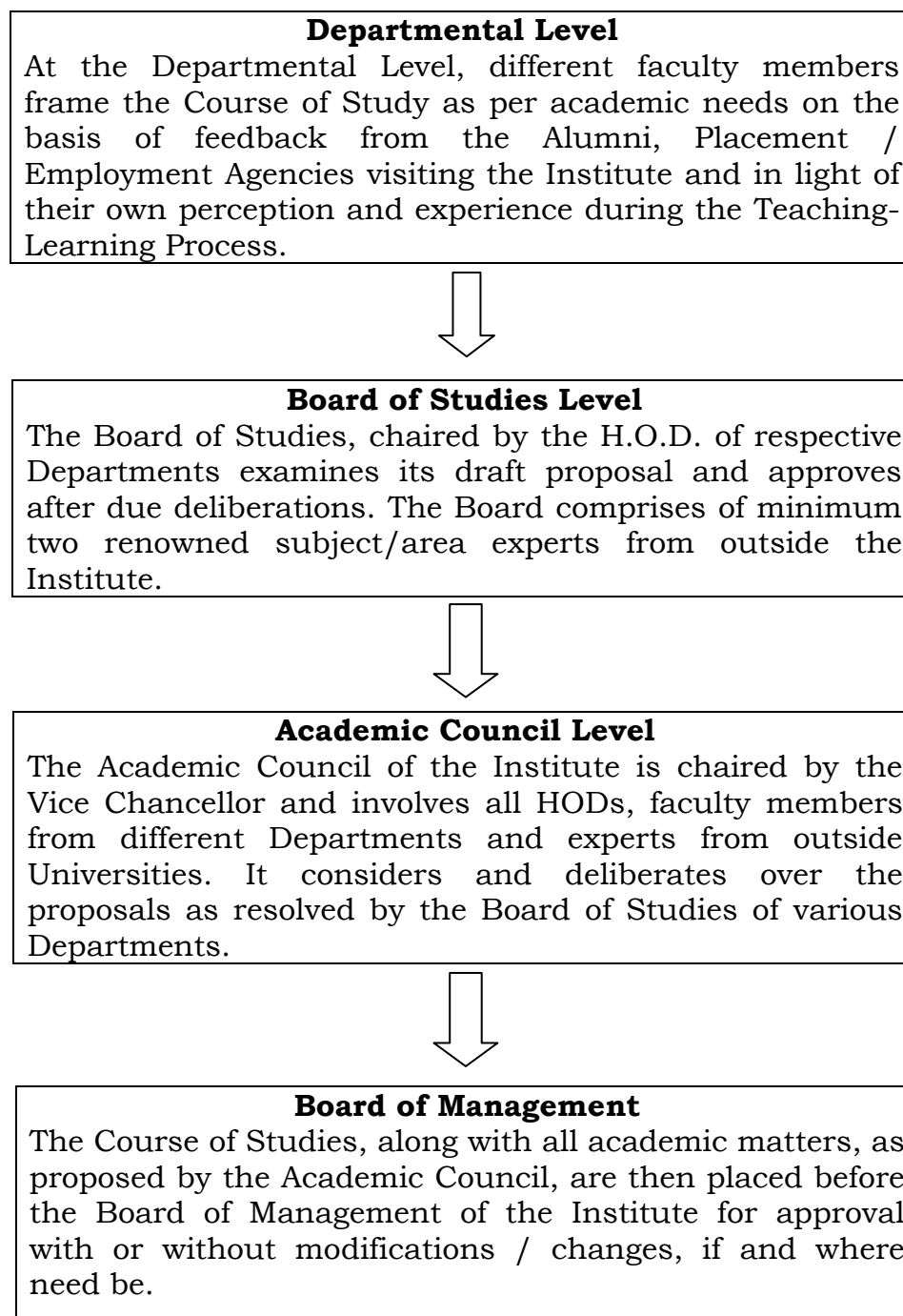
Yes.

The Institute has a well-organized system of curriculum design and development whereby, every faculty member contributes to the introduction, innovation and revision of the syllabi. The curriculum is designed fully adhering to the guidelines of the UGC and NCTE and the needs of CBSE and other National academic organizations. Periodic changes in the curriculum are made based on societal needs that provide a thrust for National development. Current trends in the job market are also considered while framing the syllabus. Feedback from faculty, academic peers, and experts from different organizations, current students and alumni is taken for the initiation, review, redesign and modification of the curricula. The syllabus is structured in a logical sequence, progressing from basic



concepts to more complex themes and latest developments in a graded manner. It is designed to provide a comprehensive coverage of the subject with emphasis on fundamentals, as well as, on its applications.

The departments take initiatives every year to change and modify the content and structure of the syllabus as indicated below:





How are the following aspects ensured through curriculum design and development?

- **Employability**

Every job has a pre-requisite that is useful for and serviceable to a particular employer. The Institute designs and develops its curricula with a consideration of all stakeholders including students, parents, government and non-government institutions like schools, colleges and universities. Special considerations are also given to Sports Authority of India, State Sport Councils, Sport Federations, Sport Event Management Industry, Fitness Industry, Hospitality Industry, Police Forces, Para-Military Forces and Defence Forces. The curriculum designed through an equitable proportion of hands-on practical training for skill acquisition and sound theoretical knowledge to equip the students to face real-time situations and cope up with societal and professional needs.

- **Innovation**

Curriculum designing of an Institute is directly associated with the teaching-learning process and feedbacks from the stakeholders. The five (05) Departments of the Institute provide the right ambience for introducing several innovative inter-disciplinary programmes. Two (02) more departments will start functioning from the Academic Session 2016-17. LNIPE provides a great deal of academic freedom through CBCS enabling the introduction of new and innovative courses.

- **Research**

The Institute designs curriculum with a potential to initiate the students, research scholars and teachers towards research in their field of specialization. For this there is a separate Centre for Advanced Studies. Different research programmes are designed and upgraded in different specialized areas with main focus on enhancing the competency of the candidate in research methodology. The Centre is offering regular Integrated M.Phil. & Ph.D. Programmes apart from regular Ph.D. Programme. The Institute has well equipped research and human performance laboratories for the enhancement of research. Further, the Ph.D. programmes will be conducted in respective departments from the Academic Session 2016-17.



1.1.3 To what extent does the Institute use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the Institute been instrumental in leading any curricular reform which has created a National impact?

The recommendations of the regulatory bodies are given vital importance while framing the curriculum. The curriculum is designed fully adhering to the guidelines of the UGC, NCTE, NCERT and the needs of CBSE and other state and national academic organizations. The Institute follows the semester system and over the years has introduced new need-based programmes of study revising the curricula to suit the needs of society and the local and global demands. The curriculum developed by the Institute is regarded as the best in the profession and is widely followed by other institutions/departments running Physical Education and Sports programmes in the country.

1.1.4 Does the Institute interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the Institute benefitted through interactions with the stakeholders?

Yes.

The Institute interacts with various stakeholders including the students, the parents, the government and the private Schools, Colleges, Universities, State Sport Councils, Sports Authority of India, Sport Federations, Sport Management and Development Agencies, Fitness Industry, Hospitality Industry and Employers in the curriculum revision process. Several experts in the field and Alumni who visit the Institute for guest lectures, conferences and workshops share their rich experience in suggesting changes and improvements in the curriculum to meet the changing demands of the dynamic world.

1.1.5 Give details of how the Institute facilitates the introduction of new programmes of studies in its affiliated colleges.

Not Applicable.

1.1.6 Does the Institute encourage its colleges to provide additional skill-oriented programme relevant to regional needs? Cite instances (not applicable for unitary universities).

Not Applicable



1.2 ACADEMIC FLEXIBILITY

1.2.1 Furnish the inventory for the following:

- **Programmes taught on campus**

- B.P.Ed. – 8 Semesters (after 10+2)
- Diploma in Sports Coaching
- Post Graduate Diploma in Sports Coaching
- Post Graduate Diploma in Fitness Management
- Post Graduate Diploma in Yoga and Alternate Therapies
- M.P.Ed. – Master of Physical Education (Exercise Physiology) (4 Semesters).
- M.P.Ed. – Master of Physical Education (Sports Biomechanics) (4 Semesters).
- M.P.Ed. – Master of Physical Education (Teaching Pedagogy) (4 Semesters).
- M.P.Ed. – Master of Physical Education (Sports Psychology) (4 Semesters).
- M.P.Ed. – Master of Physical Education (Health and Yogic Science) (4 Semesters).
- M.Phil. in Physical Education (Regular)
- Ph.D. (Regular)
- Integrated Ph.D. (Regular)

NOTE: Seven new courses in different departments have been approved by the Academic Council and Board of Management of the Institute and will start after getting required approval from the concerned statutory bodies.

- **Overseas programmes offered on campus**

Not Applicable.

- **Programmes available for colleges to choose from**

Not applicable.

1.2.2 Give details on the following provisions with reference to academic flexibility

- **Core/Elective Options**

- i. Every program has a blend of core, as well as, elective courses.



- ii. Every student has an option to choose one game of specialization as an elective.

- **Enrichment courses**

- i. Courses are designed in such a way, these provides an opportunity to every student for developing competency.
- ii. Provide ample opportunity to enhance vocationally and professionally.

- **Courses offered in modular form**

Each and every course has been designed and offered in modular form.

- **Credit accumulation and transfer facility**

No

- **Lateral and vertical mobility within and across programmes, courses and disciplines**

No

1.2.3 Does the Institute have an explicit policy and strategy for attracting International students?

Yes.

The Institute attracts international students through its alumni and has over and above the quota seats for them. The curriculum meets the requirements of such students in terms of employability and suitability to work in their own countries on their return. The Institute permits International students to visit as observers and credit internships in B.P.Ed. Programme.

The Institute has its own enriched website, which provides all the information regarding Admission Process, Examination System, Program and Curriculum Structure and facilities for foreign students.

Admitted			
2012-13	2013-14	2014-15	2015-16
02	01	07	03

1.2.4 Have any courses been developed targeting International students? If so, how successful have they been? If 'no', explain the impediments.

Yes.



To target the foreign students, some courses blending with Indian culture have been introduced like yogic science, alternative therapies and fitness etc.

1.2.5 Does the Institute facilitate dual degree and twinning programmes? If yes, give details.

No.

1.2.6 Does the Institute offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

No.

1.2.7 Does the Institute provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes', give operational details.

The Institute does not run any distance mode programme because all programmes require physical presence of the candidates due to involvement of practical/activity training at all levels.

1.2.8 Has the Institute adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the Institute to encourage the introduction of CBCS in its affiliated colleges?

Yes.

The Institute has adopted Choice Based Credit System/elective options in a limited way for Master of Physical Education and M.Phil. programmes. A student of one stream, has to study at least one course other than his/her respective discipline as a part of curriculum and the Institute offers four to five options among them.

1.2.9 What percentage of programmes offered by the Institute follow:

- **Annual system** : B.P.Ed. (Old Course), this is final session.
- **Semester system** : 100%, all Programmes as 1.2.1 above
- **Trimester system** : Nil



1.2.10 How does the Institute promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

Yes.

Institute offers short courses like certificate course, refresher course, orientation course, workshop, clinics, etc., through its various departments.



1.3 CURRICULUM ENRICHMENT

1.3.1 How often is the curriculum of the Institute reviewed and upgraded for making it socially relevant and/or job oriented/knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum is reviewed regularly and at least once in every academic session following the procedure as mentioned at 1.1.2 above. However, in case of urgent needs, the Institute has a Standing Committee of Academic Council to take urgent decisions on such matters without waiting for regular meeting of the full Academic Council.

1.3.2 During the last four years, how many new programmes at the UG and the PG levels were introduced? Give details.

Under Graduate Programs –

- Six Week Certificate Course in Sports Coaching (Athletics, Basketball, Volleyball, Football, Tennis)
- Certificate in Sports for the people with Special Abilities
- Certificate in Leadership Training
- Certificate program in Fitness Management
- PEC (Physical Education Card)
- Certificate Course in Yoga.

Post Graduate Programs –

- Post Graduate Diploma in Sports Coaching in Football.
- Post Graduate Diploma in Sports Coaching in Cricket.
- Post Graduate Diploma in Sports Coaching in Track & Field.
- Post Graduate Diploma in Sports Coaching in Handball.
- Post Graduate Diploma in Sports Coaching in Basketball.
- Post Graduate Diploma in Sports Coaching in Badminton.
- Post Graduate Diploma in Sports Coaching in Tennis.
- Post Graduate Diploma in Fitness Management
- Post Graduate Diploma in Yoga and Alternate Therapies
- Post Graduate Diploma in Yoga Education.



1.3.3 What are the strategies adopted for the revision of the existing programmes?

The Institute, in principle, believes strongly that the curriculum (and/or existing programmes) should be revised on regular intervals or at least for every four year period as per the contemporary requirements of the society, besides complying with the guidelines prescribed by the apex regulatory bodies. As mentioned earlier at 1.1.2, the task of proposing revision/changes in the curriculum is initiated by the respective teachers, Departments and Board of Studies and such modifications are incorporated after taking into account the following:

- Guidelines of the UGC, NCTE, NCERT and the needs of CBSE and other state and National academic organizations/boards.
- Feedback from the stakeholders of the Institute forms the valid basis for modifying the curriculum.
- Employability of the students is always viewed as one of the priorities while affecting changes in the existing curriculum.
- Contemporary demands, needs and expectations of the employers with regard to quality of Physical Education Teachers and Sport Experts are given due prominence from time to time in revising the curriculum.
- New techniques and methods in movement education, sports training, sports conditioning, rules, regulations and new areas of knowledge introduced from time to time are promptly examined and included in the curriculum.
- Apart from developing the relevant contents in the field of specialization, value based courses like First Aid and Safety Education, Life Saving, Sport Event Management, Environmental Studies and Disaster Management, Social and National obligations through outreach programme, NCC and Sports for the Differently Abled (Divyang) etc. are incorporated.
- The Institute always encourages all its Departments to give priority for inter-disciplinary approach while revising and refining the existing syllabi.
- The Institute keeps in view the global trends in the field of Physical Education and Sports for revising the existing curriculum in order to enhance International competitiveness of the students on one hand and to attract sizeable number of foreign students, on the other.



- The respective Boards of Studies at their annual statutory meetings, usually accord priority to widen and deepen the subject contents.
- While revising the existing curriculum, enough attention is paid so as to provide ample opportunities for the students towards vertical mobility (Channels for higher studies from India or abroad).

1.3.4 What are the value-added courses offered by the Institute and how does the Institute ensure that all students have access to them?

The Institute offers the following value-added courses:

- Certificate in Life Saving
- Certificate in Sports for the people with different abilities
- Certificate in Leadership Training
- Certificate program in Fitness Management.
- PEC (Physical Education Card).
- CPR Basic Life Saving Course.
- Certificate Course in Officiating in different games and sports.

1.3.5 Has the Institute introduced any high order skill development programmes in consonance with the National requirements as outlined by the National Skill Development Corporation and other agencies?

Yes.



1.4 FEEDBACK SYSTEM:

1.4.1 Does the Institute have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes.

The Institute follows a formal mechanism to get feedback on existing curriculum from students through their suggestions, especially when they return to the Institute after completing internship programme from all over the country. They are asked to give their candid suggestions for improvements in the existing curriculum. Apart from this, the Institute also gets suggestions from Ex-students, who are very well placed all over the world, as and when they visit the Institute as examiners, for Alumni Meetings, Workshops, Seminars and Conferences etc. The suggestions so obtained are forwarded to the concerned HODs, who are also the Chairperson of Board of Studies of their respective Departments. These suggestions are then deliberated in the meetings of the Board of Studies.

1.4.2 Does the Institute elicit feedback on the curriculum from National and International faculty?

Yes.

The Institute secures feedback on curriculum from experts of National and International repute by:

- Organising faculty workshops, exclusively for curriculum design and development, wherein experts of National and International levels are invited and an assessment of the curriculum is done.
- Making use of National and International seminars and conferences organized at the campus, whereby, exposing the curriculum to the National and International experts and thereby eliciting their genuine view points.
- Parking the detailed syllabi of all the programmes that are on offer at the Institute on its website www.lnipe.edu.in facilitating all the stakeholders to disclose their observations in the form of feedback.
- MOUs signed with outside Universities, Institutes and Research organizations wherein experts of National and International repute participate and deliberate upon various programmes, their courses, curriculum design and development.



1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which is made use of.

Not applicable. Please refer to 1.1.2 above for the procedure adopted.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the Institute in ensuring the effective development of the curriculum?

The Institute has been initiating following quality enhancement measures for the effective development of the curriculum:

- Making the students abreast with updates in their respective disciplines/specialisations.
- Accordingly top priority to interactions with employers, National and International experts for curriculum design / development and research.
- Conducting Orientation Programmes for newly admitted students at the beginning of academic programme.
- Conducting Short-term, Orientation and Refresher Programmes for the faculty through on and off-campus at UGC-HRDC.
- Encouraging inter-disciplinary approach both in curricular design and research programmes.
- Introducing value-added courses.
- Periodical revision of the existing syllabi at least once in every 2 years in Post Graduate programmes and in 4 years in Graduation course.
- Conducting Faculty Meetings regularly in the respective departments/disciplines to make the curriculum compatible to meet contemporary societal needs.
- Organizing guest lectures and training programs by top subject/activity experts.
- Entering into MOUs with different National and International Institutions / Universities to enhance quality standards of curriculum.
- Periodical feedback is obtained from the stakeholders to provide vital inputs to the Institute to initiate quality sustenance and quality enhancement measures.
- Strengthening the student support services in general and placement services in particular to improve employability of the students.



- Providing facility under feedback system of 'Dial-your-Institute' enables the stakeholders to get details about the Institute.
- Offering programmes through voluntary services like NCC, outreach programme. Leadership Training Programmes to imbibe the spirit of discipline and moral values in order to make them responsible citizens of this great nation.



CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 STUDENT ENROLMENT AND PROFILE

2.1.1 How does the university ensure publicity and transparency in the admission process?

Publicity:

To ensure publicity and transparency in the admission process, admissions to the various programmes of study are advertised in leading newspapers of English, Hindi and Regional Languages. Further, information regarding the admission process is posted at the LNIPE website. Admission Committee is entrusted with the responsibilities like, the preparation of admission notification, course directory and identification of centres for entrance examinations, preparation of brochures and other relevant activities.

There is separate admission procedure for Ph.D., M.Phil, M.P.Ed., B.P.Ed., PG Diploma in Yoga Education (PGDYE), PG Diploma in Fitness Management (PGDFM), PG Diploma in Sports Coaching (PGDSC) and Diploma in Sports Coaching (DSC).

Expert committees involving faculty from the Institute are constituted for the selection process of different courses. The syllabus for the written test (as per the requirement) is advertised and also uploaded on the Institute website. Admissions are done annually.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and National agencies (v) other criteria followed by the university (please specify).

The Institute adopts a transparent admission process, adhering to the reservation policy and norms spelt out by the Government of India. The modes of admission for different courses are detailed in the following table:

Course	Mode of Admission
Ph.D. and M.Phil.	Common entrance test followed by presentation.
M.P.Ed.	Common entrance test in Theory and Sports Specialization (following the norms of NCTE for Teacher Training Programme).



B.P.Ed.	Common entrance test in Theory, Fitness and Sports of choice (following the norms of NCTE for Teacher Training Programme).
PGDYE & PGDFM	Common entrance test in Theory, Skill and Interview.
PGDSC & DSC	Common entrance test in Theory, Fitness, Skill and Interview.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

N.A.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes.

Their views are taken for modification of eligibility criteria as per the Govt. norms and the feedback received from time to time in the meetings of the Admission Committee under the chairmanship of the Vice Chancellor. Major issues are discussed and the decisions are communicated to the concerned sections for further implementation.

In order to avoid delay in the admission process, most of the activities are mechanized and reviewed prior to the beginning of the academic year. This has helped in adhering to the academic calendar.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- **SC/ST**
- **OBC**
- **Women**
- **Persons with varied disabilities**
- **Economically weaker sections**
- **Outstanding achievers in sports and other extracurricular activities**

The Institute has been following inclusive policies by extending the support to various categories of the society as per the norms of Govt. of India.

- **SC/ST/OBC/Women**
 - Admission for students belonging to SC, ST, OBC and Women categories are given according to the statutory



provisions. The Academic section of the Institute guides and monitors implementation of the policy.

- The State and Central Government Scholarships are given to the SC/ST/OBC students.
- Hostel facility is given to all the admitted students.
- All girl students are given accommodation in the girl's hostels of the Institute.

• **Economically Weaker Sections:**

Economically Weaker Section Scholarships are provided by the State Governments to the students whose parental income is less than specified limits mentioned as per the rules of concerned State Governments.

• **Athletes and sportspersons–**

Bonus marks are awarded in addition to the prescribed marks in the admission test.

2.1.6 Number of students admitted in university departments in the last four academic years:

Categories	2012-13		2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	27	10	29	09	27	12	29	12
ST	18	04	15	04	19	09	16	03
OBC	70	18	55	23	72	26	71	34
General	52	28	68	27	48	21	46	18
Others	-	-	-	-	-	-	-	-
Total	167	60	167	63	166	68	162	67

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes.

The Institute conducts analysis of admissions every year and the performance of various faculties. This helps in evolving strategies to increase aspirants, to improve infrastructure needed for certain programmes and to assess the current trends in students' preferences.

2.1.8 Were any programmes discontinued / staggered by the university in the last four years? If yes, please specify the reasons.

No.



2.2 CATERING TO DIVERSE NEEDS OF STUDENTS

2.2.1 Does the university organize orientation / induction programme for fresher's? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes.

There is a convention of organizing induction programmes for freshers before the actual commencement of the classes in every department and centre. These include 'Orientation Programme', 'Freshers' Day' and game-wise 'Welcome & Introduction Programme'. In these programmes, students are explained the details of the programme in which they are enrolled. Students are explained about the code of conduct and facilities available. At post-graduation level also, the freshers are given orientation by organizing a meeting in the department by the Head and senior faculty. A co-ordinator is assigned for each batch to monitor and assist the freshers in learning the protocol of the department/course and to get adapted to the new environment.

2.2.2 Does the university have a mechanism through which the differential requirements of the student population are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Yes.

Entrance test conducted at the time of admission helps to assess students' knowledge base, skills and their abilities. Further, during the first week of the commencement of the teaching programme, few classes are devoted to evaluate the differential requirements of the students. Based on this analysis, students who need extra support are identified for remedial coaching.

After the first internal assessment test, the students who secure less marks are considered as slow learners and the rest are treated as advanced learners. The slow learners are given remedial coaching or special coaching both in theory and practical, in order to motivate them and develop interest in the required subjects. The fast learners and brighter section of students are motivated to appear for competitive examinations. They are provided computer and Internet facilities to update their knowledge and skills. They are permitted to attend workshops and courses conducted both at the Institute and elsewhere. The P.G. students with special aptitude for research are motivated to work on individual mini projects.



2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

These courses are offered to the registered students after working hours on specific days. Besides, the entire faculty conducts remedial coaching classes for weaker students.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

Yes.

The main impediments to academic growth based on the exams and class performance of the students especially from the disadvantaged and economically disadvantaged sections of the society relate to lack of proficiency in oral communication, writing skills, language and lack of right aptitude and attitude to learning. The Institute continues to support them with a host of relief measures that include.

- Flexibility in time frames for payment of fees.
- Award of scholarships (both State and Central Governments).
- Motivation to slow learners by the student counsellors to improve their aptitude and attitude towards learning.
- Supplemental coaching and remedial coaching classes for oral communication, writing skills, language improvement.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

- Learning needs of the students are assessed by getting constant feedback from the learners at the beginning and at the end of every semester.
- The advanced learners are given extra assistance by providing supplemental information needed for their future prospects. They are also given additional project work dealing with advanced methodologies and approaches.
- They are encouraged to participate in seminars and symposia conducted by other institutions and motivating them to publish technical papers in reputed journals.
- Special coaching for competitive examinations (UGC NET/JRF/SET) is imparted to advanced learners.



2.3 TEACHING-LEARNING PROCESS

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

Academic Calendar

The Heads of the Departments draw the academic calendar to accommodate the process of teaching-learning of theory, practical and field classes for both odd and even semesters. The calendar also caters to the need of internship training, educational tours, camps and co-curricular activities. However, the reopening and closing dates and duration of vacation and intermittent spell of holidays are finalized in consonance with the Institute authorities. Additional working days or amendments in the academic calendar are also informed well in advance to students through circulars.

Teaching Plan

The staff offering different courses prepare weekly lesson plans and maintain a record of the weekly schedules to ensure a smooth coverage of the syllabi. The course plan in practical courses is more flexible to suit changing needs. Manuals available in each laboratory serve to expose the facilities and capabilities of each instrument/equipment.

Evaluation

The evaluation sequence comprises two segments that include periodical assessment and final assessment. Two mid-semester tests (terminal exams), assignments and seminars constitute the periodical assessment. The end-semester exam forms the final assessment, the aggregate of both serve to evaluate a student in a particular programme.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes.

The course outline and detailed syllabus for every course is defined precisely and provided in the hand book issued to students at the beginning of the programme. The allotment of courses and allocation of teachers for specific academic programmes is well defined even before commencement of the semester.



The weekly logs maintained by each faculty reflect time management and effective coverage of the syllabi in addition to exploring innovative assignments in each unit.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

No.

The curriculum plan goes as per schedule. The institutional measures to overcome challenges include additional classes on Saturdays and extra teaching hours during weekdays to overcome any shortcoming.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The process of learning is a student-centric approach in the sense, written assignments and seminars along with interactive sessions on topics from the curriculum are administered to the students spread over a semester. These activities stimulate the minds of the students for pursuing their academic goals and progress to a path of higher learning. The facilities in the form of audio-visual displays and a serene environment lend a participatory nature and a competitive spirit among the students.

List of participatory learning activities adopted in general are,

- Assignments on specific topics for self-study.
- Seminars with effective use of audio visuals and improving communication skills.
- Project report preparation and submission.
- Experimental learning and on the ground, as well as, classroom work experience components.
- Providing hands on experience to students with respect to instrumentation, survey, computing, search tools, sampling and specimen preservation.
- Problem solving exercises in the laboratory/ schools/college/ hotels & fitness industry/field.



- Extramural, Intramural, Literary activities and cultural programmes to nurture social aspects of the students and appreciation heritage, tradition, culture, and values.
- Case studies, simulation study, management of competitions, small and medium duration school exposure, meet the experts and outstanding sportsmen, executive program, soft skill development programmes, quiz, elocution, debate and leadership camps.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

- Institute permits and encourages teaching staff to organize National / International seminars, conferences, workshops etc. which provides a platform to invite experts / people of eminence to deliver lectures and share their experiences.
- Eminent professors, sports personality and experts from related fields are invited every year to departments to deliver lectures on current topics.
- Alumni who have distinguished themselves in various fields are also invited to share their experience in an interactive forum organized by the Institute.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

The free access intranet connection in the Institute offers an interactive facility among the departments of study to share and support each others' needs. It provides an impetus to interdisciplinary research and availing the database for investigative exercises in each other's domain. The students can enjoy the benefits of open source learning materials, online educative resources and special purpose software.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

- Access to internet facilities.
- Monographs, latest books, journals with impact factor etc., in the library for reference.
- Exposure through National and International seminars, conferences, and workshops.
- The open educational resources available through web are assessed by every course teacher and are recommended to



the students for further reference after considering its authenticity.

- The e-journals are made available to the students from the Central Library.
- Staff and students have access to e-resources.
- Utilization of latest technologies and facilities like computer assisted language teaching technology, language speech lab, phonetic lab and other e-learning resources for effective teaching.
- E-mail correspondence is encouraged.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

Yes.

The faculty involved in preparing the curriculum attempt to regularly incorporate developments in the field from open source access in the syllabi of the different courses to shed light on the recent trends and bestow on the students its influence in understanding the concepts better. The course teachers as part of the lectures deliberate the lecture notes from eminent professors from the field of Sport Sciences, which are available as open source material for the students.

2.3.9 What steps have the university taken to convert traditional classrooms into 24x7 learning places?

The Institute server rooms utilize the traditional classrooms as 24x7 learning places by making internet facilities available. The wi-fi connectivity along with wired network facilitates enhances the learning space.

2.3.10 Is there a provision for the services of counsellors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes.

There is an elaborate mechanism of adoption of students in groups by teachers for academic, personal and psycho-social guidance, which is provided through the following:

- Counselling facility offered at the time of admission, enlightening the student on selection of courses,



progression and placements.

- Guidance relating to various opportunities offered by the Institute Placement Cell and its orientation programmes.
- Each faculty is associated with a group of students (20-25) from their area of sport/game specialization for whom he/she functions as a mentor.
- The Hostel Wardens are accessible to students at any point of time in addition to the in-house wardens appointed for serving the students round the clock.
- Since, the Institute is fully residential majority of the staff is also accessible to students at any point of time in addition to the in-house Wardens appointed for serving the students round the clock.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

The following innovative teaching approaches/methods are practiced in the Institute:

- Digital technologies like LCD are used to provide real time animation to present the concepts. Video lessons are used for better comprehension.
- Workshops for enhancing aptitudes in related topics form part of the discussions.
- General, technical and subject related quiz programs are organized.
- The course teacher through e-mail supplements students with e-resources. These innovative practices enable better comprehension of the subject, shed inhibitions and promote interaction in the classroom.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

The Institute creates an ambience that nurtures creativity and scientific temper in the following ways:

- Make the classroom sessions interactive, thought provoking and challenging.
- Cultivate critical thinking in students.



- Creative assignments and seminars.
- Participation in National and International Seminars, Workshops, Conferences etc., in their field of expertise.
- Inviting eminent experts to address and interact with the students to trigger curiosity and the spirit of scientific exploration.
- Undertake research projects/assignments.
- Organize exhibitions on path breaking discoveries in Sports Sciences.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

Yes.

All Post Graduate programmes have mandatory project work. Projects are compulsory for M.P.Ed. and M.Phil students that are evaluated by the internal and external examiners. These projects have significant outcomes for enriching research arena by development of journal publications and others.

2.3.14 Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes.

The teaching faculty of the Institute comprises specialized fraternity in the field of Physical Education to address the requirements of the curriculum. However, resources from faculty of other areas/Institute support the inter-disciplinary aspects of each department.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The faculty uses the department computers for preparing power point and other teaching materials. Facilities such as audio visual aids, microphone, projector, high resolution cameras, digital document camera, language speech lab, LCD, tape recorder, DVD and television are available in this perspective. Internet Connectivity/Wi-Fi have also been expanded to classrooms and laboratories.



2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Evaluation feedback is received from students regularly for all the courses. The pointers raised serve to improve the existing teaching methodology and innovate better teaching practices. The alumni are regularly contacted to identify the strengths and weaknesses and the necessary changes incorporated periodically in the curriculum.



2.4 TEACHER QUALITY

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

The syllabus of courses are developed and revised as per the requirements of industry with the appropriate approval of Academic Council. The Institute plans and manages its human resources to cope with the changing requirements of curriculum. The Institute offers several opportunities for its faculty to keep abreast of the changing requirements such as:

- In-service training for incumbents.
- Compulsory Refresher/ Orientation courses.
- Refresher courses at constant intervals as per UGC guidelines.
- Honing pedagogical skills with the help of experts and senior faculty.
- National and International seminars/workshops to update knowledge on recent trends in research and development.
- Training in lab oriented programmes.

2.4.2 Furnish details of the faculty

Highest Qualification	Professor	Associate Professor	Assistant Professor	Coach	Instructor
Permanent Teacher	13	2	19	02*	2
D.Sc.	1	-	-	-	-
Ph.D.	12	2	18	-	1
M.Phil.	-	-	01	-	-
PG	-	-	-	1	1
Temporary Teachers	-	-	12	1	6
Ph.D.	-	-	5	-	-
M.Phil.	-	-	1	-	-
PG	-	-	6	1	6

* On Deputation.

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes.

The faculty is from diverse background and from different parts of the country, since the selections are on all India basis.



2.4.4 How does the university ensure those qualified faculties are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

N.A.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Nil.

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g. providing research grants, study leave, nomination to National/International conferences/seminars, in-service training, organizing National/International conferences etc.)?

The teachers attend in-service training, orientation and refresher courses organized in the Institute to recharge and rejuvenate interest. The Institute promotes Faculty Improvement Programme for the benefit of teachers. The Institute encourages teachers to apply for research grants and supports the implementation of such proposals with adequate infrastructure facilities. The teachers are permitted to avail study leave for pursuing additional qualification and research in their field of study.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, National and International level during the last four years?

A total of 13 faculty members have been conferred with the 'Best Teacher Award' on Teachers Day by various bodies.

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

The following table shows the list of faculty who underwent staff development programmes during the last four years:

Academic Staff Development Programme	2012-13	2013-14	2014-15	2015-16
Refresher courses	04	05	05	04
Orientation programme	03	04	02	01
Short-term Courses				03
Other programmes	-	01	01	01

**2.4.9 What percentage of the faculty have been invited as resource persons in Workshops/ Seminars/ Conferences organized by external professional agencies?**

More than 90% faculty members have been invited as resource persons.

Participated in external Workshops/Seminars/ Conferences recognized by National/International professional bodies?

National level	:	65
International level	:	06

Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?

National	:	105
International	:	36

Teaching experience in other universities / National institutions and other institutions?

About 80% faculty members have taught in other institutions / universities prior to joining this Institute.

2.4.10 How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

- The respective department organizes faculty development program to orient its faculty members about revised course structure periodically.
- The Examination/Confidential section organises FDP for faculty members to orient them about the guidelines for setting papers/evaluation process etc.
- Special workshop/induction programs are conducted for new entrants.
- FDP are conducted on innovative teaching methods.



2.4.11 Does the university have a mechanism to encourage Mobility of faculty between universities for teaching? Faculty exchange programmes with National and International bodies? If yes, how have these schemes helped in enriching the quality of the faculty?

Yes.

The Institute permits and encourages faculty to accept invitations for delivering lectures in colleges, universities and other bodies within India and abroad. The Institute signs MoUs to facilitate interactive exchange of faculty with Universities in India and abroad for the purpose of keeping pace with the latest technological advancements in related fields.



2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are operative?

- The evaluation methods are communicated to the students at the beginning of the semester.
- The evaluation of students is accomplished through continuous evaluation. This consists of structured minor and major examinations, surprise quizzes, attendance etc.
- Evaluation of students for each course is presented before a moderation committee of the Institute. Suggestions (if any) are incorporated by the concerned faculty members.
- Results of each semester are announced in a time bound fashion by the academic cell of the Institute. The evaluation system of the Institutes is different for different courses.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

The Institute has put several mechanisms in place to ensure that the examination system is foolproof. Preparation of an Ordinance/Manual for the conduct of examinations is an effort in that direction. The ordinance defines the roles and responsibilities of all the stakeholders, protocols and procedures to be followed, and steps to be taken at all levels in the conduct of the examinations. All the forms/proforma for use in the examination process has been drawn out meticulously in standardized formats. Measures to curb malpractices have also been listed together with penalties and punishment. Action has been taken to reform the examination system. Optical Marking Recognition (OMR) based answer sheets are now in vogue for professional course entrance examinations to avoid human error besides hastening the process. Answer sheets with OMR based cover page has helped in transferring data to computers besides eliminating manual data entry operation.

The Institute has adopted progressive evaluation strategies in all the courses. It has been conducting courses with academic flexibility and credit system. Recently, it has introduced the Credit System.

Internal examination uses a large variety of evaluation



strategies, such as workshops, seminars, projects, term work practicals, internship and teaching in schools.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc.).

Generally three to four weeks after the final examination, the results are uploaded on the Institute websites, besides displaying on the Institute and Department Notice Boards. The results of the concerned students are sent by post to their respective addresses.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The Institute ensures transparency in both internal and final evaluation. Internal assessment is done based on the mid semester exams, in which the answer scripts are returned to the students for verification. Evaluation is done by external and internal examiners chosen at random for the final exams and the students are allowed for re-totalling, if any discrepancies arise. Mechanism is in place to seek revaluation.

To ensure confidentiality: (i) Coding system is adopted in post examination process, (ii) Question papers dispatched by the paper-setters are opened in the confidential room.

2.5.5 Does the university have an integrated examination platform for the following processes? Pre- examination processes.

Yes.

The examination section works in integration with Co-ordinator and Department Heads to schedule the examinations. Student lists are prepared after considering their credit of attendance (except candidates lacking attendance credit below 80%, who are not allowed to sit for examinations). Thus, roll numbers are others roll is prepared and announced. Such students register themselves for examinations. Arrangement for Invigilators, Squad, Attendance sheet and Hall ticket are made well in advance.

***Examination process – Examination material management, logistics, etc.**



All the examinations are held at examination halls to check the malpractices and to ensure transparency. The hall schedule and other arrangements for students are well prepared and announced in advance. The examination materials and logistics are centrally provided by the office of the Controller of Examination involving secretarial staff, whereas, invigilation is taken care of by teaching staff.

All the attendance details are checked precisely on the day of examination and the data are entered for comparison. This helps to cross check the procedure and is followed until the process of uploading the marks for registration and also for mark-lists is prepared. The evaluation of answer scripts is also done centrally. Mark sheets are placed for scrutiny in a meeting of the Board of Examiners after which the results are published.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

Yes.

- Comprehensive Entrance Exam.
- Course work as mandated by UGC is introduced in all faculties.
- Mandatory training on research methodology and statistics to inculcate best practices in research.
- Assessment of research progress every 6 months by departmental research committee.
- Pre-submission presentation.
- Two publications in the topic of research are made compulsory for thesis submission.
- Evaluation of thesis by two examiners specializing in the area of research.
- The total Ph.D. programme is done on regular basis and no part-time/distance mode work is permitted.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

N.A.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

The examination system provides for mechanisms to redress and resolve grievances.



- Any grievance regarding examination registration, question paper, certificate, etc. is addressed to the Controller of Examinations.
- As per the existing rules, in case of any grievances regarding evaluation, the student may apply for re-totalling. Further, re-evaluation is also permitted as per the demand of the student.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section?

Examination section of the Institute conducts the examination and declares the results strictly as per the Academic Calendar.

In order to avoid delay the Institute organises the central evaluation for all the examinations.

Various kinds of documents such as Transfer Certificate, Conduct Certificate, Migration Certificate, and Transcript are made available by the Academic Section of the Institute.



2.6 STUDENT PERFORMANCE AND LEARNING OUTCOMES

Course objectives and student learning outcomes are designed and well defined for each and every course.

2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

The Institute articulates its graduate attributes to a productive and meaningful path by inculcating a sense of self-confidence, courage and faithfulness among the students. The Institute enforces these qualities through classroom teaching, off-campus learning/teaching components such as Leaders Training Camp, Internship, NCC camps and sports competitions. The Institute provides facilities for improving the soft skills of students to enhance their employability. Pre-placement training is also provided to students during their final year. Periodical tests are arranged to assess and formulate a mechanism to improve the aptitude and subject skills.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

The learning outcomes are given in the form of aim / objective in the handbook for the different courses. The syllabus content and lecture schedules are designed to inculcate a complete understanding of the subject content both in theory and practical courses and pave the way to adapt to the emerging trends in different courses.

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The teaching content and lecture schedules are structured to reach the objectives. The teaching-learning activity is assessed through the teachers by conducting periodical class test, mid-semester evaluation and viva-voce component in all the practical examinations.

The practical tests conducted periodically and outstation visits organised, infuses confidence among the students regarding the hands-on skill he/she develops. Finally, the examination of both theory and practicals by external/internal examiners evaluate the depth of knowledge, provide extramural accreditation, and infuse confidence.



2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The learning outcomes are collected through the regular informal interaction in the classes, periodical tests, internal assessment scheme, home-assignments, seminar presentations, small project reports and mid-term examination, as well as, semester examinations.

Slow learners are identified and counselled individually in case of specific difficulties, and the faculty members themselves work out the strategies suitable to overcome the barriers.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

The Institute has deployed and facilitated the new technology by providing campus network, central internet facility at library with a common computer centre which caters to the needs of all students. The library is well-equipped with adequate facilities to access the e-journals, e-books and open source information resources. Hostels are also provided with internet facility. The laboratories are well equipped with teaching aids like computers and LCD. Every classroom is connected with internet facilities. Every teacher uses computers and projects in the classrooms for effective teaching and students use it for their seminar/project presentations. The students are free to interact and get their doubts cleared in the classroom itself. Increased infrastructural facilities developed over the years have enabled the teachers to be more effective in imparting the latest developments to the student community both by teaching and by counselling. The increasing rate of placements, increasing number of students being associated with stakeholders and students success in diverse fields reflects the outcome of planned and programmed teaching and learning.

The wi-fi connectivity and wired network apart from compulsory IT classes enables introduction of IT in classrooms and other academic works.

The evaluation process is absolutely transparent and secure. The internal assessment marks are notified on the notice-board. Discrepancies if any, are attended immediately. The academic section takes minimum time to respond to the



examination related queries by the students. The feedback of the teachers from the students also help in enhancing the teaching-learning capabilities by overcoming the barriers.

Any other information regarding Teaching, Learning and Evaluation which the university would like to include.

- Teaching lessons and Coaching lessons are organized by the students in different sports and games and theory subjects, in pre-identified schools of Greater Gwalior.
- Leadership camp is organized for the students to develop leadership qualities in the out of door environment.
- The students are exposed to Adventure Training Programme in the Himalayan Region of the country to get exposure in the flora and fauna of the natural environment.
- Life saving courses are organized for the students as part of their curriculum.
- Disaster management courses are organized for the students to prepare them for the disaster.
- Students are given First-aid training so as to take care of the injuries during the games and to prepare them to face the emergent situation in the society.



CRITERION – III: RESEARCH, CONSULTANCY AND EXTENSION

PREAMBLE

Lakshmibai National Institute of Physical Education with its vibrant research focus and technical expertise has constantly been on a growth trajectory. The Institute is known for its dedicated efforts towards achieving excellence in teaching and research including sponsor and consultancy projects.

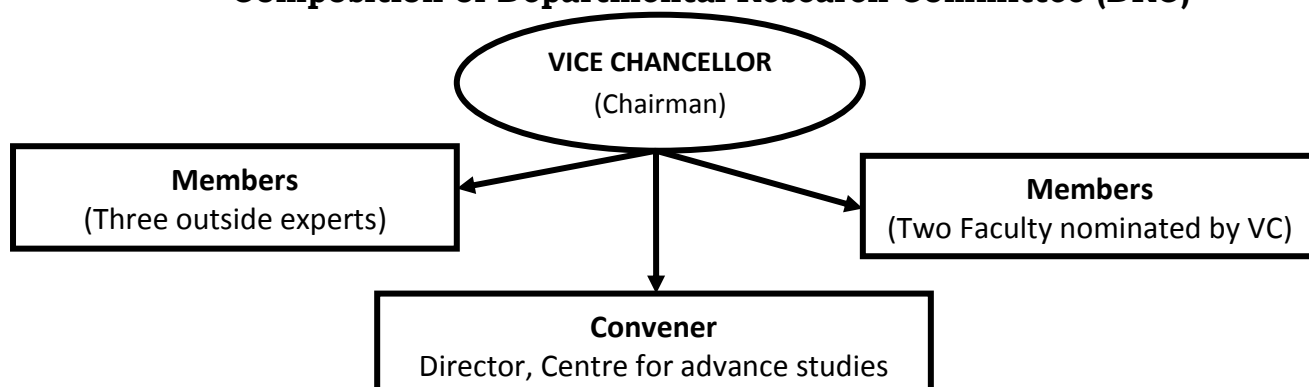
3.1 PROMOTION OF RESEARCH

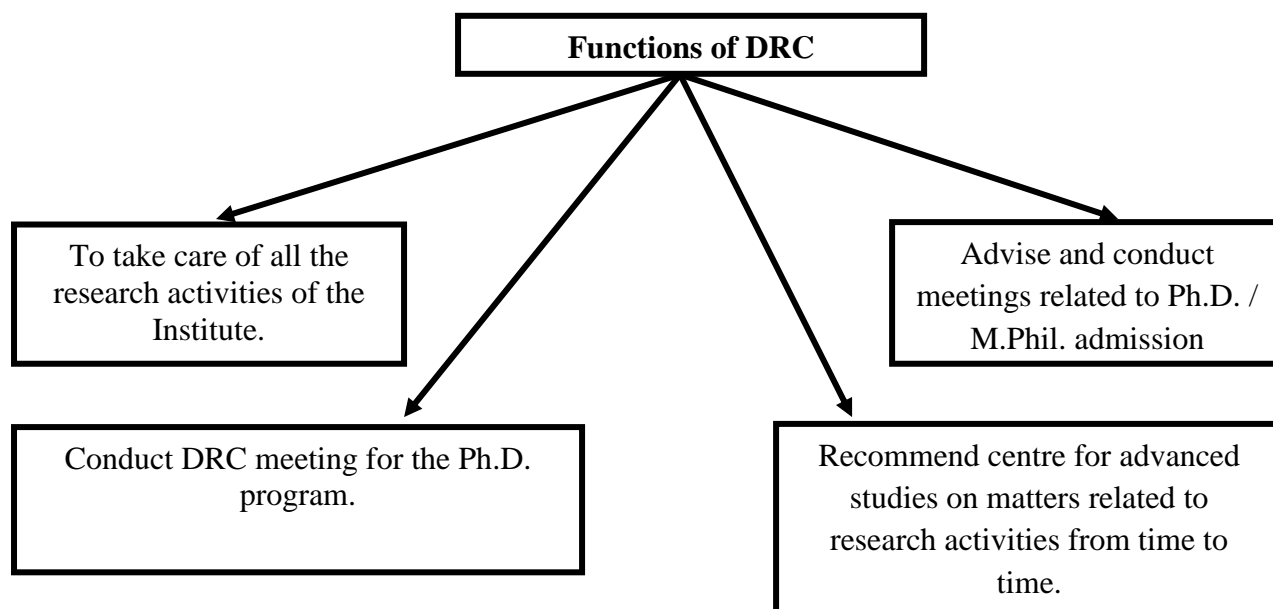
3.1.1 Does the Institute have a research committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Quality Research has always been the core competence of the various Departments of study. The Institute has rich and long legacy of nurturing high quality research. It continues to support and enhance this tradition in all its Departments and at study centre. Every member of the faculty is encouraged to engage in research activities, and is supported in planning and executing research projects, right from the stage of making project proposals, obtaining project funding, and reporting and presenting the results. Administrative structures and procedures that reflect this philosophy are in place, and changes to these are made to enhance their effectiveness, as and when necessary. The Institute plays a proactive role by providing support and ambience conducive for research. The UGC 2009 regulations for Ph.D. course work have been adopted. The Institute publishes a National Journal for faculty and research scholars to publish their research work.

The composition of DRC and its functions are given below.

Composition of Departmental Research Committee (DRC)





3.1.2 What is the policy of the Institute to promote research in its affiliated/constituent colleges?

N.A.

3.1.3 What are the proactive mechanisms adopted by the Institute to facilitate the smooth implementation of research schemes / projects?

The DRC committee of the Institute ensures the smooth implementation of the research scheme/projects in the various Departments as per the UGC guidelines. The committee meets once in six month and monitors the progress of the research scholars.

3.1.4 How is inter-disciplinary research promoted?

• Between/among different Departments of the Institute

Institute has five established departments which deal with different aspects of Physical Education and Sports i.e. Sport Psychology, Exercise Physiology, Sport Biomechanics, Coaching, Yoga and Health Sciences & Fitness Management. The scholars are encouraged to take up problems, which have cumulative effect of these areas on the sports performance and overall fitness of the individual. The problems are related to psychological effect or biomechanical effect on various variables i.e. mental, different angles etc. on sports performance and overall health of individuals and sports persons.



- **Collaboration with National/International institutions.**

The Institute is in advanced stages of collaboration with some of the leading universities/institution such as:

International Collaborations

- Sheffield Hallam University, Sheffield (UK).
- Semmelweis University, Budapest (Hungary).
- German Sports Institute, Cologne (Germany).
- Institute of Rome, Foro Italico (Rome).
- Medical Institute of Plovdiv (Bulgaria).
- University of Qatar (Qatar).
- Kazakh Academy of Sport and Tourism (Kazakhstan)

National Collaborations

- Swarnim Gujarat Sports University, Gandhi Nagar (Gujarat)
- Indian Institute of Tourism & Travel Management (IITTM, Gwalior)
- Assam Don Bosco University (Assam)
- Mahatma Gandhi Chitrakoot Gramoday Vishwavidyalaya (Chitrakoot)



MOU WITH SWARNIM GUJARAT SPORTS UNIVERSITY, GANDHI NAGAR (GUJARAT)



Vice-Chancellor discussing details of the MOU with Prof. Zakiryanov Kairat Khairullinovich, Vice-Chancellor, Kazakh Academy of Sport and Tourism and President of International Association of Physical Education & Sports



3.1.5 Give details of workshops/training programmes/sensitization programmes conducted by the Institute to promote a research culture on campus.

S. No.	DETAIL	DATE	DEPARTMENT/ CENTRE
1.	International Conference on Fitness, Wellness and Sports Sciences	20-22 Nov, 2016	Department of Health Science & Fitness
2.	National Workshop on Research Methodology with SPSS- for Research Scholar	8-14 Oct., 2014	Centre for Advance Studies
3.	National Workshop on Research Methodology with SPSS- for Faculty	4-10 Feb., 2015	Centre for Advance Studies
4.	National Workshop on Research Methodology with SPSS- for Faculty	29 Oct. 4 th Nov., 2015	Centre for Advance Studies
5.	Clinic on Modern Officiating and Advanced Coaching Trends in Track & Field	19th April 2015	Centre for Sports Coaching & Management
6.	National Workshop in Sport Psychometry	11 th -17 th March 2013	Department of Sports Psychology
7.	National Workshop on Research Report & Thesis Writing in Sports Sciences	Sept.16-18, 2014	Department of Sports Psychology
8.	National Seminar on Fitness, Yoga, & Rehabilitation	18 th -20 th Feb, 2013	Department of Health Science & Fitness
9.	National Seminar on Fitness & Wellness	25 th -27 th Feb. 2014	Department of Health Science & Fitness
10.	Workshop on Kinanthropometry	23 rd -25 th Feb, 2015	Department of Health Science & Fitness
11.	Add-on Course–Food & Nutrition Education Programme.	27 th Feb to 5 th March, 2015	Department of Health Science & Fitness
12.	One Month Yoga Camp and celebrated International Yoga day.	18 th May - 21 st June, 2015	Department of Health Science & Fitness
13.	National Conference on Scientific Innovations in Sports Biomechanics	23-26 Feb, 2016	Department of Biomechanics

3.1.6 How does the Institute facilitate research eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the Institute?

S. No.	Name of Research Eminent	Topic	Date & Year	Remarks
1.	Shri Jagmohan Singh, Expert in athletics	Recent Trends in Sports Coaching	28 Nov, 2013	Special Lecture
2.	Prof. Y.P. Gupta, IMT, Ghaziabad	Research Methodology	17-18 Dec., 2013	Lecture Series



3.	Prof. Y.P. Gupta, IMT, Ghaziabad	Testing Assumptions in using Statistical Techniques in Research	18 Feb, 2014	Special Lecture
4.	Prof. Jagdish Prasad, Jaipur Institute	Designing Experiments in Physical Education	21 Nov., 2014	Lecture Series
5.	Dr. Vishal Vyas, IIITM, Gwalior	Confirmatory Factor Analysis	25 April, 2015	Lecture Series
6.	Dr. Vishal Vyas, IIITM, Gwalior	Structure Equation Modelling	14 August, 2015	Lecture Series
7.	Prof. Gerard King, German Sports University	Exploring Opportunities for Collaboration	25 th to 28 th Nov. 2015	Lecture Series
8.	Prof. Stefan Schneider, German Sports University	Exploring Opportunities for Collaboration	25 th to 28 th Nov. 2015	Lecture Series

3.1.7 What percentage of total budget is earmarked for research? Give details of expenditure for research? Give details of heads of expenditure, financial allocation and actual utilization.

A budget of Rupees Five Lacs for research projects has been introduced by the Institute in the year 2014-15. Now it has been increased to Rupees Eight Lacs. The Institute also provides financial support to encourage participation in International arena by funding the faculty members to go abroad to present their research work.

3.1.8 In its budget, does the Institute earmark funds for promoting research in its affiliated colleges? If yes, provide details.

The Institute does not have any affiliated/constituent colleges.

3.1.9 Does the Institute encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the Institute and others sources.

The Institute is in process of providing the opportunity for post doctoral fellowship.



3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the Institute monitor the output of these scholars?

There is a provision in the Institute to get the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.

3.1.11 Provide the details of National and International conferences organized by the Institute highlighting the names of eminent scientists/scholars who participated in these events.

S. No.	Activity	Date	Resource Person
1.	Special Lectures	September, 23 rd 2012	Prof. Avinash Sidhu Dr Anuradha Solanki
2.	Inter-departmental Seminar on Research paper writing	January 16 th , 2012	Prof. Jayashree Acharya Dr. J.P. Bhukar Dr. Nibu R. Krishna
3.	National Workshop on Sport Psychometry	March 11-17, 2013	Dr. M.L. Kamlesh Dr. Anuradha Solanki Dr. Avinash Sidhu
4.	National Workshop on Research Report & Thesis Writing in Sports Sciences	September 16-18, 2014.	Prof. J.P. Verma Dr. Anil R. Dr. Dhananjay Shaw
5.	Special Lectures	September 20 th , 2014	Dr. M.L. Kamlesh Dr. Anuradha Solanki Dr. Avinash Sidhu
6.	Badminton Clinic for Badminton Match Practice Group	11 th & 16 th October, 2015	Dr. Satish Mallya Ms. Balerina Syiem Dr. Renosh James
7.	Training in various sports activities at Atma Jyoti Blind School, Gwalior	Since July 2015 – still continuing	Department Students
8.	Workshop on Goal Setting	26 th October, 2015	Mr. Rizwanuddin (P.F. Commissioner, Gwalior)



3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What are the financial provisions made in the Institute budget for supporting student's research projects?

Instead of providing financial support directly, the Institute extends support like free use of library, research labs and free internet access to students.

3.2.2 Has the Institute taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

So far Institute had not registered any patents but Institute will encourage students and faculty members to patent their work and full support will be provided to them in doing so.

3.2.3 Ongoing research projects of the faculty:

S. No.	Name of the Faculty	Funding agency	Amount Allocated	Amount Received	Completed / Ongoing
1.	Prof. J.P. Verma	Ministry of Youth Affairs and sports Govt. of India	Rs. 35,30,000/- (Thirty five lacks and thirty thousand only)	Rs. 26,47,500/- Note: About to receive	Ongoing

3.2.4 Does the Institute have any projects sponsored by the industry/ corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Nil

3.2.5 How many Departments of the Institute have been recognized for their research activities by National/ International agencies, (UGC-SAP, CAS; Department with potential for Excellence; DST-ICSSR, ICPR, ETC.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by the recognition.

Though the Departments are not officially recognized by the above mention agencies, Institute scholars are funded by the UGC.



3.2.6 List details

- **Research projects completed and grant received during last four years (Funded by National/International agencies)**

S. No.	Name of the Faculty	Funding agency	Amount Allocated	Amount Received	Completed/ Ongoing
1.	Prof. J.P. Verma	Ministry of Youth Affairs and sports Govt. of India	Rs. 35,30,000/- (Thirty five lacks and thirty thousand only)	Rs. 26,47,500/- Note: about to receive	Ongoing

- **Inter-institutional collaborative projects and grants received.**

N/A



3.3 RESEARCH FACILITIES

3.3.1 What efforts have been made by the Institute to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

- The Institute has equipped its Research laboratories with latest and advanced equipments in various laboratories i.e. Exercise Physiology lab, Sports Biomechanics lab, Sports Psychology lab, Human Performance lab, Health Sciences and Yoga lab etc.

Exercise Physiology Lab:

S. No.	Name of the Equipments
1.	Computer Spirometer
2.	Body Composition Analyzer
3.	Balance System for Stability Training
4.	Physiological Wireless EMG System
5.	Isolated Joint Measurement (Isokinetic Trainer)
6.	Metabolic Analyser (VO ₂)
7.	Harpender Skin Folder Caliper
8.	Girth Analyser (Campell 20)
9.	FT 80 Heart Rate Monitor
10.	Haemoglobin Meter
11.	Pulse Oximeter
12.	Glucometer with Strips
13.	pH Meter
14.	Freelap Sprint Kit 2
15.	Mechanical Dynamometer Series
16.	Hydraulic Hand Dynamometer Kit
17.	Hydraulic Hand Dynamometer
18.	Back-Leg-Chest Dynamometer
19.	Holtain Anthropometer
20.	Treadmills

Sports Biomechanics Lab:

S. No.	Name of the Equipments
1.	Ergometer MONARK 928E
2.	Baropodometric Platform BTS Walk
3.	Treadmill L780
4.	3D Motion Analysis System
5.	Force Platform
6.	2D Motion Analysis System (Bio-Kin)
7.	Skin Fold Caliper
8.	Girth Analyser
9.	Mechanical Dynamometer Series
10.	Hydraulic Hand Dynamometer Kit
11.	Hydraulic Hand Dynamometer
12.	Back-Leg-Chest Dynamometer
13.	Holtain Anthropometer



Sports Psychology:

S. No.	Name of the Equipments
1	VTs
2.	Psychological Questionnaire of various variables (60)
3.	Electronic Depth Perception Apparatus
4.	Portable Tachistoscope
5.	Mirror Tracking
6.	Steadiness tester Hole type
7.	Discriminative Reaction Tester

Human Performance Lab:

S. No.	Equipment	S. No.	Equipment
1.	Alpha EEG Biofeedback Biotrainer	2.	Polar heart rate monitor
3.	Anthropometric Kit	4.	Portable Tachistoscope
5.	Audio Visual Reaction Time	6.	Pulse Biofeedback Biotrainer
7.	Aversion Therapy	8.	Pulse rate monitor
9.	Bassin Anticipation Timer BT	10.	Quartz metronome
11.	Biofeedback (EMG)	12.	Quick Running Trainer
13.	Biophysical Recorder 2 Channel and 4 Channel	14.	Respiratory Biofeed back
15.	Blood Analyzer	16.	Robic stop watches
17.	Blood Pressure Apparatus	18.	Servo Stabilizer
19.	Centrifuge Machine	20.	Sit reach flexibility tester
21.	Computer for Vienna test	22.	Skin Fold caliper
23.	Depth perception tester electronic	24.	Spiro screen
25.	Digital chronoscope	26.	Electrosleep
27.	Digital Flicker Fusion	28.	EMG Biofeedback Biotrainer
29.	Digital Memory Score	30.	Glare Recovery Tester
31.	Digital Vision Angle	32.	Goniometer
33.	Discriminative Reaction Tester	34.	Grip dynamometer
35.	Dry Spirometer	36.	GSR Biofeedback Biotrainer
37.	ECG Biofeedback Biotrainer	38.	Hand Strength Dynamometer
39.	Electrical Ergometer	40.	Height measuring scale
41.	Electro goniometer	42.	Spiro screen
43.	Electronic Depth Perception Apparatus	44.	Steadiness tester Hole type
45.	Lactic acid Analyser	46.	Step up bench
47.	Leg Back Dianamometer	48.	Stop Watch



49.	Minispir Computerized Spirometer	50.	Tapping test
51.	Mirror Tracking	52.	Temperature Biofeedback Biotrainer
53.	Nasan Ambulatory B.P. Apparatus	54.	Tread Mill
55.	Neurowin Machine	56.	Vienna Test System
57.	Peak flow meter	58.	Weighing Machine
59.	Photo Electric Rotator		

Health Sciences and Yoga lab:

S. No	Equipment	S. No	Equipment
1.	Anthropometer	2.	Leg Back Dianamometer
3.	Audio Visual Reaction Time	4.	Minispir Computerized Spirometer
5.	Aversion Therapy	6.	Nasan Ambulatory B.P. Apparatus
7.	Bassin Anticipation Timer BT	8.	Peak flow meter
9.	Biofeedback (EMG)	10.	Photo Electric Rotator
11.	Biophysical Recorder 2-4 Channel	12.	Polar heart rate monitor
13.	Blood Analyzer	14.	Pulse Biofeedback Biotrainer
15.	Blood Pressure Apparatus	16.	Pulse rate monitor
17.	Dry Spiro meter	18.	Quartz metronome
19.	ECG Biofeedback Biotrainer	20.	Quick, Running Trainer
21.	Electrical Ergometer	22.	Respiratory Biofeed back
23.	Electro goniometer	24.	Robic stop watches
25.	Electrosleep	26.	Sit reach flexibility tester
27.	EMG Biofeedback Biotrainer	28.	Skin Fold calliper
29.	Glare Recovery Tester	30.	Spiro screen
31.	Goniometer	32.	Step up bench
33.	Grip Dynamometer	34.	Tapping test
35.	GSR Biofeedback Biotrainer	36.	Temperature Biofeedback Biotrainer
37.	Hand Strength Dynamometer	38.	Tread Mill
39.	Height measuring scale	40.	Vienna Test System
41.	Lactic acid Analyser	42.	Weighing Machine
43.	David Isotonic & Isometric trainer		

Language Lab:

S. No.	Name of the Equipments
1.	Computers
2.	Language Software
3.	PA System
4.	Head Phone



- The Institute organized various workshops on use of advanced research equipments, research proposal, use of statistical packages and techniques.
- To review the latest research e-journals access is available in the Institute library.

3.3.2 Does the Institute have Information Resource Centre to cater the needs of researchers? If yes, provide details of the facilities.

Yes.

Centre of Advance Studies is situated in the Library building hence; all the resources in the Library are easily accessible to the Research Scholars. Our Library is one of the best e-library in the Country in the Field of Physical Education & sports and we keep on procuring latest books in the area of Physical Education, Sports Sciences, and Research Methodology. List of facilities:-

S. No.	Facilities
1.	Latest books in Physical Education & Sports Sciences
2.	Journals
3.	Thesis Hard Copies

3.3.3 Does the Institute have a Institute Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to the research scholars? What is the funding allotted to USIC?

Yes.

The Institute has well equipped laboratories in all its Departments where standardized instruments are available to carry out their research work. The students have to get permission from concerned HOD for the use of various instruments for research work. The institute conducts workshop, clinics, training sessions, Practical's and demonstration as per the department requirement.

3.3.4. Does the Institute provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (National/International)?

Yes.

The Institute provides computer and internet facility to all its research scholars. Both wired and wireless LAN is available.



The central library is well equipped with optical fiber. For wireless connectivity the campus has CISCO 2504 wireless controller with 50 AP licences, CISCO catalyst 4500 E –series switch with controlling license software, catalyst.

This Institute is well connected to internet. Information technology and latest gadgets are also made available for the benefits of all the faculty members and students community within the campus.

The Institute library is further well connected through INFLIBNET network in all its Departments on the campus. This helps faculty and research scholars to avail themselves of the facility of the reading or accessing online journals and other online sources whenever thought of.

3.3.5 Does the Institute have a specialized research centre / workstation on-campus and off-campus to address the special challenges of research programmes?

Yes.

Various Departments have their own specified labs.

3.3.6 Does the Institute have centres of National and International recognition / repute? Give brief description of how these facilities are made use of by researchers from other laboratories.

Yes.

The Institute is the premier Institute in the field of physical education and sports. Institute has well equipped laboratories and centres in various specialized areas in the field of physical education and sports.

- Centre for Advanced Studies
- Centre for International Collaboration and Innovation
- Centre for Sports Excellence
- Centre for Yoga, Wellness, Fitness and Alternative Therapies
- Centre for Coaching and Management

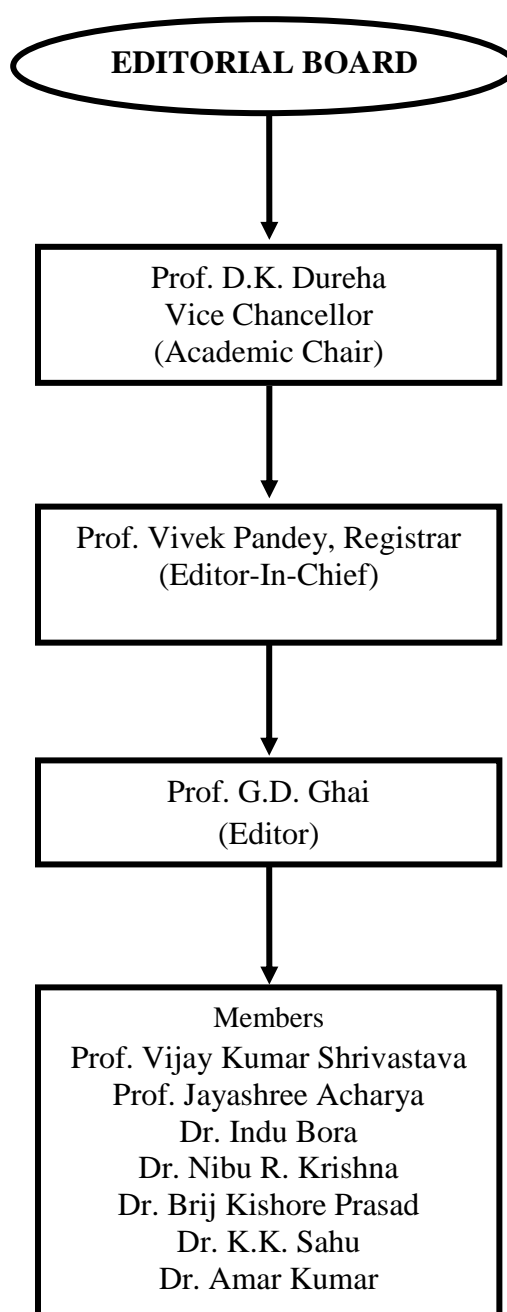


3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Does the Institute publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/ are listed in any International database.

Yes.

**Indian Journal of Physical Education, Sports Medicine and
Exercise Science**
(ISSN No.0976-1101)





3.4.2 Give details of publications by the faculty:

All the faculty members have been actively involved in publication of quality research in various forms:

List of publications in International journals in last five years

Name of Author(s)	Title of the research paper	Name of the journal	Impact factor/ ISBN	Date & year of publication
Prof. Ramesh Pal	Effect of Maximal and Supra-maximal Training on Anaerobic Ability of Sprinters.	International Journal of Physical Education and Applied Exercise Sciences, Vol 1. No.1	ISSN: 2394-9953.	February 2015.
Prof. L.N. Sarkar	1. The Effect of Resistance Training and Swiss Ball Resistance Training on Balance Among Male Handball Player	International Journal of Science & Research	ISSN (Online): 2319-7063, Impact Factor (2013) 4.438	Volume 4, Issue 8, August 2015
	Effects of 6-week of Yoga Asana on Biochemical Variables in Adolescent Girls	International Journal of Physical Education and Applied Exercise Sciences	ISSN: 2394-9953	Volume 1, Number 1, February, 2015
	Change in Heart Rate and Blood Lactic Acid after Strenuous Workout during Passive Recovery	International Journal of Motor Learning & Sport Performance	ISSN: 2230-8628	Volume 3, Number 1, January, 2014
Prof. A. S. Sajwan	Effect of Plyometric and Cycle Ergometer Training on Anaerobic ability of Basketballers	International Journal of Health, Physical Education and Computer Science in Sports/ India Vo2. – 1 No. 1	ISSN: 2231-3265	March to June 2011
	Effect of plyometric, Olympic lift and their combination on the performance of shot put	Medicina Sportiva- The Journal of Romanian Sport Medicine Society/ Romania Vol. -II No. – 2	1841-0162 /0.235	July, 2011



	Relationship of selected kinematic variables with the performance of take-off phase of round-off on vaulting table in artistic Gymnastics	Journal of Physical Education Sports Management and Yogic Science) Vol. 3, No. 3,	ISSN: 2231-1394)	2013
	Two Dimensional Kinematic Analysis of Set position to First Step with Sprinting Performance of University Athletes	Advances in Physics Theories and Applications, USA	2224-719X /7.17	2014
	Effects of Hatha Yoga Practices on Maximum Oxygen Consumption and Vital Capacity of University Yogis	2014 - International Symposium on Education and Psychology - Fall Session/ Tokyo-Japan	ISSN: 2226-6275	2014
	Health Related Fitness of Dance Performers and Yoga Practitioners	The Canadian Journal of Clinical Nutrition's, Vol. – 1 Issue – 2,	ISSN: 1927-8950	June, 2014
	Effect of whey Protein Consumption on the Selected Physical Fitness variables of Male Sprinters	International journal of Physical education and applied exercise sciences/ Guwahati/ India Vol. 1 No.-1	ISSN: 2394-9953	February, 2015
Dr. V. D. Bindal	Low Back Pain: Kinesiological Considerations in prescription of Therapeutic Exercises in Prevention & Rehabilitation	Online Journal International Journal of Research Pedagogy& Technology in Education & Movement Sciences (IJEMS)	ISSN- 2319-3050	Dec,2013
	Assessing Muscular Endurance of Major Spine Stabilizing Muscles: An Investigation among Racquet Sports Male Athletes.	International Journal of Movement Education and Social Science (IJMESS),	Impact Factor 0.316 ISSN:222 78 0793 (Print)	March,2015
Dr. Y. S. Rajpoot	Construction of Skill related fitness test for field Hockey players.	International Journal of Motor Learning and Sports Performance	2230-8628	Jan,2012



	Relationship of Selected Biomechanical variables to the performance of penalty stroke.	International Journal of Physical Education, Sports and Yogic Sciences	2249-8575	Feb, 2012
	Relationship Between will to win and sports competition Anxiety of state level swimmers	International Journal of Health, Physical Education and Computer Science in sports	2231-3265	Oct, 2011
	Validation of specific agility tests for selected sports	Sodh Sangam An International Research Journal of Physical Education sports & Allied Sciences	2249-717X	
	Biomechanical Analysis of selected Holding positions on parallel bar in Gymnastic	International Journal of science & Research (IJSR)	2319-7064 (3.358)	October 2014
	Kinematic Comparison of Technique of Male and Female Sprinters.	The Journal of Sports and Physical Education, Photon	3647-2183 (4.55)	February, 2015
	Relationship of Coordinative Abilities to Playing Ability in Combative Sports.	Journal of Sports and Physical Education (IOSR-JSPE)	2347-6737 (1.213)	Mar-Apr, 2015
	Impact and Role of Selected Coordinative Abilities in Racket Sports.	International Journal of Science and Research (IJSR)	2319-7064 (4.438)	March, 2015
	Kinematic Analysis of Forehand Volley in Tennis	The Journal of Sports and Physical Education, Photon	3647-2183 (4.55)	April, 2015
	Kinematic influences on ball deviation in men's off spin bowling in cricket.	International Journal of Applies Research	2394-5869 (5.2)	Oct. 2015
	Upper extremity musculoskeletal overuse injuries among lawn tennis players of Gwalior	International Journal of Current Research	0975-833X	Nov. 2015



	region: A survey Study			
Dr. Vinita Bajpai Mishra	Role of IT in Sports Management	International Journal of Physical Education & sports sciences	2231-3745	April 2011
	Effects of Kapalbhathi on Hand steadiness and eye –hand-coordination	International Journal of Physical Education & sports sciences	2231-3745	Jan. 2014
	Prediction of Floating Ability Based on the Anthropometric Measurements	AKASH ,BHU vol—3 No-1, pp73-75	2250-1398	Nov-13-Apr-14
	Relationship Of Selected Kinematic Variables With The Performance of Forehand Drive in Tennis	AKASH ,BHU vol—3 No-1, Nov-pp73-75	2250-1398	13-Apr-14
	Floation and anthropometric variables of sinkers.	Sports Research (quarterly) education Vol-3, No.-2	2321-6557	April 2014
	comparative study of selected anthropometric variables of athletes and swimmers in short distance events	Jr. of Educational Chronicle- International Jr. of Edu. vol-5 No-1 pp.93-95	2229-6220	June 2014
	kinematic analysis of morote-seoinage in judo.	Jr. of Educational Chronicle- International Jr. of Edu. vol-5 No-1 pp.93-95	2229-6220	June 2014
	Physique Characteristics of Non- Floaters and their Swimming Performance.	International Journal of health, sports and physical education Vol-3, No.-1	2278-2982	July 2014
	Relationship of selected kinematics variables with the performance of smash in Badminton.	International Journal of health , sports and physical education Vol-3, No.-1	2278-2982	July 2014



	Effects of Kapalbhati on Hand steadiness and eye –hand-coordination.	International Journal of Physical Education & sports sciences	2231-3745	Jan. 2014
Dr. Pramod Kumar Das (Second Author)	Effects of Active & Passive Recovery on Selected Physiological Variables Among Hockey Players.	Scholarly Research Journal for Interdisciplinary Studies	ISSN 2278-8808 SJIF 2014 – 4.889	2016
Dr. Deepak Sharma	Relationship of Selected Kinematic Variables of Judo Player's of Different Height in Ippon Seoi Nage	Ignited Minds Journals	2231-3745	July 3, 2011
	Construction of Knowledge Test for Football Players	International Journal of Physical Education and Applied Exercise Sciences	2394-9953	Feb. 2015
Dr. Krishna Kant Sahu	Biomechanical Analysis of Kicking with Instep in Soccer	IJHEPS	<i>Impact Factor-1.963 Year-4/Vol-2/Issue-8 ISBN:978-81-909047-9-7, p-ISSN:2249-2569, e-ISSN:2320-2955</i>	2014
	Sociological Stress Among Working Women and Their Managerial Techniques	SAJPRESS	ISSN 2277-8500 (Refereed Research Journal)	2013
	Biomechanical Comparison of two different kicks in soccer	European Academic Research	Impact Factor-3.1 ISSN 2286-4822	2014
	Sports Marketing Management	IJHEPS	ISSN 2249-2569 ISBN:978-81-909047-9-7	2012



	Jaspal Rana: A Case Study	SAJPRESS	ISSN 2277-8500 (Refereed Research Journal)	2013
	The Effect of Counterforce Exercises on Leg and Back Strength of Middle Distance Runners	IJHEPS	Impact Factor-2.889 ISSN 2249-2569 ISBN:978-81-909047-9-7	2015
	Awareness and Attitude of the professional referees towards smoking.	Asian Global Research	Impact Factor-1.092 ISSN:2349-1574	2014
	Comparative study of selected physical fitness component of government and non-government school boys.	American Research Thoughts	Impact factor-2-0178 ISSN:2392-876X	2015
	Relationship of selected power test variables to performance in middle distance events in athletics.	International Journal of Multidisciplinary Research and Development	Impact Factor-5.72 ISSN-23495979	2015
	Comparison of Cardiovascular Endurance and Muscular Strength among Basketball & Badminton Players.	International Journal of Multidisciplinary Research and Development	Impact Factor-5.72 ISSN-23495979	2015
Dr. Amar Kumar	A Discriminant Analysis of Team Cohesiveness among High-Performance and Low-Performance Elite Football Players	Research Innovator, International Multidisciplinary Research Journal in Vol-II Issue-1, Feb 2015	ISSN: 2348-7674 Impact Factor: 0.887	Feb 2015
	Comparison of Relative Strength among Different Athletes of Throwing Events	International Journal of Education and Practice Vol-5 Issue No-37 2014	ISSN: 2222-288X	2014



	Construction of Knowledge Test for Football Players	International Journal of Physical Education and Applied Exercise Sciences Vol-1 No-1 Feb-2015	ISSN: 2394-9953	2015
	Kinematic Comparison of Different Approach Runs used in Spike and Jump Serve	International Journal of Science and Research Vol-4 Issue-3 March-2015	ISSN: 2319-7064 Impact Factor: 4.438	2015
	A Comparative Study of Selected Variables of Male Spikers and Center Blockers in Volleyball	International Journal of Recent Research and Applied Studies Vol-2 Issue 5 (4) May 2015	ISSN: 2349-4891	2015
	Relationship of Selected Kinematic Variables to the Technique of Sweep in Cricket	In proceedings of International Conference on Fitness, Wellness & Sports Sciences 20 th - 22 nd Nov, 2015	ISBN – 978-81-7879-912-4	2015
	Changes in Physical Parameters performance in Starting Six and substitutes of university Volleyball Players	In International Journal of Movement Education and Social Science Vol-1 No-1 October, 2012	(ISSN:22 78-0793),	2012
	Comparison of Arm Grip Strength of College and District Level Hockey Players	International Journal of Movement Education and Social Science Vol-1 No-1, October, 2012	(ISSN:22 78-0793)	2012
	Relationship of Selected Kinematic Variables with the Performance of Cast to Upper Arm Hang on Parallel Bars in Men's Artistic Gymnastics	International Journal of Sports Sciences and Fitness, Volume 4 (2), July 2014	ISSN 2231-1599 Impact Factor: 5.56	2014
	Relationship of selected Anthropometric Variables to Spiking Ability in Volleyball'	Journal of Education Chronicle an International Journal of Education, Vol-2,	(ISSN:22 29-6220)	2011



		No-2, Dec 2011.		
	Relationship of Selected Biomechanical variables with the performance of Volleyball players in Jump Serve	International Journal of Physical Education, Sports and Yogic Sciences Vol-1, No. 3, May 2012.	(ISSN:22 49-8575)	2012
	“Construction of Objective Knowledge Test in Handball for Professional Students’	International Journal of Physical Education (Referred Research Journal) Vol-5, No. 1 April 2012	(ISSN:09 74-2638),	2012
	A Study of Analysis of Pace in Sprinters’	International Journal of Physical Education, Health and Social Sciences Vol-1 Issue-1 May 2012	(ISSN:22 78-716X)	2012
	Isolated and Combined Effect of Aquatic Activities and Yogic Practices on Selected Physiological Variables Among Physically Challenged Children’	International Journal of Physical Education, Health and Social Sciences Vol-1 Issue-1	(ISSN:22 78-716X)	2012
	Electromyographical Bilateral Asymmetry of the Lower Limbs in Volleyball Players	International Journal of Science and Research Vol-3 Issue-12 Dec 2014,	ISSN: 2319-7064 Impact Factor:3.358	2014
	Biomechanical analysis of intra-cycle gait structure of female athletes	International Journal of Science and Research Vol-3 Issue-12 Dec 2014,	ISSN: 2319-7064 Impact Factor:3.358	2014
Dr. Ashish Phulkar	Investigation of Effect of the Angle of Release of the Cricket Ball on the Spin Deviation of the Ball on Dry, Matted and Concrete Surface	International Journal of Physical Education Sports & Yogic Sciences(IJPES)	Vol. 1 No. 1 : 1-4 (ISSN:22 49-8575)	Nov,2011



	Optimum Range of the Angle and Speed of Release for a Free Throw in Basketball	International Journal of Physical Education, Sports and Yogic Sciences(IJPESS)	ISSN:224 9-8575	November, 2011
	Sports for Peace and Conflict Resolution : An Approach towards developing a Sports Model for Peace Making,	International Journal of Physical Education ,Sports and Yogic Sciences (IJPESSYS) a Refereed Research Journal	ISSN:224 9-8575	Aug,2012
	Relationship of Selected strength and Flexibility Measures to Playing Ability in Handball	International Journal of Physical Education Health and Social Sciences (IJPEHSS)	ISSN,2278 -716 X. (VOL. 03. ISSUE 01)	Jan 2014
	Construction of Underhand Pitching Test for National Level Softball Players	International Journal of Movement Education and Social Science IJMESS Vol. 3 Issue No. 1	p-ISSN: 2278-0793 and e-ISSN: 2321-3779	March, 2014
	Gene Doping for Sports Performance : Fact or Fiction	Conference Proceedings of International Conference on Fitness, Wellness & Sports Sciences (ICFWSS)	ISBN :978-81-7879-912- 4	22-22 nd Nov,2015
	Effect of systematic movement education programme on the problem solving ability of Elementary school children	International Journal of Movement Education and Social Science IJMESS Vol. 3 No. 2	ISSN (Print): 2278-0793	25 July 2014
Dr. Sanjeev Yadav	Awareness of Bundelkhand University students about Olympics-2012	http://www.ijssfli.com On line Journal	ISSN No 2348-8921	2014
Dr. Guru Datt Ghai	Relationship Between will to win and sports competition Anxiety of state level swimmers	International Journal of Health, Physical Education and Computer Science in sports	ISSN No: 2231-3265 Impact Factor: 2.477	October 2011
	Construction of Skill related fitness test for field Hockey Players	International Journal of Motor Learning and Sports	ISSN No: 2230-8628	Janurary 2012



		Performance		
	Validation of specific agility tests for selected sports	Sodh Sangam An International Research Journal of Physical Education sports & Allied Sciences	ISSN No: 2249-717X	April 2012
	Comparison of orientation and Recreations abilities among different level of Gymnasts	Research Journal of Social & Life Sciences)	ISSN No: 0973-3914 Impact Factor 0.843	June 2012
	Comparative Electromyographical Analysis of Triceps Medialis and Biceps Brachii during Forehand Stroke in Squash	International Journal of Physical Education, Sports and Yogic Sciences	ISSN No : 2249-8575	May 2013
	Relationship of selected kinematic variables with the performance of handspring on vaulting table in artistic gymnastics	International Journal of Physical Education, Sports and Yogic Sciences	ISSN No: 2249-8575	May 2013
	Biomechanical Analysis of selected Holding positions on parallel bar in Gymnastic	International Journal of science & Research (IJSR)	ISSN No: 2319-7064 Impact Factor 3.358	October 2014
	Effects of short term plyometric training program of explosive strength on agility in young male artistic Gymnasts	The Journal of Sport & Physical Education	ISJN No: 3647-2183 Impact Factor 3.88	April 2014
	Relationship of Selected Kinematic Variables with the Performance of cast to upper arm hang on parallel bars in men's Artistic Gymnastics	International Journal of Sports Sciences and Fitness	ISSN No: 2231-1599 Impact Factor: 5.69	March 2014
	Kinematic Comparison of two different Techniques of front flip tuck (Forward Somersault Tuck) on Floor Exercise in Men's	Scholarly Research Journal for Humanity Science & English Language	ISSN No: 2348-3083 Impact Factor 1.795	March 2015



Dr. S. Mukherjee	Artistic Gymnastics			
	A Comparative Study of Selected Variables of Male Spikers and Center Blockers in Volleyball	International Journal of Recent Research and Applied Studies Vol-2 Issue 5 (4) May 2015	ISSN: 2349-4891	2015
	Changes in Physical Parameters performance in Starting Six and substitutes of university Volleyball Players	In International Journal of Movement Education and Social Science Vol-1 No-1 October, 2012	(ISSN:22 78-0793),	2012
	Relationship of selected Anthropometric Variables to Spiking Ability in Volleyball'	Journal of Education Chronicle an International Journal of Education, Vol-2, No-2, Dec 2011.	(ISSN:22 29-6220)	2011
Dr. Jayashree Acharya	Relationship of Selected Biomechanical variables with the performance of Volleyball players in Jump Serve	International Journal of Physical Education, Sports and Yogic Sciences Vol-1, No. 3, May 2012.	(ISSN:22 49-8575)	2012
	Comparative Study of Body Image and Self-Esteem among Students of Selected Profession	Proceedings 6th Taipei ASPASP International Congress on Sport Psychology	ISBN: 978-957-28007-4-4.	2011
	A Probe Into Athletes' Attitude Toward Seeking Sport Psychology Consultation In India	Proceedings 6th Taipei ASPASP International Congress on Sport Psychology	ISBN: 978-957-28007-4-4.	2011
	Motives for Competition among Indian Varsity Athletes of Selected Sports and Games	Proceedings 6th Taipei ASPASP International Congress on Sport Psychology	ISBN: 978-957-28007-4-4	2011
	Effect of Six Weeks Techniques Cum Tactical Training On Cognitive and Skill Improvement for Novice Badminton Players	Proceedings 6th Taipei ASPASP International Congress on Sport Psychology	ISBN: 978-957-28007-4-4	2011
	Journey of Sport Psychology from Ancient Times to its Relevance in Present Day Sport: An Indian Perspective	Proceedings 6th Taipei ASPASP International Congress on Sport Psychology	ISBN: 978-957-28007-4-4	2011



Effect of Physical Training on Fitness Status, Performance and Mood States of Badminton Players	International Journal of Movement Education and Social Science (IJMESS, 2012)	ISSN 2278-0793	2012
Exploring Mental Toughness and Psychological Status of Pain Management among Indian Athletes	Proceedings of International Convention on Science, Education & Medicine in Sport –ICSEMICS-2012	www.icsemis2012.com	2012
Fitness Status on Performance and Mood States of Selected Badminton Players –A Diagnostic Study	Proceedings of International Convention on Science, Education & Medicine in Sport ICSEMICS-2012	www.icsemis2012.com	2012
Perception of Coaches towards Application of Psychological Training in Sport Coaching	Proceedings of International Convention on Science, Education & Medicine in Sport ICSEMICS	www.icsemis2012.com	2012
An Exploration of Big-Five Factors of Personality and Mental Ability of Physical Education Majors	Proceedings of International Convention on Science, Education & Medicine in Sport ICSEMICS	www.icsemis2012.com	2012
Effect of an Adapted Physical Education Programme on Flexibility of person with Hearing Disability	Proceedings of International Convention on Science, Education & Medicine in Sport ICSEMICS	www.icsemis2012.com	2012
Comparison of Cognitive Test Performance among Indian Athletes from Various Sports	Proceedings of International Convention on Science, Education & Medicine in Sport ICSEMICS	www.icsemis2012.com	2012
Effect of Six-weeks Techniques cum Tactical Training on Cognitive and Skill improvement for Novice Badminton Players	CAPITAL Research Journal of Physical Education and Sport Sciences	ISSN 2271-8519	2013



	Perception of Coaches towards Application of Psychological Training in Sport Coaching	Proceedings of ASIA-PACIFIC International Conference on Sports and Exercise Psychology	ISBN-978-81-924656-2-3	2013
	Psychological Profiling for Elite Badminton Players of India	Proceedings 7th international congress of the Asian-South Pacific Association of Sport Psychology (ASPASP).	Tokyo, Japan: ASPASP, 10.08 2014	2014
	Sport Involvement on Adjustment and Academic Achievement of Women Students	Proceedings 7th international congress of the Asian-South Pacific Association of Sport Psychology (ASPASP).	- Tokyo, Japan: ASPASP, 7-10 th August 2014	2014
	Effect of PST on Mental Toughness and Performance of Taekwondo Players	Proceedings of 7th international congress of the Asian-South Pacific Association of Sport Psychology (ASPASP).	Tokyo, Japan: ASPASP, 7-10 th August 2014	2014
	Effect of Yogic Breathing and Om Chanting on Stress Scale among Youth	Proceedings of 7th international congress of the Asian-South Pacific Association of Sport Psychology (ASPASP).	Tokyo, Japan: ASPASP, 7-10 th August 2014	2014
	An investigation of visual memory and perception through Vienna test system among various sport groups and gender	14th European Congress of Sport Psychology	ISBN 978-3-033-05129-4	2015
	Combined effect of mental and physical training in selected psychomotor variables on cricketers	14th European Congress of Sport Psychology	ISBN 978-3-033-05129-4	2015
Dr. Dileep Tirkey	Effect of Beetroot Supplementation on 5 km Time Trial Performance	International Journal of Movement Education and Social Sciences	ISSN: 2278 0793 (Print) ISSN: 2321	March, 2014



			3779 (Online)	
	Effect of Interval Training Method and Repetition Training Method on Performance of 200 meter Sprint	International Journal of Physical Education, Health and Social Sciences	ISSN: 2278 716X (Online)	2014
Dr. Pushpendra Purashwani	Comparison of Coordinative abilities of Tennis and Badminton Players	International Journal of Physical Education & Sports Sciences, Vol. VII, Issue XIV.	eISSN- 2231- 3745.	January, 2015
	A Comparative Study of Coordinative abilities of Tennis and Table Tennis Players	International Journal of Physical Education & Sports Sciences, Vol. IV, Issue I.	eISSN- 2231- 3745.	Oct., 2012
	Relationship of Selected Kinematic Variables With the Performance of Male Basketball Players in Free Throw Shots	International Journal of Physical Education & Sports Sciences, Vol. II, Issue II.	eISSN- 2231- 3745	Jan., 2012,
	A Comparative Study of Physical Fitness between Youth of North Eastern and Northern Regions of India	International Journal of Physical Education & Sports Sciences, Vol. II, Issue II.	eISSN- 2231- 3745	Jan., 2012
	Construction of a Skill Test for Table Tennis Players In International Journal of Physical Education & Sports Sciences	International Journal of Physical Education & Sports Sciences, Vol. II, Issue I.	eISSN- 2231- 3745	Oct., 2011
	Relationship between Achievement Motivation and Anxiety of Shuttlers	VARIORUM, Multi Disiplinary e-Research Journal, Vol. 02, Issue 1,	ISSN- 0976- 9714	Aug., 2011
	Effect of Proprioceptive Neuromuscular Facilitation on Lower Back Flexibility of Male School Students of Gwalior	International journal of Research pedagogy and technology in Education and movement sciences	ISSN 2319- 3050	2014



Dr. J. P. Verma	Repeated Measures Designs in Physical Education	Proceedings of International Conference on Fitness, Wellness & Sports Sciences	ISBN :978-81-7879-912- 4	20-22 Nov.15
	Does Internal Marketing Influences Organizational Commitment? Empirical Evidences from Hotels in Gwalior	Current Issues of Tourism Research 4 (2), 19-26,	p-ISSN: 2048-7878	2014
	Statistical Analysis of Socio-Economic Variables Responsible for Wastage in Elementary Education in <u>Rajasthan, India</u>	International Research Journal of Social Sciences Vol. 2(6), 1-6, June	ISSN 2319-3565 (ISSN 0867-1079)	June 2013
	Discriminant analysis of team cohesiveness among high performer and low performer national volleyball players	Published in Studies in Physical Culture and Tourism, 19(4), pp.191-195, 2012, Poland.	ISSN: 2333-9721	2012
	A study on stress stimuli among the students of physical education	Published in the Journal of Physical Education and Sport, 11(1), pp. 48-55, 2011, Pitesti, Romania.		2011
Dr. Indu Bora	Comparison of Depression Among Individual Sports Athletes, 6 th International Congress of Sports Psychology, Taipei,	Proceedings of 6 th International Congress of Sports Psychology, Taipei, Taiwan.	ISBN: 978-957-28007.	Nov.2011,
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Dr.Brij Kishor Prasad	Influence of recreational activities on physical and social self of physically disabled children	Journal of advances in development research	0976-4704	Vol. 1,issue 1 2010
	A factorial approach in the development of hockey rating scale to evaluate players in a games situation	Journal of educational chronicle	2229-6220	Vol. 2, issue 2 2011
	The comparison of intelligence among combative and non-combative sports	International journal of physical education and sports sciences	2231-3745	Vol. 2,issue 2 2012
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	Assessment of officiating demands on selected variables among state level soccer referees	International Journal of Physical Education	ISSN-0974-2638	2012
	Advantages of mental imagery training on skill performance of interuniversity football players	International Journal of Physical Education	ISSN-0974-2638	2012
	Effect of football coaching on total leukocyte count.	International Journal of Physical Education	ISSN 0974-2638	2013
	Stress level and coping strategies of college students	Journal of Physical Education and Sports Management	ISSN 1996-0794	2013
	Psychological profile of national level girl's boxers	International Journal of Physical Education	ISSN-0974-2638	2013
	Effects of Progressive Muscle Relaxation Technique on mental Skills of Volleyball players	International Journal of Physical education, Fitness and Sports	ISSN : 2277-5447	2013
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	Effects of music on Psycho- Physical variables of male cross country athletes	International Journal of Physical Education	ISSN 0974-2638	2013
Dr, Birendra Jhajharia	Effect of prandharana and tratak on selected coordinative abilities on cricketers	International Conference on Physical Activity & Sports for Global Peace and Development (Proceeding)	ISBN 978-81-902282-0-6	2011
	A comparative study of body image among the athletes and sedentary women	International Conference on Physical Activity & Sports for Global Peace and Development (Proceeding)	ISBN 978-81-902282-0-6	2011
	Critical assessment of trends of education system in india	International Journal of Behavioral Social and Movement Science	ISSN: 2277-7547	Jan 2012
	Comparison of Maximum Oxygen Consumption of Players Belonging to Different Sports and Games	International Scientific Journal of SPORT SCIENCES	ISSN No. 2277-2804,	April, 2012
	Energy variations of sports person	International Journal of Research pedagogy and Technology in Education and Movement Science	ISSN: 2319-3050	June 2014
	Effects of 4-Week Yoga asanas Training on Balance and Agility in Adolescent Girls.	International Journal of Sports Science and Engineering vol. 05 (2011)	ISSN 1750-9823, 2011	vol. 05 (2011)
Prof. L.W.Vaz	Effects of 6-Week Yoga Asanas Training on Respiratory Indices in Adolescent Girls.	International Journal of Motor Learning and Sports Performance	ISSN 230-8628, vol.01 (No.1)	January 2011, 26-32, 2011. pp



	The Effect of Suryanamaskar Yogasana on Muscular Endurance and Flexibility Among Inter College Yoginis. Citius Altius Fortius	Journal of Physical Education and Sport University of Pitești, 2010	e-ISSN 2066-2483, p – ISSN 1582-8131	vol 27, No 2, June.
Dr.Manika Debnath	Effect of Various Yogic Intervention Strategies an Abdominal Strength of Upper Middle Class House Wives	Shodh Sangam in A International Research of Physical Education Sports and Allied Sciences	2249-717X	, Vol.-01, Issue-1, on September–December, 2011
Dr.Vivek Pandey	Comparative study of kinesthetic perceptions of male and female field hockey players	An International Peer Reviewed and Referred, Scholarly Research Journal for Interdisciplinary Studies	www.srjis.com, Pune	July-Aug, 2015
	Comparison of Overuse Sports Injuries among Racquet Game Players	International Journal of Physical Education and Sports Sciences,	ISSN: 2349-3992	Volume: 2, 1, July 2015

List of publications in National journals in last five years

Name of Author(s)	Title of the research paper	Name of the journal	Impact factor/IS BN	Date & year of publication
Prof. Ramesh Pal	Relationship of Strength Variables to the Fundamental Skills of Basketball Players.	A journal of physical education, recreation sports in sciences & technology, BHU, Varanasi, Volume 2, No.1,	ISSN: 0975-7414	January 2011.
	Effect of Resistance and Plyometric Training on the Performance of Sprinters.	Wellness journal of health, physical education & sports, JNV Volume 3, No 1. University, Jodhpur	ISSN: 0975-136X	Jan.-June,. 2011.



Prof. L.N. Sarkar	Effect of Carbohydrate Consumption on the Performance of Selected Motor Ability on University Players	National Journal of Physical Education and Sports Sciences	ISSN: 2348-4713	Volume-1, Number 1, March, 2014
	Effect of Dynamic Resistance Training on Upper and Lower Body Muscular Strength Performance of Inter-University Male Handball Players	National Journal of Physical Education and Sports Sciences	ISSN: 2348-4713	Volume-1, Number 1, March, 2014
	A Study of Correlation Between Waist Circumference, HIP Circumference and HDL-Cholesterol in Males,	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 12, Issue 1, Jan-June, 2012.
	Attitude of School Students Towards Physical Education,	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 12, Issue 1, Jan-June, 2012.
	Field Comparison of Body Composition Methods: Skin-fold Thickness Measurements and Body Mass Index Among Healthy Males,	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 12, Issue 2, July-December, 2012
	Comparison of Health Related Physical Fitness Among Professional Physical Education Students and Classical Dancers,	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 12, Issue 2, July-December, 2012
	Prevalence of Selected Postural Deformities Among the School Children of Rural and Urban Areas of Shimla	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 11, Issue 2, July-December, 2011
	Fatness and Cardiovascular Disease (CVD) Risk Factors,	Indian Journal of Physical Education Sports Medicine & Exercise Science,	ISSN 0976-1101	Volume 11, Issue 2, July-December, 2011.



Dr. V. D. Bindal	Current Trends of Physiotherapy & Rehabilitation in Sports Injuries	Wellness Journal of Health, Physical Education and Sports	ISSN - 0975-136X	Jan-June, 2011
	A Study on the Effect of Addition of Diapulse to the RICE Protocol in the Treatment of Acute Ankle Sprain	SPACE A Research Journal of Science and Physical Education, Applied Social Sciences, Commerce and Education	ISSN-0976-2175	July-Dec, 2012
	An Investigation of Osteoporosis based on Quetelet Index & Gender in Elderly Males & Females	Proceedings of National Seminar on Fitness & Wellness (LNIPE, Gwalior)	ISSN-978-81-7879-801-1	Feb, 2014
	An Overview of Causes, PathoPhysiology and Management of Tennis Elbow: A Common Overuse Problem of Sportsmen among Racquet Sports	Wellness Journal of Health, Physical Education and Sports	ISSN - 0975-136X	Jan-June, 2014
Prof. A.S. Sajwan	Efficacy of Smoking on Circulatory and Respiratory Indices of Smokers and Non-Smokers Sportsman	National Journal of Physical Education and Sports Sciences Vol.1, No.1,	ISSN: 2348-4713	March 2014
	Classification of Volleyballers according to their specialized position-Development of a Discriminate Model	National journal of Physical education and sports sciences Vol. 1 No. 1	ISSN: 2348-4713	April, 2015
	A Critical Evaluation of Facilities of Physical Education in Kendriya Vidyalaya of Lucknow Region	National Journal Strides -II towards Olympics	ISBN:978-93-82351-71-9	August, 2015
	Status of Adventure Sports Tourism in India and Initiatives of Government for its promotion	National Journal Strides -II towards Olympics	ISBN:978-93-82351-71-9	August, 2015
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	performance of university athletes	Biomechanics held at LNIPE, Gwalior		
	Relationship of Selected Physical and Biomechanical Variables with the Performance of Discus Throw	National Conference on Scientific Innovation in Sports Biomechanics held at LNIPE, Gwalior	Proceeding under print Under ISBN: No.	February, 2016
	Effect of Different Intensity of Olympic Lift on the Sprinting Ability of Sprinters: A Kinematic Study	National Conference on Scientific Innovation in Sports Biomechanics held at LNIPE, Gwalior	Proceeding under print Under ISBN: No.	February, 2016
Dr. M. S. Rathore	Comparison of anxiety between medallist and non-medallist male weight lifters.	AMASS, multilateral research journal.	ISSN:- 0975-3966	June, 2011
	A comparative study of superstitious beliefs between Cricket and Football players	Journal of health and sports sciences	ISSN:- 0975-4563	Dec. 2011
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	The Effect Of Suryanamaskar On Muscular Endurance And Flexibility Among College Level Girls	Indian Streams Research Journal	ISSN:- 2230-7850	Nov. 2012
	An Assessment of Health and Physical Activity Status of School Teachers From Different Regions of Rajasthan.	Golden Research Thoughts	ISSN:- 2231-5063	Dec. 2012
	Effects of yogic practices and callisthenic exercises on Resting pulse rate variable of school girls.	Shodh Sangam, International research journal of physical education, sports and allied	ISSN:- 2249-717X	Dec. 2012



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	Effect of Free Hand Exercises and Yogic Practices on Working Women.	Wellness, journal of health, physical education and sports.	ISSN:- 0975-136X	Dec. 2012
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	National Conference on Fitness, Yoga and Rehabilitation	Proceedings of National Conference on Fitness, Yoga and Rehabilitation,, held at LNIPE, Gwalior.	ISBN- 978-81-89983-65-9	Feb.18 th – Feb.20 th , 2013
	Comparison of morality among agriculture, veterinary and engineering students.	Pantnagar Journal of Research, Vol. 10 (2)	ISSN : 0972-8813	July – Dec. 2012
	Comparative Study Of Aggressive Behavior Among Individual Game And Team Game Players	Proceedings of National Seminar on Fitness and Wellness, held at LNIPE, Gwalior.	ISBN- 978-81-7879-801-1	Feb.25 th – Feb.27 th , 2014
	Variation in bounce and speed of the ball on different playing surfaces in Tennis.	Proceedings of National Seminar on Fitness and Wellness, held at LNIPE, Gwalior.	ISBN- 978-81-7879-801-1	Feb.25 th – Feb.27 th , 2014
	Spondylolysis amongst athletes and its population: A review	Proceedings of National Seminar on Fitness and Wellness, held at LNIPE, Gwalior.	ISBN- 978-81-7879-801-1	Feb.25 th – Feb.27 th , 2014
	The association between hand grip strength and hand dimensions in male Tennis players.	Proceedings of National Seminar on Fitness and Wellness, held at LNIPE, Gwalior.	ISBN- 978-81-7879-801-1	Feb.25 th – Feb.27 th , 2014
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	Relationship among competition state anxiety, somatic anxiety, cognitive anxiety and self confidence with performance of sprinters	Journal of Physical Education, Recreation and Sports in Sciences and Technology	0975-7414	July 2011
	Effect of Pranayam on Self-Concept of College Girls	Physical Education Interdisciplinary Approach (Proceeding)		2014
	The Comparison of Pre-Competition Anxiety and State Anger Between Female and Male Judokas	2nd National Conference on Youth Enrichment Through Smarts and Physical Education	978-81-7524-740-6	Feb. 2014
	Effect of two different types of Judo Drills on Performance of Judoka	2nd National Conference on Youth Enrichment Through Smarts and Physical Education	978-81-7524-740-6	Feb. 2014
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	Relationship of personality traits with through control of athletes.	Indian Journal of Physical Education sports medicine and exercise Science	0976-1101	July-December 2010
Dr. Y. S. Rajpoot	Comparison of orientation and Receptions abilities among different	Research Journal of Social & Life Sciences)	0973-3914	June 2012



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	Attitude of tests University youth festival participants towards physical education & Health Education	Research Journal of Arts Management & Social Sciences	0975-4083	September 2012
	Biomechanical Analysis of Drop Shot in Squash Racquet.	Research Journal of Social and Life Sciences	0973-3914 (0.843)	Dec-2014
	Relationship of selected kinematic variables with the performance of double handed backhand in tennis	Scholarly Research journal for Interdisciplinary Studies	2278-8808 (4.889)	Mar-Apr, 2015
	A Comparative Electromyographical Analysis of Triceps Medialis and Biceps Brachii During Forehand drive in Tennis	Scholarly Research journal for Interdisciplinary Studies	2278-8808 (4.889)	Mar-Apr, 2015
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	Comparative Kinematic Analysis of Forehand Drive Variations in Tennis	Research Journal of Physical Education and Science	2320-9011	May, 2015
	General and sports specific Physical Profile of elite Indian artistic Gymnasts: A Descriptive Study	Proceedings of International Conference on Fitness, wellness and sports Sciences	ISBN: 978-81-7879-912-4	20-22 Nov. 2015
	Study of Kinesthetic perception in young male and female gymnasts: A comparative study	Proceedings of International Conference on Scientific culture in Physical Education and Sports		17-20 Feb. 2016
Dr. Vinita Bajpai Mishra	An assessment of Mental Toughness of Intervarsity Swimmers	Vyavam Vidnyan, HVPM Amravati	0975-8895	Feb 2012
	Effect of Progressive Relaxation Technique in the Management of	Vyavam Vidnyan, HVPM Amravati	0975-8895	Nov. 2012



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	Physique characteristics of floaters and their swimming performance	Vyavam Vidnyan, HVPM Amravati Vol47,no1	0975-8895	Feb2014
	Comparative study of selected anthropometrical variables of sprinters, middle distance and long distance runners	National Conference on Physical Education and Sport Sciences	978-81-7524-743-7	30-31 Jan ,2014
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Dr. Krishna Kant Sahu	Relationship of Achievement Motivation and Pre-competition Anxiety Among Football Players	Shodh Prerak	ISSN 2231-413X (International Refereed Research Journal)	2013
	A Study of Self Concept of Football Players	ShodhPravaha	ISSN 2231-4113 (Refereed Research Journal)	2013
	Sports Journalism as a career	Vaichariki	ISSN 2229-8907 (Refereed Research Journal)	2012
	Diffentiation Ability Among Female Participants Belonging to Different Sports	Vaichariki	ISSN 2229-8907 (Refereed Research Journal)	2012



	Relationship of Selected Physical Variables with the Performance of Badminton Players	CAPITAL	ISSN 2277-8519 (Refereed Research Journal)	2012-
Dr. Amar Kumar	Effect of Static Stretching and Dynamic Stretching on Explosive Strength	Indian Journal of Physical Education, Sports Medicine and Exercise Science Vol-13, Issue -1 June 2013	(ISSN-0976-1101)	2013
	Relationship among competition state cognitive anxiety and self-confidence with performance of Sprinters'	Journal of Physical Education, Recreation and Sports in Sciences and Technology (PERSIST) Vol-2, No- Feb.2011-July 2011	(ISSN:0975-7414)	2011
	Analysis of Vital capacity of volleyball Players During Match Progression	National journal of Physical Education and Sports Sciences Vol-II No-I, April 2015	ISSN:2348-4713	2015
	Comparison of Land and Wet Sand Based Plyometric Training on Vertical Jump Performance	In proceedings of National Seminar on Fitness, Yoga and Rehabilitation, Feb,2013.	ISBN: 978-8189983-65-9	2013
	Electromyographical Analysis of Lower Limb Muscles during Spike in Volleyball	Indian Journal of Physical Education and Sports Sciences, Vol-1 , Issue No-1 March 2013.	ISSN:2320-7981	2013
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	Sway Analysis – A Comparison between ACL Injured leg and non injured leg of Athletes	Indian Journal of Physical Education, Sports Medicine and Exercise Science Vol-13, Issue 2 July-	ISSN-0976-1101	2013



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	Relationship of Selected Kinematic Variables with the performance of Volleyball players in Float Serve in Volleyball	Indian Journal of Physical Education and Sports Sciences Vol-1 Issue No. 2 July 2013	ISSN:2320-7981	2013
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	Relationship of Fat Percentage with Speed, Rhythm Ability and Leg Strength of Male Field Hockey Player	in proceedings of National Seminar on Fit and Healthy India—Vision 2020: A Physical Education Perspective Feb-2015	ISBN: 978-93-84869-24-3	2015
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Dr. Ashish Phulkar	Promising Practices in Physical Activity Interventions	National Congress Proceedings	ISBN 97893-80697-79-6	9-11 th March, 2011
	An Experimental Approach to Psychomotor Education in Preschool Education	Indian Journal of Yoga Exercise Sports Sciences & Physical Education Vol.VI No:1&2 Refereed Research Journal	ISSN 0975-265X	Dec,2012
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Dr. Guru Datt Ghai	Relationship of personality traits with thought control Athletes	Indian Journal of Physical Education Sports Medicine & Exercise Science	ISSN No: 0976-1101	December 2010
Dr. S. Mukherjee	Effect of Static Stretching and Dynamic Stretching on Explosive Strength	Indian Journal of Physical Education, Sports Medicine and Exercise Science Vol-13, Issue -1 June 2013	(ISSN-0976-1101)	2013
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Dr. Jayashree Acharya	An Analysis of The Group Cohesion of Indian Women Cricket Players of North Zone	Bharathiar National Journal of physical Education and Exercise Sciences (BNJPEES)	ISSN: 0976-3678	2011



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Dr. Dileep Turkey	Assessment and Comparison of Flexibility among Indian Females of Different Games	Proceedings of Global Scientific Conference on Physical Education, Health & Sports Sciences	ISBN: 978-8014-515-0	2013
Dr. Pushpendra Purashwani	Effect of Pranayam on Physiological and Psychological Variables of Table Tennis Players	Proceedings of National Seminar on Fitness Yoga & rehabilitation at LNUPE, Gwalior.	ISBN-978-81-7524-629-7	Feb., 2013.
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Dr. Nibu R. Krishna	Analysis of Personal Match Statics in Relation to Physical Parameters & Team Performance Among Women Olympic Volleyball Players	National Registered Research Journal of Social and Life Sciences	ISSN-0973-3914	2011
	The Effect of Yogic Asanas on Range of Movement at selected joints	National Registered Research Journal of Social and Life Sciences	ISSN-0973-3914	2011



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	Effect of selected Asanas, pnyamas & the combination of Asanas & prnaymas on blood sugar of type II diabetic patients	National conference on exercise physiology & sports sciences proceedings	ISBN-978-81-7524-699-7	2013
	Combined effect of breathing & meditation on mental toughness of judo players	National Conference on Physical Education & Sports Sciences Proceedings	ISBN-978-81-7524-743-7	2014
	Comparison of Goal Orientation and Self Esteem of Gym Goers, testing the new year resolution: A gender perspective	National Seminar at NERC Guwahati (Assam) Proceedings	ISBN: 978-83-84569-24-3	2015
Dr. J.P. Verma	Statistical Analysis of demographic variables Responsible for Wastage in Elementary Education in Rajasthan and comparison of Wastage among neighboring states of Rajasthan.	Journal of Rajasthan Statistical association Vol. 2(1) pp108-118,		June 2013
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	Fictional Approach to Orwell as a Thinker	Research Journal of Arts, Management & Social Sciences,	(ISSN : 0975-4083).	Vol.-V, Sept. 2011
	George Orwell and the Spanish Civil War.	Journal of Teaching & Research in English Literature,	(ISSN : 0975-8828).	Vol.-III, January 2012,
	Effect of Suryanamaskar and Meditation on Mental Stress Management Among Software Professionals	Scientific Journal in Sport & Exercise,	(ISSN : 0974-2964)	Vol.8 No. 2, July-Dec. 2012, pp 15-18
	Effect of Autogenic Training and Meditation on Stress Management among Judo Players	Research Journal of Physical Education, and Sports Sciences	,(ISSN : 2277-8519),	Vol. 1, July 01, 2012.
Dr.Brij Kishor Prasad	Relationship of arm length, arm ration and arm strength to shot put skill learning performance	Scientific journal in sport and exercise	0974-2964	2011 vol. 7,issue 1



	Predication of performance ability of jumpers in relation to selected anthropometric measurements	Indian journal of movement education & exercise sciences	2249-5010	Vol. 2, issue 1 2012
	Health education reforms in india with global perceptive	Research journal of social and life sciences	0973-3914	Vol. 12, issue 1 2012
	A review of sports and recreational facilities at Central jail – tihar	Research journal of social and life sciences	0973-3914	Vol. 12, issue 1 2012
	Teachers as leaders	Research journal of arts, management and social sciences	0975-4083	Vol. 7, issue 2 2012
	Participation in sports leads to postural deformities	Research journal of arts, management and social sciences	0975-4083	Vol. 7, issue 2 2012
	Women's participation in physical activities and sports	Research journal of social and life sciences	0973-3914	Vol. 13, issue 2 2013
	Effect of fartlak training programme on cardiovascular endurance on female swimmers	Akash journal of physical education sports and yoga sciences	2250-1398	Vol. 2, issue 2, 2013
	Comparison of abdominal strength between b.p.ed boys and b.ed boys	Akash journal of physical education sports and yoga sciences	2250-1398	Vol. 2, issue 2 2013
Dr. V.K. Srivastava	Effect of Strength Training on the Bowling Speed.	Proceeding of National Conference on Exercise Physiology and Sport Sciences, organized by LNIPE, Gwalior	ISBN No. 978-81-7524-699-7	2013
	Attitude of Employees of LNUPE regarding the participation of their children in games and sports.	Proceeding of National Conference on Exercise Physiology and Sport Sciences, organized by LNIPE, Gwalior	ISBN No. 978-81-7524-699-7	2013
	Comparative Effect of Isotonic Training on Agility of Female Players.	Proceeding of National Conference on Physical Education and	ISBN No. 978-81-7524-743-7	January 30-31, 2014



Dr. J.P. Bhukar	Assessment of the relationship of Somatotype with motor ability of Under Graduate Female Students	Sports Sciences, Research Journal of Arts, Management and Social Sciences	<i>Impact Factor 0.564 IIFS</i> (ISSN-0975-4083)	2011
	Effect of Mental Training on track & Field Performance and Mental Skills-A Single Subject Design	Academic Sports Scholar	ISSN: 2277-3665 <i>Impact Factor 1.3205 (UIF)</i>	2013
Dr, Birendra Jhajharia	Comparison of anxiety between medalist and non-medalist male weight lifters	Amass Multilateral Research Journal	ISSN-0975-3966	May-June-2011,
	Relationship of Selected Kinematical Variables With The Performance of Female Basketball Players in 3 Point Shot	Asian Journal of Physical Education & Computer Science in Sports	ISSN No. 0975-7732	July-December 2011
	Effect of Ujjayi & Bhastricka Pranayama on selected Physiological Variables of Physically Challenged Students	Indian Journal of Yoga Exercise & Sports Science & Physical Education	ISSN 0975-265X	2011,.
	Kinematical Analysis of spiking in volleyball	Vyayam-Vidnyan	ISSN 0975-8895	May 2012
	Study of assessment of Attitude of college students towards mobile learning	National Seminar on Role of ICT in Social Sciences	ISBN-13978938 3022008	23 rd -24 th Feb 2014
	Physical and physiological effects of zinc supplementation on badminton players	National conference on physical education & sports sciences		30th Jan - 31st Jan 2014
Prof. L. Wilfred Vaz	Effect of Psycho Neuro Muscular Theory and Visualization Technique in Reducing Anxiety Level of Soccer Female Players in	Vyayam-vidnyan	ISSN 0975-8895, 2016.	Accepted for Publication



	Competition Situations.			
	Critical Analysis of Unforced Error Among Winner and Looser Male Tennis Players	Vyayam-vidnyan	ISSN 0975-8895, 2016.	Accepted for Publication
	Comparative Analysis of Unforced Error Among Winner and Looser Male Volleyball Players	Vyayam-vidnyan	ISSN 0975-8895, 2016.	2016
	Comparative Effects of Plyometric Exercises on Squat Performance Amongst College Athletes	Vyayam-vidnyan	ISSN 0975-8895, 2016.	2015
	A Comparative Study Among the Individual Sports, Combined Sports and Team Sports in Competitive Sports Anxiety.	International Physical Education & Sports Research Journal	--	2015
	Comparative Effect of Two Forms of Aerobic Exercises on Peak Flow Rate.	Proceedings of National Conference on Physical Education and Sports Sciences	ISBN 97881-7524-743-7	January 2014
	Comparative Effects of Aerobic Exercises on Red Blood Cells. Proceedings of National Seminar on Physical Education Interdisciplinary Approach	Proceedings of National Seminar on Physical Education Interdisciplinary Approach	ISBN 978-93-83842-162, pp.18-21	2014
	Comparative Effect of Resistance Training on Anthropometric Variables.	Proceedings of National Conference on Physical Education and Sports Sciences (NCPRESS-2014)	ISBN 97881-7524-743-7	January 2014
	Kinematical Analysis of Spiking in Volleyball.	Vyayam-vidnyan	ISSN 0975-8895	2012
	Analysis of Body Mass and Temperature of handball players before and after the match	Vyayam-vidnyan	ISSN 0975-8895	2012



	Comparison of Anxiety between Medalist and Non-Medalst Female Power Lifters.	Vyayam-vidnyan	ISSN 0975-8895,	2011
	Comparison of Selected Personality Traits Among Physically Challenged Sportsmen	PERSIST (Journal of Physical Education, Recreation and Sports Sciences and Technology	ISSN 0975-7414	2011
	Effect of Suryabhedana Pranayama on Different Respiratory Parameters of Smokers	Research Journal of Arts, Management & Social Science, India	ISSN-0975-4083	2010
	A Comparative Study of Stress Among School Children.	Research Journal of Social Science and Life Sciences India,	ISSN 0973-3914	2010
	Effect of Nostril Dominance Yogic Practices on Different Cardio-Respiratory Parameters	Vyayam-vidnyan	ISSN 0975-8895	2010
	Comparative Effect of Progressive Relaxation & Sitali Pranayama on Trait Anxiety of Inter-University Players.	PERSIST (Journal of Physical Education, Recreation and Sports Sciences and Technology	ISSN 0975-7414	2010
Dr.Manika Debnath	A Study on Commonwealth Games Delhi 2010 ASA Catalyst for Delhi's Changing Skyline	proceeding <i>International Symposium on Global Trends of Physical Education and Sport</i> in 21st Century held at Noida,		2nd –3rd, April, 2011
	Effect of Various Yogic Intervention Strategies on Hemoglobin of House Wives	proceeding <i>National Seminar on Fitness, Yoga, & Rehabilitation – Latest Innovations in Fitness, Yoga & Rehabilitation in the Modern Era,</i>	978-81-89983-65-9	18th – 20th February, 2013.
	Association of Age with Obesity Related Variables & Blood Pressure Among Women's	proceeding <i>National Seminar on Fitness & Wellness ONE INDIA-FIT INDIA</i>	978-7879-801-1	25th –27th February, 2014.



		held at LNIPE, Gwalior		
	Kinematic analysis of forward salto skill at the time of takeoff phase on floor exercise in artistic gymnastics.	<i>Proceedings of Global Scientific Conference on Physical Education, Health & Sports Sciences,.</i>		2014
	Relationship of Selected kinematics variables with the Performance of High Dribble.	proceeding <i>National Seminar on Fitness, Yoga, & Rehabilitation – Latest Innovations in Fitness, Yoga & Rehabilitation in the Modern Era,</i>	: 978-81-89983-65-9	2013
Dr. Vivek Pandey	A Study On Investigation Of The Recovery Pattern Of Long Distance Runners In Relation To Blood Lactate			July 2014
	Physiological and Biochemical Responses and Recovery Pattern of Long Distance Runners,	Proceedings National Conference on Exercise Physiology and Sports sciences	ISBN No. 978-81-7524-699-7	2013
	Gender associated divergence in response to Experimental pain in young athletes	Scientific Culture in Physical Education & Sports, , Punjabi University Patiala, Punjab	ISBN : 978-93-85446-45-0 Impact Factor 2.889	18th to 20th February, 2016

- Number of Books Published:
45 Books
- Chapters in Books:
09 Chapters
- Serving on editorial boards of National and International journals:
47 Journals
- Serving as members of steering committees of International conferences recognized by reputed organizations/societies:
24 Committees



3.4.3 Provide details of award received by faculty.

Faculty of LNIPE had got various awards at State/National level in last five years:

S. No.	Name of Faculty	Details	Year
1.	Prof. Dilip Kumar Dureha	<ul style="list-style-type: none"> Member, All India Council of Sports nominated by MoY&S, GOI Managing Council Member of Asian South Pacific Association of Sports Psychology Expert Member, Quality Council of India nominated by MHRD. Chairman, Infrastructure and Sports Development Scheme in North East Region of India (UGC, New Delhi) Member Coordinator, NAAC Ambassador, Swachh Bharat Abhiyan for Physical Education & Sports, nominated by MoY&S, GOI. Member, Governing Council, Sports Authority of India. President, Sports Psychology Association of India. Member of Organising Committee of 12th South Asian Games (6-10 Feb, 2016) Guwahati, India 	2016
2.	Dr. Pushpendra Purashwani	<ul style="list-style-type: none"> Member of Technical Official of 12th South Asian Games (6-10 Feb, 2016) Shilong, India India Junior and cadet open ITTF World Junior circuit premium event. 	2016 2015
3.	Prof. Wilfred Vaz	<ul style="list-style-type: none"> Award for Pride of Gwalior 	2013
4.	Dr. Birendra Jhajharia	<ul style="list-style-type: none"> Major Dhayan Chand Award for Best Sports Administrator 	2014
5.	Dr. J.P. Verma	<ul style="list-style-type: none"> Best Teacher Award 	2014
6.	Prof. Vivek Pandey	<ul style="list-style-type: none"> Best Teacher and Best Coach 	2014
7.	Dr. Amar Kumar	<ul style="list-style-type: none"> Best Teacher Award 	2015
8.	Prof. V.K. Srivastava	<ul style="list-style-type: none"> Best Teacher and Best Coach Coach Vizzy trophy West Zone Inter-university team organized by BCCI. 	2013 2014 2015



3.4.4 Indicate the average number of successful M.Phil and Ph.D scholars guided per faculty during the last four years. Does the Institute participate in Sodhganga by depositing the Ph.D thesis with INFLIBNET for electronic dissemination through open access?

The average number of successful PhD. and M.Phil scholar guided per faculty during the last four year is 1 M.Phil and 1.5 PhD. scholars (approximately).

List of Award of Ph.D. from January, 2010 to October, 2015

S. No.	Title	Name of Guide	Name of the Candidate	Date of Notification
1.	COMPARISON AMONG DIFFERENT ETHNIC TRIBES OF NORTH-EAST INDIA ON HEALTH RELATED PHYSICAL FITNESS TEST	Dr. B. Basumatary	Mr. Ashok Mukherjee	22.01.2010
2.	AN INVESTIGATION OF CAUSES OF FAILURE OF INDIAN BASKETBALL TEAM AT INTERNATIONAL LEVEL	Dr. I. Mazumdar	Mr. Birendra Jhajharia	04.03.2010
3.	STUDY OF ACHIEVEMENT MOTIVATION, AGGRESSION AND ASPIRATION LEVELS IN ATHLETES OF RESIDENTIAL SCHOOLS	Dr. I. Mazumdar	Ms. Deepanjli	09.04.2010
4.	COMPARATIVE EFFECT OF SELECTED EXERCISE PROGRAMME ON BLOOD LIPID PROFILE OF OBESE AND NON-OBESE SEDENTARY MALES	Dr. R.N. Dey	Mr. Jaswant Singh Thakur	09.04.2010
5.	ANALYSIS OF MEDIA SPONSORSHIP TALENT DEVELOPMENT AND RESOURCE MANAGEMENT PROGRAMMES OF BOARD OF CONTROL FOR CRICKET IN INDIA : SURVEY STUDY	Dr. V.K. Srivastava	Mr. Ratnesh Singh	09.04.2010
6.	AN EVALUATION OF BPED PROGRAMME IN DIFFERENT INSTITUTIONS OF INDIA	Dr. R.N. Dey	Mr. Sunil Kumar Sengar	09.04.2010
7.	LIFE BEYOND ARMY – MAJOR GENERAL S.N. MUKHERJEE A PROMOTER OF PHYSICAL EDUCATION AND SPORTS A CASE STUDY	Dr. Vivek Pandey	Mr. Mahesh Singh Dhapola	23.04.2010
8.	COMPARATIVE STUDY OF HEALTH RELATED PHYSICAL FITNESS AMONG GIRLS OF UTTAR PRADESH	Dr. L.N. Sarkar	Ms. Gunjan Gupta	04.06.2010
9.	AN ASSESSMENT OF PHYSICAL AND PHYSIOLOGICAL EFFECT OF TRAINING PROGRAMME OF M.P. STATE WOMEN HOCKEY ACADEMY	Dr. R.N. Dey	Mr. Sujay Bisht	04.06.2010
10.	ELECTRO MYOGRAPHICAL ANALYSIS OF SPIKE IN VOLLEYBALL	Dr. S. Mukherjee	Mr. Amar Kumar	04.06.2010
11.	RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND COPING SKILLS TO PLAYING ABILITY IN HANDBALL PLAYER	Dr. L.N. Sarkar	Mr. Shailesh Kumar Singh	05.08.2010
12.	EFFECT OF YOGA NIDRA PRACTICE ON SELECTED PHYSIOLOGICAL VARIABLES ON FEMALE HIGH BLOOD PRESSURE PATIENTS	Dr. R.N. Dey	Ms. Swati Kadawe	23.08.2010
13.	MOTOR FITNESS VARIABLES AS PREDICTORS OF PLAYING ABILITY	Dr. S. Mukherjee	Mr. Yogesh Chander	23.08.2010



	IN VOLLEYBALL			
14.	PHYSICAL PHYSIOLOGICAL AND ANTHROPOMETRICAL VARIABLES LIMITING PERFORMANCE IN ATTACK, BACK COURT ATTACK AND JUMP SERVICE IN VOLLEYBALL	Dr. R.N. Dey	Mr. Gitapriya Goswami	05.10.2010
15.	THE EFFECT OF ANULOM VILOMA AND PHYSIOLOGICAL VARIABLES OF ASTHMATIC PATIENTS	Dr. L.N. Sarkar	Mr. Ashutosh Bhandary	25.10.2010
16.	COMPARATIVE ANALYSIS OF PERSONALITY TRAITS AND SELF CONCEPT WITH RESPECT TO NATURE AND DEGREE OF PHYSICAL DISABILITIES	Dr. G.D. Ghai	Mr. Vikas Bhardwaj	25.10.2010
17.	COMPARATIVE EFFECT OF NAGEKOMI, UCHIKOMI AND RAMDORI TRAINING ON THE PERFORMANCE OF JUDOKAS	Dr. V.K. Dabas	Mr. Devender	24.11.2010
18.	PHYSIOLOGICAL RESPONSES AND RECOVERY PATTERN OF LONG DISTANCE RUNNERS	Dr. Vivek Pandey	Mr. Heeralal Yadav	24.11.2010
19.	INTERRELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR TEAM COHESION AND PERFORMANCE IN SELECTED SPORTS	Dr. G.D. Ghai	Mr. Sukhdev Singh	01.12.2010
20.	ATTITUDE OF SCHOOL STUDENTS, TEACHERS, ADMINISTRATORS AND PARENTS TOWARDS PHYSICAL EDUCATION	Dr. L.N. Sarkar	Mr. Dibyendu Roy	01.12.2010
21.	'DESIGNING OF COMPREHENSIVE PROGRAMME OF DRILLS AND ITS EVALUATION FOR THE DEVELOPMENT OF FITNESS, SKILLS AND TACTICAL ABILITIES OF SOCCER PLAYERS	Dr. B. Basumatary	Mr. Naushad Ahmad	02.12.2010
22.	A STUDY OF STATE AND TRAIT SPORTS CONFIDENCE AS RELATED TO SELECTED BEHAVIOURAL CHARACTERISTIC AMONG GYMNASTICS	Dr. G.D. Ghai	Mr. Mahendra Pratap Gaur	02.12.2010
23.	A STUDY OF FLUCTUATIONS IN ANXIETY LEVEL DURING COMPETITIONS STAGS IN RELATION TO THE PERFORMANCE OF JUDOKAS	Dr. G.D. Ghai	Mr. Mukesh Mitra	02.12.2010
24.	THE EFFECT OF SELECTED PRANAYAMS AND TRANSCENDENTAL MEDITATION ON HIGH BLOOD PRESSURE PATIENTS	Dr. I. Mazumdar	Mr. Avadesh Kumar	02.12.2010
25.	'COMPARATIVE DIFFERENCE AMONG ATHLETES OF COMBINATIVE SPORTS IN PERCEPTUAL ABILITY AND PSYCHOMOTOR VARIABLES	Dr. B. Basumatary	Ms. Reena Walia	09.12.2010
26.	EFFECT OF SELECTED EXERCISES OF PHYSICAL PHYSIOLOGICAL AND PSYCHOLOGICAL VARIABLES AMONG MIDDLE AGE WOMEN	Dr. I. Mazumdar	Ms. Chetna Samant	14.12.2010
27.	AN INVESTIGATION IN TO MENTAL TOUGHNESS AND PSYCHOLOGICAL STATUS OF PAIN MANAGEMENT AMONG INDIAN ATHLETES	Dr. J. Achary	Mr. Rajeev Sareen	21.12.2010
28.	EFFECT OF PRANDHARANA AND TRATAK ON SELECTED COORDINATIVE ABILITIES AND PHYSIOLOGICAL VARIABLES ON CRICKETERS	Dr. Jasraj Singh	Mr. Rohit Prakash Srivastava	23.12.2010
29.	CONSTRUCTION OF MENTAL TOUGHNESS QUESTIONNAIRE FOR ATHLETES	Dr. I. Mazumdar	Mr. Solomon K.	17.02.2011



30.	DEVELOPMENT OF PHYSICAL EDUCATION CURRICULUM FOR PRIMARY SCHOOLS OF GOA STATE	Dr. L.N. Sarkar	Mr. Anthony Succour Labo	17.03.2011
31.	CONSTRUCTIONS OF APTITUDE TEST FOR THE ENTRANTS OF PROFESSIONAL CAUSES IN PHYSICAL EDUCATION	Dr. A.K. Datta	Mr. Harish Bhadur	30.06.2011
32.	A STUDY OF PHYSICAL, PHYSIOLOGICAL AND ANTHROPOMETRIC VARIABLES FOR IDENTIFICATION OF TALENT IN GYMNASTICS	Dr. Manika Debnath	Mr. Dulal Debnath	21.06.2011
33.	ANALYTIC STUDY OF POWER, STRENGTH, COORDINATIVE ABILITY AND ANTHROPOMETRIC VARIABLES TO THE FUNDAMENTAL SKILLS OF BASKETBALL PLAYERS	Dr. Ramesh Pal	Mr. Mahendra Kumar Singh	30.06.2011
34.	EFFECT OF RESISTANCE AND PLYOMETRIC TRAINING ON THE PERFORMANCE OF SPRINTERS AND JUMPERS	Dr. Ramesh Pal	Mr. Ajit Singh Charag	11.07.2011
35.	RELATIONSHIP OF SELECTED ANTHROPOMETRIC AND FITNESS VARIABLES WITH THE VELOCITY OF BALL IN FAST BOWLING IN CRICKET	Dr. Jasraj Singh	Mr. Debashish Bagchi	22.07.2011
36.	EFFICACY OF DIFFERENT STRENGTH TRAINING ON SELECTED HEMATOLOGICAL AND PHYSIOLOGY VARIABLES ON NOTICE WEIGHT TRAINING	Dr. L.W. Vaz	Mr. Ankan Sinha	26.07.2011
37.	PHYSICAL, PHYSIOLOGICAL AND ANTHROPOMETRIC DEPARTMENTS TO DECATHLETES PERFORMANCE	Dr. A.S. Sajwan	Mr. Vijay Singh Gurjar	13.09.2011
38.	EFFECT OF VARIOUS YOGIC INTERVENTION AND PHYSIOLOGICAL PARAMETERS OF UPPER MIDDLE CLASS HOUSE WIVES	Dr. Manika Debnath	Mr. Sanjib Kumar Bhowmik	14.09.2011
39.	COMPARATIVE EFFECT OF DIFFERENT AEROBICS PROGRAMME ON HEALTH RELATED PHYSICAL FITNESS	Dr. G.D. Ghai	Ms. Kalyani Pandey	28.09.2011
40.	IMPACT OF GOVERNMENT POLICY 2006 REGARDING PHYSICAL EDUCATION IN THE INSTITUTES OF HIGHER EDUCATION IN UTTAR PRADESH	Dr. Vivek Pandey	Ms. Anubhuti	28.09.2011
41.	COMPARATIVE EFFECT OF DIFFERENT TYPES OF RESISTANCE TRAINING ON BODY COMPOSITION, STRENGTH AND ANTHROPOMETRIC VARIABLES	Dr. L.W. Vaz	Mr. Vijay Singh Chaudhary	05.10.2011
42.	RELATIONSHIP OF MUSCULAR CONTRACTION AND FORCE GENERATION WITH THE PERFORMANCE IN LONG JUMP AND TRIPLE JUMP	Dr. A.S. Sajwan	Mr. Shambhu Prasad	18.10.2011
43.	A STUDY ON COMMONWEALTH GAMES DELHI 2010 AS A CATALYST FOR DELHI'S CHANGING SKYLINE	Dr. Manika Debnath	Ms. Bharti Vats	14.11.2011
44.	COMPARATIVE EFFECT OF DIFFERENT INTENSITY OF PHYSICAL FITNESS EXERCISES ON CARDIO-RESPIRATORY FITNESS AND BODY COMPOSITION OF SELECTED AGE GROUP	Dr. Manika Debnath	Ms. Kavita Verma	08.12.2011
45.	EFFECT OF PLYOMETRIC, OLYMPIC LIFT AND THEIR COMBINATION ON THE PERFORMANCE OF SHOT PUT	Dr. A.S. Sajwan	Mr. Satpal Yadav	27.12.2011



46.	ANALYSIS OF FORCED AND UNFORCED ERRORS OF WINNERS AND LOSERS IN VOLLEYBALL	Dr. V.K. Dabas	Mr. Amit Kumar Singh Bhadoria	27.12.2011
47.	IMPACT OF SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENTS AND SOCIO-PSYCHOLOGICAL DEVELOPMENT	Dr. V.K. Srivastava	Ms. Megha Sahu	13.01.2012
48.	EFFECT OF STRESS ON COGNITIVE PERFORMANCE UNDER SIMULATED PLAYING CONDITIONS IN SOCCER	Dr. L.W. Vaz	Ms. Sunita Dutta	14.02.2012
49.	COMPARATIVE EFFECT OF PRANDHARANA AND SURYA NAMASKAR ON SELECTED PHYSIOLOGICAL VARIABLES ON SENIOR CITIZEN	Dr. Jasraj Singh	Ms. Jyotnasis Ghosh	27.02.2012
50.	DEVELOPING ENRICHED HEALTH AND PHYSICAL EDUCATION CURRICULUM : A FRAMEWORK FOR ELEMENTARY PRE-SERVICE TEACHER EDUCATION PROGRAMMES	Dr. G.D. Ghai	Ms. Rashmi Gupta	06.03.2012
51.	COMPARATIVE EFFECT OF YOGA – MENTAL REHEARSAL AND ADAPTED PHYSICAL EDUCATION PROGRAMME ON PSYCHOLOGICAL VARIABLES OF DIFFERENTLY ABLED CHILDREN	Dr. Vivek Pandey	Ms. Astha Rautela	09.03.2012
52.	ANALYSIS OF OFFICIATING DEMANDS AS PHENOMENOLOGICAL FACTORS ON SELECTED PSYCHO-PHYSIOLOGICAL AND BIOCHEMICAL PARAMETERS AMONG NATIONAL LEVEL SOCCER REFEREES	Dr. Vivek Pandey	Mr. Vinay Kumar Pawar	09.03.2012
53.	COMPARATIVE ATTITUDE OF STUDENTS AND TEACHERS OF PHYSICAL EDUCATION TOWARDS INFORMATION TECHNOLOGY IN INSTITUTIONS OF HIGHER LEARNING	Dr. A.K. Datta	Mr. Santosh Kumar Pandey	23.03.2012
54.	PSYCHOLOGICAL AND PHYSIOLOGICAL PROFILES OF ELITE WOMEN WEIGHT LIFTERS	Dr. L.W. Vaz	Ms. Laxmi Devi	02.04.2012
55.	COMPARATIVE EFFECTS OF YOGIC PRACTICES ON SELECTED PSYCHOLOGICAL BEHAVIOURS, HEALTH AND PERFORMANCE RELATED PHYSICAL FITNESS COMPONENTS OF SCHOOL BOYS	Dr. L.N. Sarkar	Mr. Awadhesh Pratap Singh	17.07.2012
56.	A STUDY OF LEADERSHIP EFFECTIVENESS, JOB SATISFACTION AND OCCUPATIONAL STRESS OF COACHES IN RELATION TO ORGANIZATIONAL ENVIRONMENT	Dr. B. Basumatary	Mr. Rahul Kannoja	27.11.2012
57.	BIOMECHANICAL ANALYSIS OF VARIATIONS IN FAST BOWLING	Dr. A.S. Sajwan	Mr. Suhel Raza	17.12.2012
58.	ELECTROMYOGRAPHICAL ANALYSIS OF TWO FORMS OF KOSHI NAZA IN JUDO	Prof. B. Basumatary	Ms. Sazia Kehkasha	08.02.2013
59.	EFFECT OF SELECTED EXERCISE PROGRAMME ON PSYCHOLOGICAL AND PHYSIOLOGICAL VARIABLES OF OLD CITIZENS LIVING IN OLD AGE COMMUNITY HOMES	Dr. I. Mazumdar	Ms. Poonam Singh	04.03.2013
60.	SURVEY OF POSTURAL DEFORMITIES AND ITS CAUSES AMONG SCHOOL CHILDREN OF HIMACHAL PRADESH : DEVELOPING A LEGIT MODEL	Prof. L.N. Sarkar	Ms. Preeti Sharma	04.03.2013



61.	EFFECT OF VARIOUS TREATMENT MODALITIES ON BIOMECHANICS OF FOOT AND ANKLE DEFORMITIES	Prof. A.K. Dutta	Mr. Vikas Prajapati	22.03.2013
62.	EFFECT OF SUB-MAXIMAL AND SUPRA-MAXIMAL TRAINING ON EXPLOSIVE STRENGTH SPEED AND PERFORMANCE OF SPRINTERS	Prof. Ramesh Pal	Mr. Praveen Kumar	23.04.2013
63.	THE RELATION OF PEACE AND SELECTED PHYSICAL AND PHYSIOLOGICAL VARIABLES IN MIDDLE DISTANCE RUNNING	Prof. Ramesh Pal	Mr. Dalveer Singh	23.04.2013
64.	DEVELOPMENT OF MODEL FOR IDENTIFICATION FOR TALENT IN ARCHERY	Prof. J.P. Verma	Mr. Jigmat Oachan	08.05.2013
65.	PSYCHOLOGICAL PROFILE OF INDIAN HOCKEY PLAYERS	Prof. V.K. Dabas	Mr. Brijesh Kumar Yadav	19.06.2013
66.	ANALYSIS OF SELECTED KINEMATIC VARIABLES WITH THE PERFORMANCE OF BACK COURT SPIKE IN VOLLEYBALL	Prof. A.S. Sajwan	Mr. Harish Kumar Tiwari	26.06.2013
67.	INDICATORS OF CARDIOVASCULAR RISK FACTORS	Prof. L.N. Sarkar	Mr. Pradeep Singh Chahar	01.07.2013
68.	PIONEER ROLE OF LNUPE IN THE PROMOTION OF PHYSICAL EDUCATION AT INDIA	Prof. S. Mukherjee	Mr. Rajesh Dhauta	01.07.2013
69.	BIOMECHANICAL ANALYSIS OF BATTING SKILL IN CRICKET	Prof. Jasraj Singh	Mr. Abhijit Mondal	15.07.2013
70.	RELATIONSHIP OF NUTRITIONAL STATUS TO INTELLIGENCE, OBESITY AND POSTURAL DEFORMITIES AMONG CHILDREN OF URBAN AND RURAL SCHOOL OF UTTAR PRADESH	Prof. L.N. Sarkar	Mr. Prabhash Chandra Puri	02.09.2013
71.	MONITORING THE EFFECTS OF TRAINING LOAD CHANGE ON STRESS AND RECOVERY PATTERN AMONG TELIC AND PARATELIC FOOTBALL PLAYERS	Prof. V.K. Dabas and Prof. J.P. Verma	Mr. Ashutosh Acharya	02.09.2013
72.	EFFECT OF MEDITATION ON SELECTED PSYCHOMOTOR VARIABLES OF YOUTH	Prof. Jasraj Singh	Mr. Kulvinder Singh Bagga	16.09.2013
73.	EFFECT OF VARIOUS DURATION AT SURYANAMASKAR ON PHYSICAL AND PHYSIOLOGICAL PARAMETERS	Prof. A.S. Sisodiya	Mr. Bhanwar Singh Paalia	03.10.2013
74.	STUDY OF PARENTS TEACHERS AND MANAGEMENT SUPPORT TO FEMALE CHILDREN FOR PARTICIPATION IN COMPETITIVE SPORTS	Prof. L.W. Vaz	Mrs. Vinitha Sharma	13.11.2013
75.	COMPARISON OF MUSCULAR CONTRACTION AND FORCE GENERATION AMONG ACTIVE BOYS & GIRLS	Prof. Vivek Pandey	Mr. Padam Singh Kounteya	21.11.2013
76.	DEVELOPMENT OF FIELDING DRILLS TO ENHANCE THE EFFICACY OF MOTOR COMPONENTS AMONG CRICKETERS	Prof. Jasraj Singh	Mr. Nishant Thakur	21.11.2013
77.	RELATIONSHIP OF MUSCULAR CONTRACTION OF SELECTED MUSCULAR WITH THE PERFORMANCE AT JUMP SERVE IN VOLLEYBALL	Prof. S. Mukherjee	Mr. Sameer Kumar Yadav	21.11.2013
78.	EFFECT OF GOAL SETTING ON MENTAL TOUGHNESS AND PERFORMANCE AMONG ATHLETES	Prof. Jayashree Acharya	Susanta Kumar Panda	21.11.2013



79.	COMPARATIVE EFFECT OF DIFFERENT MEDITATION TECHNIQUES ON BRAIN WAVES	Prof. Jasraj Singh	Mr. Sanjeev Sakiya	21.11.2013
80.	KINEMATIC ANALYSIS OF FORWARD SALTO TECHNIQUE ON FLOOR EXERCISE IN ARTISTIC GYMNASTICS	Prof. A.S. Sajwan	Mr. Abhishek Kumar Yadav	18.12.2013
81.	ANALYSIS OF SELECTED KINEMATICS VARIABLES OF BASIC FUNDAMENTAL SKILLS EXECUTION IN BASKETBALL	Prof. Manika Debnath	Mr. Upendra Pandey	10.01.2014
82.	ASSISMENT OF HEALTH AWARENESS AMONG TRIBAL CHILDREN OF MADHYA PRADESH	Prof. L.N. Sarkar	Mr. Gendlal Vishwarkarma	21.01.2014
83.	ASSESSMENT OF PREDICTIVE VARIABLES OF DRAG FLICK INFIELD HOCKEY	Prof. Indu Mazumder	Sani Kumar Verma	07.02.2014
84.	RELATIONSHIP OF COORDINATIVE ABILITIES TO PLAYING ABILITY IN BALL, RACKET AND COMBATIVE SPORTS	Prof. V.K. Dabas	Mr. Manoj Singh Rana	07.02.2014
85.	A STUDY OF PSYCHOLOGICAL AND PSYCHOMOTOR ABILITIES OF KALARIPAYTTU AND TAEKWONDO PRACTITIONERS	Prof. Jayashree Acharya	Ms. Shreekala K.G.	18.02.2014
86.	BIOMECHANICAL ANALYSIS OF THROWING TECHNIQUES FOR VELOCITY AND ACCURACY	Prof. Ramesh Pal	Mr. Dharmendra Singh Narwariya	26.03.2014
87.	DILIP TIRKEY – THE WALL OF DEFENCE IN FIELD HOCKEY – A CASE STUDY	Dr. A.K. Datta	Mr. Gyan Swaroop	17.11.2014
88.	REMEDIAL EFFECT OF SELECTED YOGASNAS ON POSTURAL DEFORMITIES OF SCHOOL CHILDREN	Prof. V.K. Srivastava	Ms. Jotishina Singh	20.11.2014
89.	SUPPORT INFRASTRUCTURE AND PERFORMANCE OF INDIAN ELITE BADMINTON PLAYERS : AN ANALYTICAL STUDY	Prof. Jayashree Acharya	Ms. Saon Sanyal	16.12.2014
90.	EFFECT OF VARIOUS HYDRO INTERVENTION TECHNIQUES OF RECOVERY OF ATHLETES	Prof. L.N. Sarkar	Mr. Supriyo Mondal	19.01.2015
91.	EFFECT OF VARIOUS PHYSICAL ACTIVITIES ON BODY IMAGE AND PSYCHOLOGICAL WELLBEING OF SCHOOL CHILDREN AT GWALIOR	Prof. Jayashree Acharya	Ms. Ankita Singh	23.01.2015
92.	EFFECT OF METAL TRAINING WITH AND WITHOUT VERBAL CUES ON LEARNING PROGRESSIONS OF BLIND BATON EXCHANGE	Prof. Ramesh Pal	Mr. Rajarshi Kar	18.02.2015
93.	ESTABLISHING THE VALIDITY AND RELIABILITY OF A COORDINATIVE ABILITIES TEST BATTERY FOR COLLEGE LEVEL STUDENTS OF PHYSICAL EDUCATION	Prof. V.K. Dabas	Mr. Soman Preet Singh	01.04.2015
94.	COMPARATIVE EFFECT OF FLUID AND PLAYING SURFACES ON SELECTED BIOCHEMICAL AND PHYSIOLOGICAL VARIABLES DURING SIMULATED TENNIS MATCH AT HIGH TEMPERATURE	Prof. Vivek Pandey	Mr. Gaurav Singh Kushwah	13.04.2015
95.	DYNAMICS OF SELECTED PHYSIOLOGICAL AND PSYCHOLOGICAL VARIABLES IN DIFFERENT SEGMENT OF MENSTRUAL CYCLE ON ENDURANCE PERFORMANCE	Dr. Vineeta Bajpayee	Ms. Parul Shukla	11.05.2015
96.	AN ANALYTICAL STUDY OF ANTHROPOMETRIC AND PHYSICAL PARAMETERS OF VOLLEYBALL PLAYERS IN DIFFERENT POSITIONS	Prof. Sabyasachi Mukherjee	Mr. Nand Kishor Pawar	21.05.2015



97.	ANALYSIS OF HEALTH PROBLEMS EXERCISE HABITS AND FITNESS OF DIFFERENT AGE GROUP PROFESSIONALS OF ELITE HEALTH CLUB MEMBERS	Prof. B. Basumatary	Mr. Gaurav Sanotra	27.05.2015
98.	A COMPARATIVE EFFECT OF SELECTED YOGIC INTERVENTION STRATEGIES ON BIOCHEMICAL PARAMETERS	Dr. A.S. Sisodia	Mr. Diwakar Pal	09.06.2015
99.	ASSESSMENT OF COACHING LEADERSHIP STYLE AND ATHLETE SATISFACTION AMONG S.A.I. CENTRE'S ATHLETES OF PUNJAB	Prof. Manika Debnath	Ms. Aman Dhillon	03.08.2015
100.	DIURNAL VARIATIONS OF SELECTED PHYSIOLOGICAL VARIABLES AND THEIR RECOVERY AFTER HIGH INTENSITY TREADMILL RUNNING IN ATHLETES	Dr. A.S. Sajwan	Mr. Pardeep Kumar	25.08.2015
101.	A COMPARATIVE STUDY AMONG DIFFERENT PACES OF SURYANAMASKAR ON SELECTED PHYSICAL AND PHYSIOLOGICAL VARIABLES	Dr. A.S. Sajwan	Mr. Vivek Singh	15.09.2015
102.	'IMPACT OF DIFFERENT DURATIONS SLEEP DEPRIVATIONS ON PSYCHOMOTOR AND BIOCHEMICAL VARIABLES	Prof. Vivek Pandey	Mr. Pramod Singh Narwaria	06.10.2015
103.	RELATIONSHIP OF SELECTED ANTHROPOMETRIC VARIABLES AND ANAEROBIC POWER TO MAXIMUM VERTICAL REACH WITH VARIOUS STEP APPROACHES OF DIFFERENT LEVEL VOLLEYBALL PLAYERS	Prof. Sabyasachi Mukherjee	Mr. Nitin Chaudhary	08.10.2015
104.	PHYSICAL, PHYSIOLOGICAL, PSYCHOLOGICAL AND ANTHROPOMETRIC PROFILES OF ELITE TRIATHLETES : A COMPARATIVE STUDY	Prof. Wilfred Vaz	Mr. Rojeet Singh	27.10.2015

Yes.

Institute participates in Sodhganga by depositing the Ph.D thesis with INFLIBNET for electronic dissemination through open access.

S. No.	Name of the Degree/ Course	Numbers
1.	Ph.D.	102
2.	M.Phil.	In process of uploading. Already sent to INFLIBNET Centre.

3.4.5 What is the official policy of the Institute to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The Institute is very serious about the aspect of malpractices and plagiarism. The aspect of plagiarism has been controlled and checked by departmental research committees during the pre-submission presentation given by the candidate.

The TURNITIN software has been installed to check plagiarism. The tolerance limit was set for various courses i.e., 20% during



last two years no case of plagiarism was registered in the Institute. The foundation of research values of the Institute are very strong and as such the cases of mal practices are not found, however as a preventive measure the Institute communicated to the all research students about the plagiarism software.

3.4.6 Does the Institute promote the interdisciplinary research? If yes, how many interdepartmental/interdisciplinary research projects have been undertaken and mention the number of Departments involved in such endeavours?

One of the top priorities of the Institute is to promote interdisciplinary research as the basis of physical education and sports is based on various school of thoughts like physical, mental social, emotional and spiritual aspect of human being thus it reflects the interdisciplinary approach. Interdisciplinary research between physical education and other allied subjects like yoga, exercise physiology, sports biomechanics, nutrition, sports coaching and sports psychology are done in the Institute.

3.4.7 Has the Institute instituted any research awards? If yes, list the awards.

The Institute is in process of creating a platform where best research scholars with innovation will be awarded.

3.4.8 What are the incentives given to the faculty for receiving state, National and International recognition for research contributions?

The Institute is in process of giving incentives to the faculty for receiving State, National and International recognition for research contributions.



3.5 CONSULTANCY

3.5.1 What is the official policy of the Institute for structured consultancy? List a few consultancies undertaken by the Institute during the last four years.

For sharing knowledge and expertise, and helping the community to benefit from knowledge resources available within the Institute, the consultancy projects also generate revenue for the Institute.

- The Institute runs a fitness centre, in which people of all ages and sex participate and improve their fitness and health. They are also provided with constant feed back by regular health and fitness checkups in the laboratories.
- Faculty also provides their services in organizing, officiating and conduct of sports events across the country.
- Sports nurseries in different sports like Basketball, Athletics, Swimming, Cricket, Skating and Football for the kids of Gwalior.
- In summers coaching camps are organized for kids and people of Gwalior in different sports.

3.5.2 Does the University have an industry institution partnership cell? If yes, what is the scope and range of activities?

Yes.

Institute has an Institute-Industry Cell with objective of Interface between the Institute and the Industry/organizations

Responsibilities:

- To be responsible for maintenance of database of industries/ companies where the prospective internships are sought.
- To facilitate the interaction between students and industry.
- To coordinate various events like corporate meet, guest lectures, seminars etc.
- To facilitate the summer internship and final placement of students.
- To encourage students to participate in placement activities.
- To be responsible for maintenance of database of companies where the prospective appointments are sought.
- To arrange for Group Discussion's (GD's) and mock interview sessions in order to groom them for final interviews



3.5.3 What is the mode of publicizing the expertise of the Institute for Consultancy Services? Which are the Departments from whom consultancy has been sought?

Institute has Directorate of Extension Services which looks after consultancy service to be provided to different organisation.

Consultancy services provided by Directorate Extension Services:

- Orientation and Refresher course for KVS, NVS and CBSE Physical Education Teacher throughout the year.

List of various courses held during the last five years from 2011-2016

S. No.	Course Name	Date	Number of Participant		States
			Male	Female	
1.	CBSE Physical Education Teachers Orientation Programme	21.07.2011 to 04.08.2011	42	10	17
2.	KVS Physical Education Teachers Orientation Programme	01.12.2011 to 21.12.2011	22	13	06
3.	KVS Physical Education Teachers Orientation Programme	09.01.2012 to 29.01.2012	22	07	10
4.	CTSA Physical Education Teachers Orientation Programme	28.05.2012 to 11.06.2012	21	01	
5.	KVS Physical Education Teachers Orientation Programme	01.10.2012 to 21.10.2012	39	20	07
6.	KVS Physical Education Teachers Orientation Programme	16.11.2012 to 06.12.2012	38	05	07
7.	KVS Physical Education Teachers Orientation Programme	03.01.2013 to 23.01.2013	20	04	08
8.	BSF Academy Teachers Refresher Course	09.12.2013 to 24.12.2013	30	0	-
9.	KVS Physical Education Teachers Orientation Programme	24.01.2014 to 13.02.2014	24	10	09
10.	KVS Physical Education Teachers Orientation Programme	01.01.2014 to 21.01.2014	25	17	11
11.	21 Day In Service Course for KVS Teachers	08.01.2016 to 28.01.2016	20	12	07
12.	21 Day In Service Course for KVS Teachers	01.02.2016 to 21.02.2016	19	05	11

- Coaching and Training programme for defence personals especially for Army, Air force, BSF and MP Police.



- Training programme for youth named as RGKA/PYKKA.
- Health Awareness Programmes run by the Institute's fitness center.
- Special Olympic Bharat.
- Faculty also provide their services in organizing, officiating and conduct of sports events across the country.
- Sports Nurseries in different sports.
- 45 Days Summers Coaching camps.

3.5.4 How does the Institute utilize the expertise of its faculty with regard to consultancy services?

The Institute encourages all the faculty members to involve in consultancy services. Periodic meetings with industry and academia are organized to find out the areas of consultancy projects and to work out the relationship details. The procedural processes are minimized and the consultancy services are declared as priority. The faculty members are permitted to visit the industry and spend the required time to deliver the consultancy services qualitatively without prejudice to the regular teaching responsibilities.

3.5.5 List the broad areas of consultancy services provided by the Institute and the revenue generated during the last four years.

The following is the list of broad areas of consultancy services provided by the Institute:

- i) Training and Coaching
- ii) Organising tournaments.
- iii) Health and Fitness
- iv) Summer Camp
- v) Sports Nursery

Details of budget:

S. No.	Area	2011-12	2012-13	2013-14	2014-15
1.	Training and Coaching	20,78,990	32,31,463	37,31,799	32,72,440
2.	Organising tournaments	50,350	71,000	85,112	1,10,089
3.	Health and Fitness Centre	12,30,700	14,03,650	15,96,200	15,32,000
4.	Summer Camp	25,08,950	29,98,520	31,43,210	38,07,940
5.	Sports Nursery	-	-	4,94,500	12,30,500



3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1 How does the Institute sensitize its faculty and students on its Institutional Social Responsibilities? List the social outcomes programmes which have created an impact on student's campus experience during the last four years.

- 'Swachh Bharat Abhiyan'
- Institute organizes Summer coaching Camp in different sports and games
- Refresher and orientation courses for the teachers from different parts of country.
- Sending students for organizing tournaments and programs to different organizations.
- Awareness activities for sports and health promotion, free yoga camp, free health check-up.
- Sports nurseries in different sports like Basketball, Athletics, Swimming, Cricket, Skating and Football for the kids of Gwalior.
- Institute runs a Fitness centre for the society for the promotion of good health
- Road Safety Week is observed.
- Blood Donation Programmers.
- Women Protection Campaign.
- Minority challenges.
- Issues concerning special and differently challenged students.
- Campaign on awareness about HIV and AIDS.
- Go Green Plantation Programmes.
- Organization of Seminar, Workshop etc on social themes.
- International Day of Sports for Development and Peace
- International Yoga Day
- National Sports Day
- World Table-Tennis Day
- Walkers Club
- Fitness Club



These programmes have created a strong impact on the students, faculty members, employees and general public.

3.6.2 How does the Institute promote Institute neighbourhood network and student engagement, contributing to the holistic development of the students and sustained community development?

The Institute strongly believes that it should be having continuous linkage with its neighbourhood. This is done, mainly through the student's involvement, engagement with programmes relevant to the holistic development of students as well its academic community. Conducting cultural activities involving public around the Institute has been a usual practice since the inception of this Institute. An exclusive theatre has been constructed for this purpose. This theatre is accessible to all the artists, within the Institute and also outside the Institute. A number of cultural events have been conducted involving public around the campus.

Institute conducts exhibitions, sports events etc. exclusively for the public in the neighbourhood. This is mainly to give a chance to the public to understand, the activities within the Institute including the research work being carried out by various Departments and its applicability to the society.

The Centre for Yoga and Fitness of the Institute has been the centre of activities pertaining to public in the neighbourhood. Public from all age groups have been given an opportunity to participate in programmes related to yoga training, yoga therapy, fitness etc. The Institute has extended the facility exclusively to the neighbourhood.

Faculty and students of Institute having affiliations to various social service organisations, NGOs etc. regularly conduct programmes of community development for the benefit of neighbourhood. These programmes include environmental awareness, health camps, literary awareness, adult education, educational counselling, sports, recreation etc. The Institute supports these programmes by providing all the necessary infrastructure, human resources, administrative support etc.

The Institute undertakes many student involvement programmes. Besides a large number of programmes organized by N.C.C. units (boys and girls) every department organizes outreach programmes in their respective disciplines. Student socialization programmes, student organized events, study tours, leadership camps are regularly organized programmes at the department level.



Students of the Institute participate in internship programmes all over the country in different residential schools.

3.6.3 How does the Institute promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programmes.

National Cadet Corps (8 MP Bn. NCC Boys and 3 MP Bn. NCC Girls):

All the students given below are enrolled in NCC of this Institute.

S. No.	Year	Boys	Girls
1.	2011-12	107	53
2.	2012-13	107	53
3.	2013-14	107	53
4.	2014-15	107	53

'B' and 'C' Certificate passed Cadets

S. No.	Year	'B' Certificate	'C' Certificate
1.	2011-12	28	53
2.	2012-13	36	30
3.	2013-14	3	16
4.	2014-15	28	7

Major Achievements in last three years:

2013-14	2014-15	2015-16
1. NCC Nationals Games <ul style="list-style-type: none"> Athletes(Boys) 14 cdt participated. Won 1 Gold, 1 Bronze 	1. NCC National Games - Athletes (Boys) <ul style="list-style-type: none"> 15 cdt participated. Won 2 Silver, 9 Bronze Over all 4th position 	1. NCC National Games - Athletes (Boys) <ul style="list-style-type: none"> 15 cdt participated. Won 1 Gold Over all 10th position
2. Plastic Rally 14 th Sept. 2013, 100 cdt Participated.	2. NCC National Games – Football (Boys) <ul style="list-style-type: none"> 11 cdt participated. Over all 5th position 9 officials. 	2. NCC National Games – Football (Boys) <ul style="list-style-type: none"> 11 cdt participated. Over all 5th position.
3. Trail Mountaining Camp 21.01.2014, 4 Cdt attended.	3. NCC National Games - Athletes (Girls) <ul style="list-style-type: none"> 7 cdt participated. Over all 4th position. 	3. NCC National Games - Athletes (Girls) <ul style="list-style-type: none"> 6 cdt participated. Over all 10th position
	4. NCC National Games – Other games(Girls) <ul style="list-style-type: none"> cdts participated in Badminton. 12 Cdt participated in Kho-Kho. 3 Cdt participated in Kabbadi. 	4. NCC National Games – Other games(Girls) <ul style="list-style-type: none"> 8 cdt
	5. Army Attachment Camp(AAC) 2 nd -16 th Feb. 2013, 5 cdt attended.	



	6. SSB Camp, OTA 1 Cdt Attended. 7. Cancer Awareness Programme, May 2014. 8. Capt. A. S. Sajwan Attended a refresher cum Promotion course NCC from 31.03.2014 to 26.04.2014. After Course rank promoted to Major.	participated in Kabbadi. 5. Pollution awareness Rally on 08.11.2015 6. Anti-Tobacco Rally 2015
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In addition to this Institute students participated in several Youth Festivals, National Integration Camps and International Student Exchange Programmes every year.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the Institute to insure social justice and empower the underprivileged and the most vulnerable sections of the society?

At the instance of the Institute, all the Departments have undertaken various activities to empower the underprivileged and the most vulnerable society.

3.6.5 Does the Institute have a mechanism to track the student's involvement in various social movements/activities which promote citizenship roles?

All academic Departments maintain a register with details of students' involvement in various social activities. On the Annual Day function of the department, the services of the students to the society are assessed and the best performers are given special recognition by issuing Certificate of Merit and Prizes.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the Institute, how did they complement student's academic learning experience? Specify the values included and skills learnt.

The extension activities conducted by the Institute had a positive impact on the students' academic learning; the students inculcated the following values and skills.

- Developed leadership skills.
- Working in a group.
- Planning and execution of a given programme.
- Time management.



- Real life hurdles in field work.
- Designing scientific questionnaire.
- Data analysis and interpretation.
- Report writing skills.
- Presentation skills.
- Logistics etc.

3.6.7 How does the Institute ensure the involvement of the community in its activities and contribute to community development? Give details of the initiatives of the Institute which have encouraged community participation in activities.

Institute besides imparting knowledge is a versatile institution of higher learning that equally exercises its prime responsibility towards sharpening itself to cater to the multiple community divergent ridges that at times hamper the holistic mission of community development fabric. Sensitizing young minds to reorient their mind frame for the common good is at times a Sisyphus block.

- The positive image developed by Institute over the years among the public helps the Institute attract community people for any programme organized by the Institute with minimum level publicity. The experience so far is that every programme organized by Institute has been received well by respective sections of the society.
- The department of Psychology conducts counselling for various sections of people to help them to overcome the problems like alcoholism, drug abuse, family problems, learning disabilities, problems of youth, partial problems etc.
- Free health check-up and camps are organized so people are motivated and involve themselves in Institute's activities.
- Mass Display competitions are organized every year in which more than 2000 students from 10-15 different schools participate. The teachers, principals and parents are also invited in these events.

3.6.8 Give details of awards received by the institution for extension activities and / contributions to social/ community development during the last four years.

The Faculty and administrative staff of the Institute have been awarded with many awards as Best Sports Administrator, Best Coach, Best Teacher, etc. for the promotion of health, fitness,



wellness and sports culture. The following are the details of awards and recognitions received by the faculty members of the Institute:

S. No.	Name of Faculty	Details	Year
1.	Prof. Dilip Kumar Dureha	<ul style="list-style-type: none"> Member, All India Council of Sports nominated by MoY&S, GOI Managing Council Member of Asian South Pacific Association of Sports Psychology Expert Member, Quality Council of India nominated by MHRD. Chairman, Infrastructure and Sports Development Scheme in North East Region of India (UGC, New Delhi) Member Coordinator, NAAC Ambassador, Swachh Bharat Abhiyan for Physical Education & Sports, nominated by MoY&S, GOI. Member, Governing Council, Sports Authority of India. President, Sports Psychology Association of India. Member of Organising Committee of 12th South Asian Games (6-10 Feb, 2016) Guwahati, India 	2016
2.	Dr. Pushpendra Purashwani	<ul style="list-style-type: none"> Member of Technical Official of 12th South Asian Games (6-10 Feb, 2016) Shilong, India Technical Official in India Junior and cadet open ITTF World Junior circuit premium event. 	2016 2015
3.	Prof. Wilfred Vaz	<ul style="list-style-type: none"> Award for Pride of Gwalior 	2013
4.	Dr. Birendra Jhaharia	<ul style="list-style-type: none"> Major Dhayan Chand Award for Best Sports Administrator 	2014
5.	Dr. J.P. Verma	<ul style="list-style-type: none"> Best Teacher Award 	2014
6.	Prof. Vivek Pandey	<ul style="list-style-type: none"> Best Teacher and Best Coach 	2014
7.	Dr. Amar Kumar	<ul style="list-style-type: none"> Best Teacher Award 	2015
8.	Prof. V.K. Srivastava	<ul style="list-style-type: none"> Best Teacher and Best Coach Coach Vizzy trophy West Zone Inter-university team organized by BCCI. 	2013 2014 2015



3.7 COLLABORATION

3.7.1 Has the Institute's collaboration with other agencies impact the visibility, identity and diversity of activities on campus? To what extent has the Institute benefitted academically because of collaborations?

As mentioned already, the Institute has collaborated with many research and industrial organizations. The impact of such collaborations is significant. The following are some of the facts those enhanced the visibility, identity and value of the Institute:

- Campus recruitment by the industry
- Collaborative Research
- Establishment of world class instrument in Institute Laboratories.
- Organizations of Workshops/Training Programmes/Seminars
- Interaction with reputed scientists and professionals
- MOUs' with various National and International Institutes.

3.7.2 Mention specific examples of how these linkages promote

Curriculum Development:

The linkage of the Institute with schools, colleges, universities, associations, federations, NGOs and research institutions have enabled the faculty to keep abreast with the latest developments in their respective areas of interest/specializations. It has helped faculty to upgrade and modify their course curricula from time to time.

Internship and On-the-job training:

The courses offered by various Departments of the Institute have inbuilt element of on-the-job training. As a part of curriculum the students have to visit various academy institutions with linkages for internship and project work. These linkages enable the students to interact with leading personalities in their respective areas of interest and specialization. This helps them in improving their knowledge and skills.

Faculty exchange and development:

Presently most of the institutional linkages with the Institute primarily entail collaborative research work. The faculty comes across newer ideas and techniques to improve their teaching skills and research work.



Research:

Faculty visiting various countries and excellence sports centre in country get access, interact and become familiar with sophisticated latest equipment, exposure to the latest research techniques, statistical tools, database etc. this type of exposure greatly help the faculty members to do better research work.

Publication:

There is substantial improvement in the quality and quantity of publication by the members of Institute faculty due to the linkage developed with the various National and International universities. The collaborative research programmes have resulted in large number of publication with high academic values.

Extensions:

The extension activities have been improved broadly by the linkages established. As per regional and social requirements, the Institute faculty collaborates with NGOs and other professional institutions for creating awareness on various issues of social concern, as also for providing professional training.

Student Placement:

By the linkages developed by the Institute Departments they have established direct contact. The department offering professional programmes have established linkages with different academies and professional Institutions at National and International level. This is a sort of direct contact with prospective employers. Therefore, students on passing out their respective courses are able to find gainful employment in reputed Institutions/ Organisations on their own in India and abroad.

Student Selected through Placement Drives

Session	No. of Selected Students	Percentage (%) of the Selected Students
2011-12	68	89%
2012-13	98	99%
2013-14	89	100%
2014-15	74	85%



3.7.3 Has the Institute signed any MoUs with institutions of National/International importance /other universities /industries /corporate houses etc.? If yes, how have they enhanced the research and development activities of the Institute?

Yes.

The Institute has recently collaborated with National and International agencies that have helped placing itself on the global map as a premier Institute of Physical Education. These collaborations will help Institute directly and indirectly, to benefit academically and financially.

International Collaborations

- Sheffield Hallam University, Sheffield (UK).
- Semmelweis University, Budapest (Hungary).
- German Sports Institute, Cologne (Germany).
- Institute of Rome, Foro Italico (Rome).
- Medical Institute of Plovdiv (Bulgaria).
- University of Qatar (Qatar).
- Kazakh Academy of Sport and Tourism (Kazakhstan)

National Collaborations

- Swarnmin Gujarat Sports University, Gandhinagar, (Gujarat)
- Indian Institute of Tourism & Travel Management (IITTM, Gwalior)
- Assam Don Bosco University (Assam)
- Mahatma Gandhi Chitrakoot Gramoday Vishwavidyalaya (Chitrakoot)

3.7.4 Have the Institute-industry interactions resulted in the establishment/creation of highly specialized laboratories/facilities.

The Institute is in the process of establishing highly specialized facilities based on industry demand.



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

The infrastructure facilities and learning resources are key factors for creating the ambience to enhance the productivity of both staff and students. The Institute has excellent infrastructural facilities including adequate classrooms and air conditioned high-tech seminar halls with interactive boards for classroom teaching, spacious examination and valuation centres, auditorium, well equipped research laboratories, with sophisticated instruments and Computer labs with internet facilities. Apart from a full-fledged air conditioned Centralized Library, the Institute is well equipped with excellent physical infrastructural facilities like indoor and outdoor sports facilities, cafeteria, guest house, post office, the branch of SBI with ATM.

Detail of Infrastructure of each building, play fields, residential facilities and others

Name of the Building	Ownership	Plinth Area
Academic Block	LNIFE, Gwalior	2010.56 Sq.mt
Administrative Building	LNIFE, Gwalior	76,142.92 Sq. ft.
Research Block	LNIFE, Gwalior	9170.92 Sq. ft.
Auditorium Building	LNIFE, Gwalior	1314.11 Sqm.
Library Building	LNIFE, Gwalior	2102.87 sq.mt
Guest House	LNIFE, Gwalior	4828.19 Sq. ft.
Cariappa Complex (Used as Guest House)	LNIFE, Gwalior	483.00 sq.Mts
Central Stores (Joseph, Cariappa Complex)	LNIFE, Gwalior	1950 Sq. ft.
Multi Purpose Hall	LNIFE, Gwalior	2446.06 Sq.mt
Swimming Pool & Gymnasium Hall	LNIFE, Gwalior	74,358 Sq. ft.
Health Centre	LNIFE, Gwalior	11,054 Sq. ft.
Yoga, Health & Fitness Building	LNIFE, Gwalior	1600 sq.mt
Boys Mess & Facility Centre	LNIFE, Gwalior	15,293 Sq. ft.
Boys Hostels (Pratap, Shivaji, Subhash, Azad House)	LNIFE, Gwalior	50799 Sq. ft.
Bhagat Singh Hostel (Used as UGC, ASC Department)	LNIFE, Gwalior	876.5 Sqm.
Aurbindo House (Boys Hostel)	LNIFE, Gwalior	935.07 Sqm.
Swami Vivekanand House (Boys Hostel)	LNIFE, Gwalior	935.07 Sqm.



Girls Hostel (Padmini, Sarojini, Mother Teresa House)	LNIFE, Gwalior	35126 Sq. ft.
New Girls Hostel (100 Girls Capacity)	LNIFE, Gwalior	2324.18 Sq. ft.
New Boys Hostel (200 Boys Capacity)	LNIFE, Gwalior	4403.20 Sq. ft.
International Hostel	LNIFE, Gwalior	3981.65 Sq. ft.
Cricket Pavilion	LNIFE, Gwalior	800.00 Sq. ft.
Hockey – Artificial surface	LNIFE, Gwalior	54000 Sq. ft.
Synthetic Track – 400 mtr.	LNIFE, Gwalior	8476.60 Sqm.
Skating Rink – 1	LNIFE, Gwalior	100 m.
Handball Field – 3	LNIFE, Gwalior	3200 Sqm.
Squash Complex – 3	LNIFE, Gwalior	902 Sqm.
Basketball Courts – 5	LNIFE, Gwalior	3577 Sqm.
Residential Quarters for Teaching & Non-teaching Staff	LNIFE, Gwalior	7380.49 Sqm.
Swimming Pool – 50 mts.	LNIFE, Gwalior	815 Sqm.
New Boys Hostel 200 capacity	LNIFE, Gwalior	1970 Sq.mt

INFRASTRUCTURE AND SPORTS FACILITIES AT LNIPE,



Figure 1 . Astro Turf Hockey



Figure 2. Olympic Size Outdoor Pool



Figure 3. Auditorium with 500 seating capacity



Figure 4. Academic Staff College



Figure 5. Guest House



Figure 6. Indoor Swimming Pools



Figure 7. Multi Purpose Sports Facility



Figure 8. Hostel Facility

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The Institute has a systematic planning and mechanism of the physical infrastructure. There is a Planning and Monitoring Committee, as well as, Building Works Committee which plans for the infrastructural facilities on the campus and the decision is taken by the Board of Management through Finance Committee to add to it as per the requirements arising out of new challenges in the field of teaching-learning and research.

The Institute organizes 45 days summer coaching camp for people of Greater Gwalior during the summer vacation to ensure the adequate utilization of infrastructure. All infrastructural facilities are optimally used by the Institute.

The Institute has 24 hours uninterrupted power supply and additional generators in various departments. The campus has its own water supply system, including reverse osmosis water plants.



Badminton Summer Camp, 2014



Gymnastic Summer Camp, 2014

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching- learning environment? If yes, a few recent initiatives.

Yes, creation and enhancement of infrastructure to promote a good teaching- learning environment is a primary concern of the Institute. The available infrastructure is reviewed from time to time by the Building Works Committee and the decision is taken to add to it as per the requirements arising out of new challenges in the field of teaching-learning and research.

Each department submits the infrastructural requirement for the forthcoming academic year. The Annual Budget is prepared



based on these submissions and steps are taken to equip the departments with the facilities sought, such as extra classrooms, hostels, infrastructure, furniture, e-learning resources, equipments, consumables, accessories, upgrading existing systems and servers.

The following are the buildings newly constructed for enhancing good teaching and learning environment in the campus

S. No.	Details	Estimate Cost (In Lac.)	Current Status
1.	Boys Hostel for Sports Academy	500.00	Ongoing
2.	Artificial Hockey Field	350.00	Completed
3.	Synthetic Track	800.00	Ongoing
4.	Outdoor Swimming Pool	450.00	Completed
	Total	2100.00	

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Well furnished rooms and research laboratories in the Institute along with sophisticated instruments and necessary infrastructure are provided to the faculty. Internet connectivity is provided to all the faculty members and research students. Labs such as communication skills and basic programming have facilitated the student community.

The Institute provides administrative and academic support for the smooth conduct of the research. Each Department has a separate well equipped research lab for conducting research.

Name of the Department	Name of the Equipment	Cost	Make
Health Science & Yoga Department	Game Ready Equipment (02 Nos)	6,21,590.00	Game Ready, USA
Health Center	Semi Auto Bio Chemical Analyzer Model -1 Chem Touch	1,85,000.00	Transasia, Mumbai
Pedagogy Department	Language Lab	6,86,475.00	Gurukul, New Delhi
Pedagogy Department	Volleyball Throwing Machine Winshot 800 Pro	5,88,870.00	Volent Technology, Delhi
Pedagogy Department	Football Shooting Machine	7,30,000.00	Globus, Italy
Building & Roads Department	Aluminium Ladder (02 Nos)	3,12,142.00	Relads, Jagadhri (Haryana)
Health Science & Yoga Department	Bone Mineral Densitometer (BMD)	10,20,000.00	Global Medical Devices, Pune
Pedagogy Department	Football Shooting Machine	7,30,000.00	Globus, Italy
Building & Roads Department	Aluminium Ladder (02 Nos)	3,12,142.00	Relads, Jagadhri (Haryana)
Health Science &	Bone Mineral	10,20,000.00	Global Medical



Yoga Department	Densitometer (BMD)		Devices, Pune
Health Science & Yoga Department	Silicon Coach Pro: Model – Silicon Coads Pro – 7	1,38,000.00	Global Medical Devices, Pune
Health Science & Yoga Department	Computerized Spiro Meter	1,57,500.00	Volent Technology, Delhi
Exercise Physiology Department	Computerized Spiro Meter	1,57,500.00	Volent Technology, Delhi
Exercise Physiology Department	Body Composition Analyzer	5,14,500.00	Volent, Technology, Delhi
Health Science & Yoga Department	Body Composition Analyzer	3,65,000.00	Cardiomed, Delhi
Health Science & Yoga Department	Composite Neuromuscular Analytical System	24,50,000.00	Cardiomed, Delhi
Exercise Physiology Department	Athletic Reaction Training Device	3,15,000.00	Cardiomed, Delhi
Exercise Physiology Department	Pro Analyst Software	5,45,000.00	Cardiomed, Delhi
Gymnastic Department	3D Motion Analysis System	42,00,000.00	Volent Technology, Delhi
Gymnastic Department	Competition Parallel Bars	4,85,000.00	Swatantra Sports,
Gymnastic Department	Competition High Bars	1,90,000.00	Swatantra Sports
Gymnastic Department	Competition High Bars	1,69,000.00	Swatantra Sports
Gymnastic Department	Training Pommel Horses	1,54,000.00	Swatantra Sports
Gymnastic Department	Competition Rings	3,24,000.00	Swatantra Sports
Gymnastic Department	Competition Rings	1,14,000.00	Swatantra Sports
Exercise Physiology Department	Baropodometric Platform Fitted With 1600 Pressure Sensors	9,34,500.00	Hospedica Delhi
Exercise Physiology Department	Metabolic Analyser (V)2, VCO2)	29,40,000.00	Qubit System Inc. Canada
Exercise Physiology Department	Balance System for Core Stability Training	3,15,000.00	Volent Technology, Delhi
Exercise Physiology Department	Physiological Wireless EMG System	15,75,000.00	Medicem MTD Ltd, Russia
Exercise Physiology Department	Body Composition Analyzer	5,14,500.00	Volent Technology, Delhi
Exercise Physiology Department	Isolated Joint Measurement (Isokinetic Trainer)	50,40,000.00	CSMI Solution, USA
Exercise Physiology Department	Holtain Anthropometer	1,52,000.00	Global Medical Devices, Pune
Sports Psychology, Department	Vienna Test System, License	10,99,833.00	Kores India Ltd, Mumbai
Pedagogy Department	Hydro Riding Lawn Mower	3,82,029.00	MTD,
Health Science & Yoga Department	The Spine Concept	1,35,00,000.00	Finland
Exercise Physiology Department	Ergo Meter	4,30,500.00	Hospedica Delhi
Exercise Physiology Department	Treadmill	6,72,000.00	Hospedica Delhi
Health Center	ICE- Cube	2,15,129.00	Quality machine Tools Corporation Indore



Exercise Physiology Department	Treadmill	9,30,000.00	Cosmed, Italy
Mess	Chapati Making Machine	10,14,250.00	K.M. Delhi
Research Department	SPSS Software	6,36,276.00	IBM, Bangalore
Pedagogy, Department	Basketball Poll (04 Set)	41,96,000.00	Rido,
Pedagogy, Department	Shooter Training System Rifle & Pistol (02 Nos)	2,16,000.00	Tremendous Shooting, Moradabad
Pedagogy	Air Rifles Anschutz Air Rifle (04 Nos)	7,73,960.00	Anschutz
Pedagogy	Air Rifles Anschutz (02 Nos)	5,39,600.00	Anschutz
Pedagogy	Air Pistol Morini (06 Nos)	10,20,000.00	Morini

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes.

Spacious office space, with computer and internet facility is provided to all the departments. There are separate rest rooms for women students and staff.

4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

Lifts and ramps facilitate access to classrooms and labs in some departments. Specially designed toilet facilities for the differently able exist in some Departments. Efforts are underway to extend these facilities throughout the Institute.





4.1.6 How does the university cater to the requirements of residential students? Give details of

The Institute is fully residential and requirement of the residential students are looked after by the respective hostel wardens. The Chief Warden and the faculty also look, into the problems of the residential students. The campus is fully equipped with facilities such as ATM, Bank, Post Office and a Canteen.

Table No. 4.1: Hostel Occupancy

S. No.	Name of the Hostel	Intake Capacity	Occupancy
MEN			
1.	Azad Hostel	40	83
2.	Pratap Hostel	40	88
3.	Shivaji Hostel	40	84
4.	Subhash Hostel	40	76
5.	Aurobindo Hostel	40	89
6.	Vivekanand Hostel	40	50
7.	Major Dhyanchand Hostel	96	144
	TOTAL	336	614
WOMEN			
1.	Padmini Hostel	38	58
2.	Sarojini Hostel	23	58
3.	Teresa Hostel	69	57
4.	Mrignayani Hostel	78	65
	TOTAL	208	238

Recreational facilities provided at the Hostels:

- Recreational Room
- Television
- Table Tennis
- Badminton
- Wi-Fi facilities
- Water cooler attached with RO water
- Common Canteen
- Visitor Rooms
- Guest House for parents and students guests

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes.

The Institute has a centrally located Health Centre for looking after the health needs of the students, staff and their families



residing in the campus of the Institute. The Health Centre is managed with two medical doctors, para-medical staff (one Compounder, one Pathology Lab Asstt. one Lab Asstt.) and supportive staff. The Health Centre has a Dispensary, Pathology Lab and Physiotherapy Division.

The entire health records of the students and faculty is managed electronically, in which their past medical history is stored.

The students of the Institute are treated by the medical doctors for general diseases and minor injuries on notional payment (Medical Fund). The medicines, injections, dressings etc. available at the Health centre are provided free of cost to the students and staff of the Institute. For any emergency or serious sickness, the students are referred to the Govt. Medical College Hospital, Nursing Homes, or Specialist doctors as appropriate. In such cases, all the students are covered under Medical Insurance Policy.

The students are also admitted to the wards in the Health Centre for observation, or isolation while suffering from contagious diseases.

Routine Pathology tests (Blood, Urine, Stool etc.) are performed at the Pathology Lab in the Health Centre. A well equipped Physiotherapy Division headed by the Associate Professor and Physiotherapist also provides Physiotherapy treatment to the needy students and staff for their musculo-skeletal sports injuries.

The equipments available at the Health Centre are:-

- **Dispensary**
 - E.C.G.
 - Nebulizer
 - Pulse Oxymeter
 - Ambu- Bag
 - Ice-Making machine
- **Pathology Lab.**
 - Fully Automatic Haematology Cell Counter
 - Semi-Auto Biochemistry Analyzer
 - Spectro-Photometer
 - Double Glass Distillation Plant



- Digital Centrifuge machine
- Digital Incubator
- Digital Hot Air Oven
- Binocular Microscope

- **Physiotherapy Division**

- Cold-Compression
- Short-Wave Diathermy
- Ultra-Sound
- Long-Wave Diathermy
- High Frequency Traction
- Electro therapy
- LASER
- Magneto Therapy
- Contrast Bath, Whirl Pool
- Infra Red Lamps, Hot Moist Therapy, Wax bath
- Exercise Therapy equipments for various Parts of Body.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

This is a premier Institute of Physical Education and Sports in India which has all world class sports infrastructure for overall development of student's personality. The Institute has state of art infrastructure. Morning and evening participation in sports is a part of curriculum. The Institute provides an ideal setting for students to develop their all round personality.

- Students are encouraged to participate in State and National and Inter university level, cultural, sports, and literary programs.
- Students take part in Youth Parliament.
- There is a Cultural club where periodically training is given in music.
- Intramural is the part of curriculum.

As being premier Institute of Physical Education and Sports all International standard sports infrastructure is made available to students even on holidays.

4.2 LIBRARY AS A LEARNING RESOURCE

The Institute provides an air-conditioned Central Library, as well as, Departmental Libraries. Library is the quest for knowledge for students of varied disciplines. The Departmental libraries provide a quick and easily accessible learning resource at close proximity.



P.M Joseph Central Library

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Yes, there is Library Advisory Committee consisting of:

- The Faculty In-charge Chairman
- Five Faculties nominated by the Vice-Chancellor
- Librarian is the coordinator

Significant Initiatives of the Advisory Committee:

- Rationalized budget allocation to Departments
- Streamlining procedures for purchase of books and e-resources
- Measures to minimize loss of books and journals
- Subscription to online journals accessible to all students and faculty
- Training to research scholars on use of e-resources
- Interlibrary transfer



- Dissemination of benefits of membership to INFLIBNET-NLIST to the departments.
- Providing access to library after working hours on demand
- Visiting the International Delhi Book Fair and committee has select the latest collection of the field
- Encouraging the Library staff members to attend faculty development programs, conferences, workshops related to Library, E-resources and latest technology implementation.
- Help in infrastructural developments in the Library.

4.2.2 Details of the following:

Details	
Total area of the library (in sq.mts.)	a) Semi Basement – 1883 sq.mts. b) Ground Floor – 387 sq.mts. & First Floor Total – 5761 sq.mts.
Total seating capacity	Reading Hall- 200 Figure -1 Periodical Section – 80 Figure -2 Thesis Section – 40 Figure -3 Stack Hall – 60 Figure -4 Digital Lab – 40 Figure-5 Catalogue Area – 20 Figure-6 Seminar Hall – 75 Figure-7 Conference Hall – 25 Figure-8 Total Seating Capacity - 500



Figure -1
Reading Hall

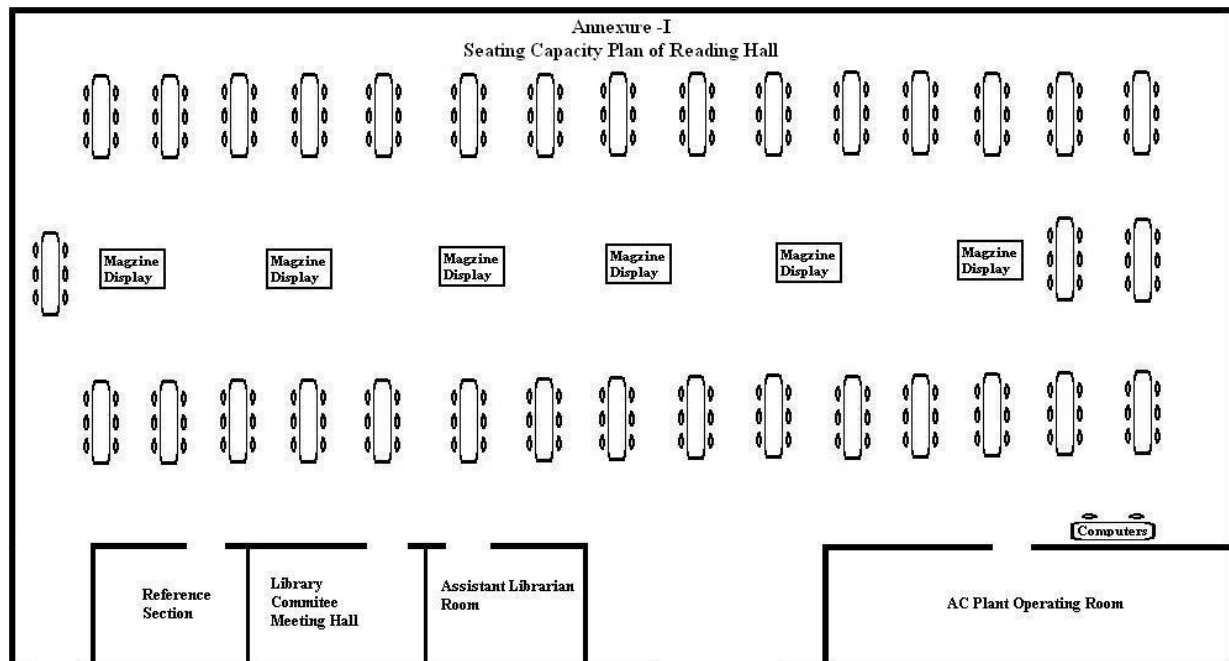


Figure -2
Periodical Section

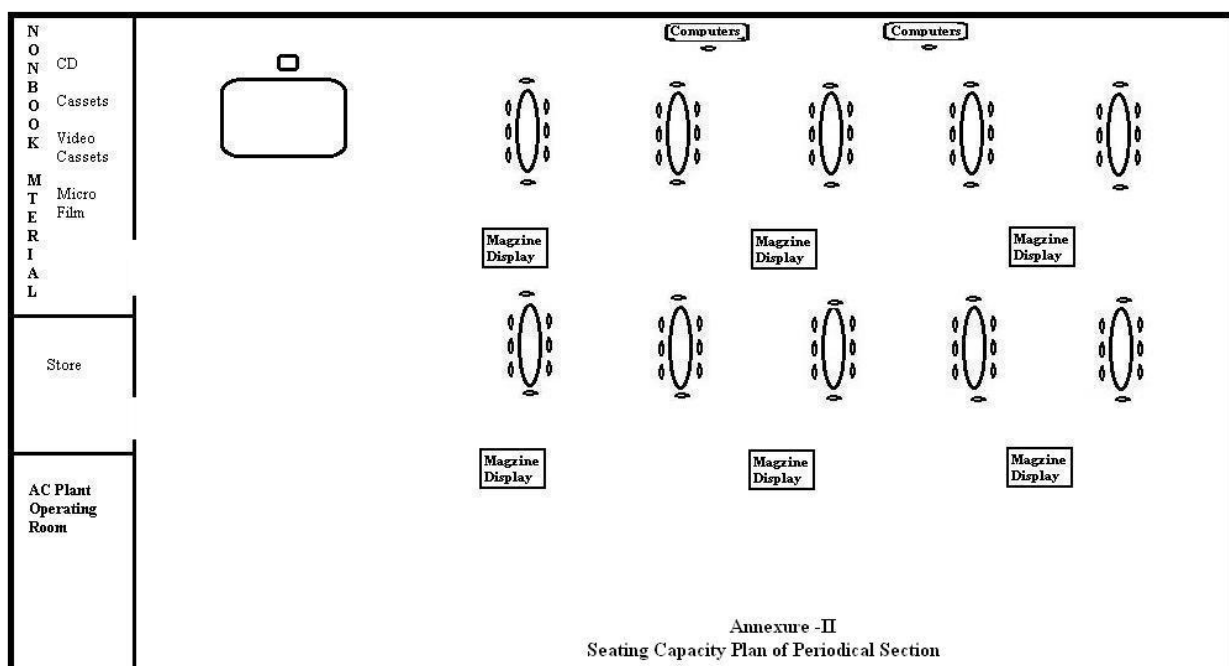




Figure -3
Thesis Section

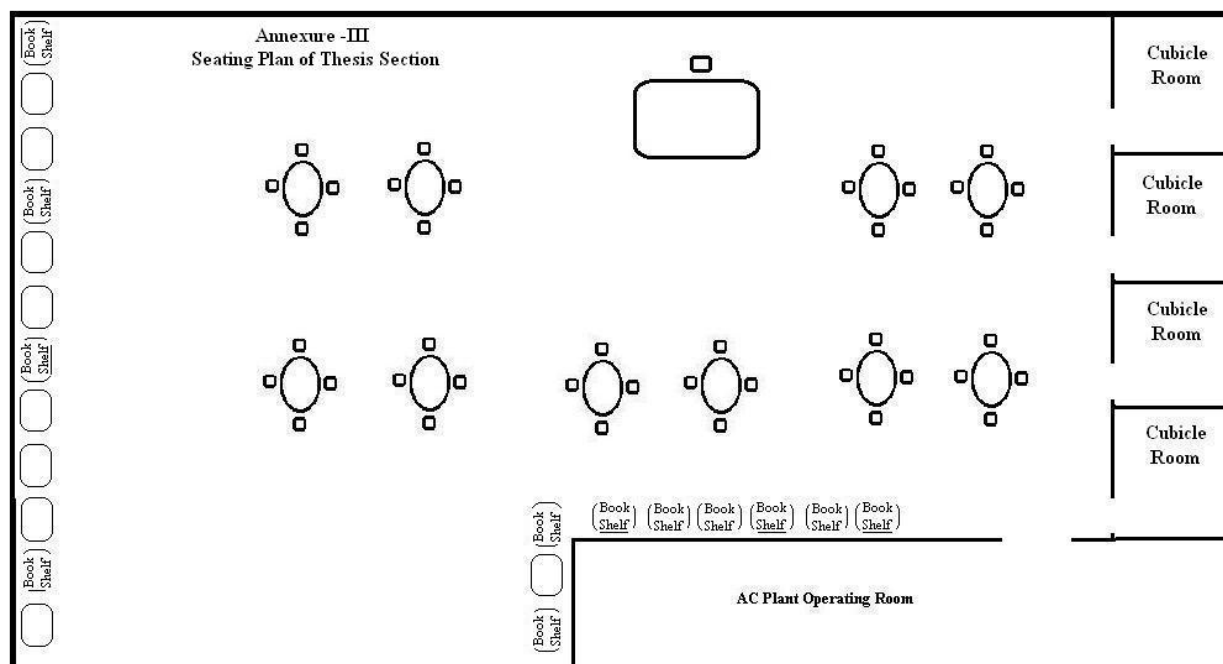


Figure -4
Stack Hall

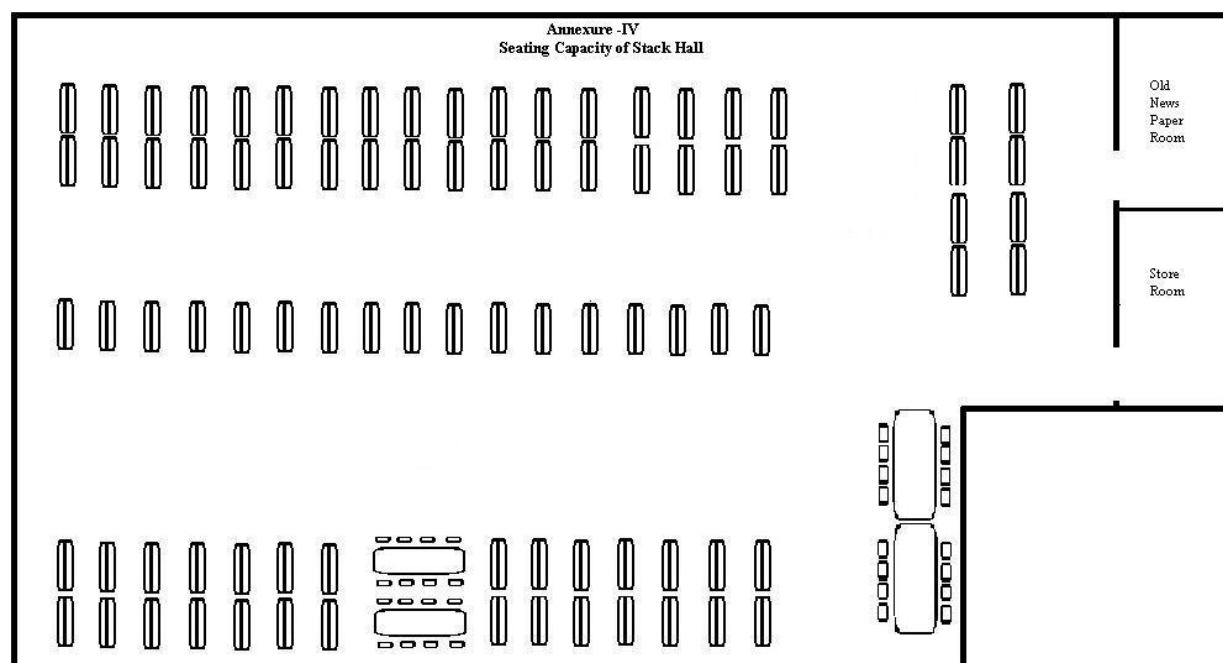


Figure -5
Digital Lab

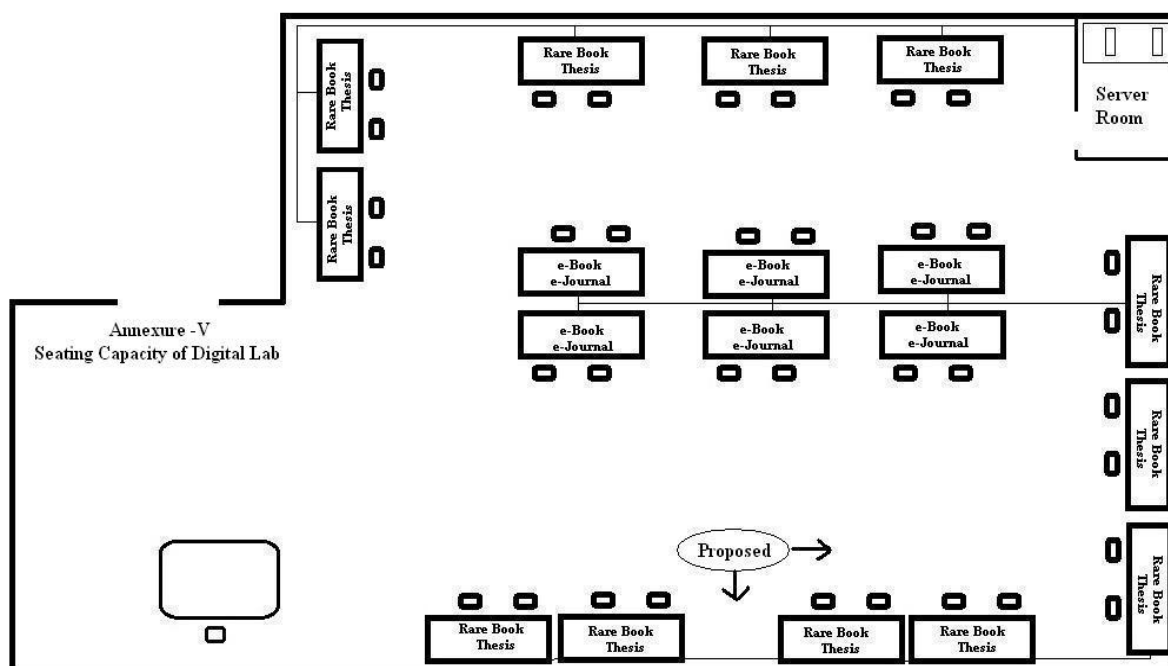


Figure - 6
Catalogue Area

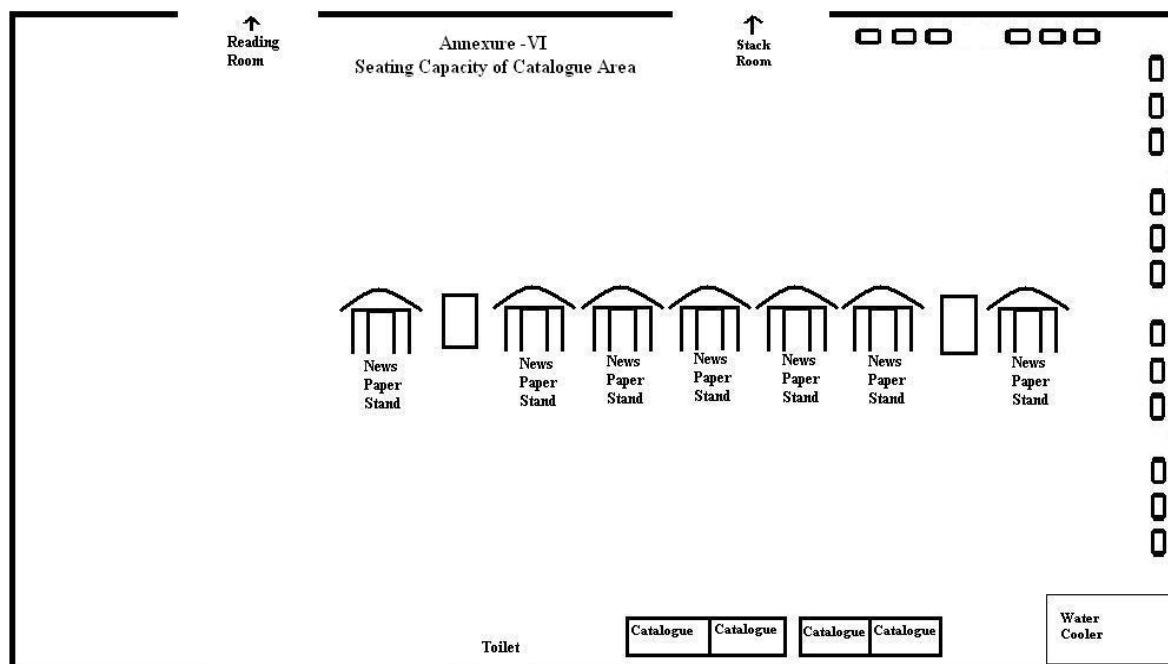
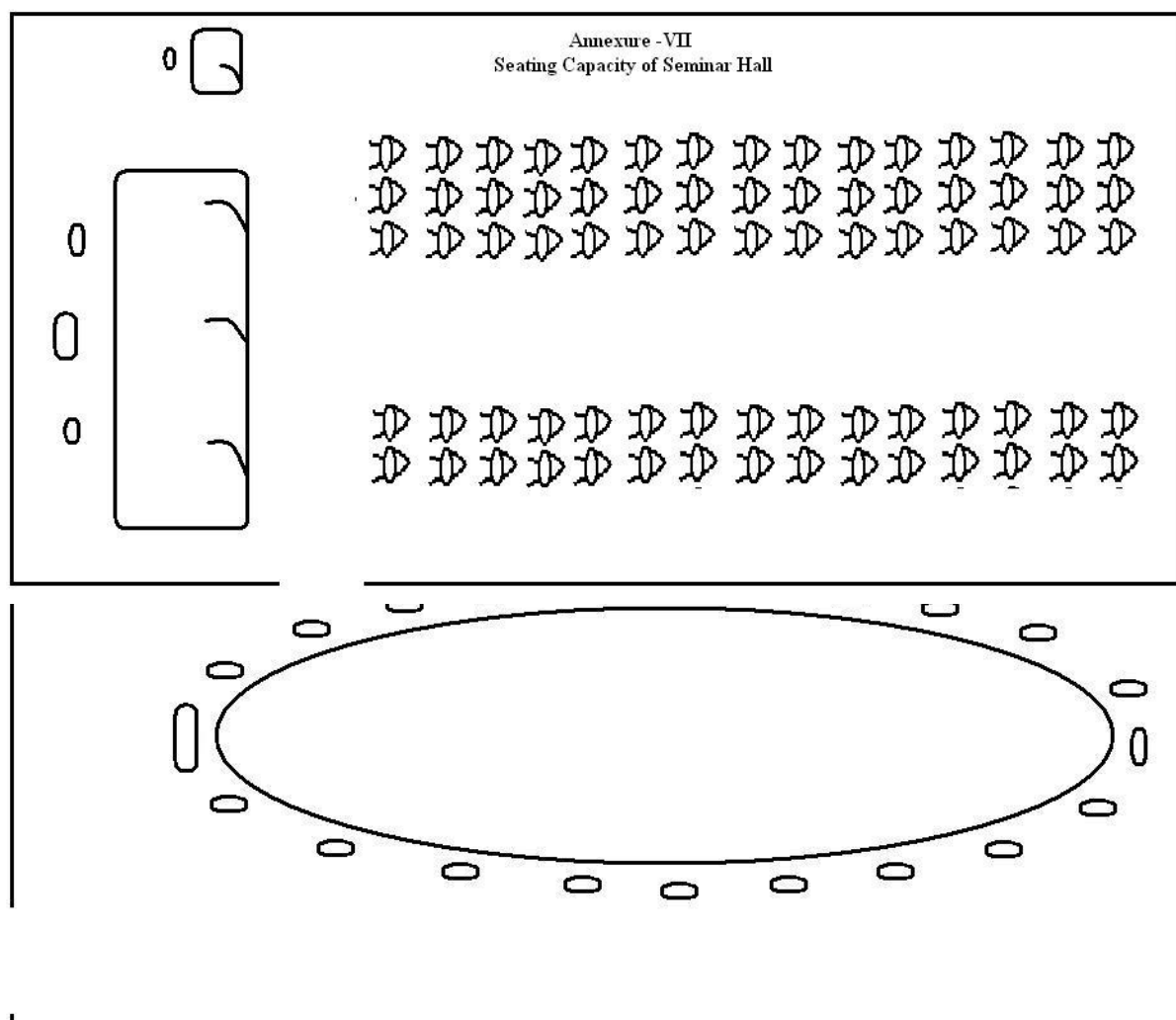


Figure - 7
Seminar Hall



Working Hours:	9.00 AM to 9.00 PM
Working Days:	6 Days
Working Hours:	72
Holidays Days:	01
Layout of the library	Yes, constructed by CPWD Available in the estate section
Floor plan, sign board, fire alarm access to disabled users	Yes

Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection.

Path finder chart of the library building is displayed outside the library, which gives detailed directions about various sections. Adequate sign boards are displayed in all the sections. Fire



extinguishers are provided in each section for security purpose. The ramp and lift facilities have been provided for differently-abled users to visit various sections. Circulation of books and internet node are available for differently-abled users at the ground level. The special seating facility in the Reading Hall is made available to such persons. Open access system is operative for all the members of the library since 2010.

4.2.3 Give details of the library holdings:

S. No.	Detail	
1	Book	Title : 459 Total Books : 62744
2	Reference Books	Title : 162 Total Books : 1279
3	Periodicals and Journals	76
4	Thesis	Ph.D. : 344 M. Phil. : 413 M.P.Ed. : 1295
5	Research Project	M.P.Ed: 515
6	Micro Films	63
7	Electronic Collection	e-Books : 33 e-Journals : 26
8	DVD and CD	DVD : 05 CD : 162
9	Book Banks	431
10	Computers	20
11	LCD Projects	02
12	News Papers	22
13	Magazines	16

Addition made during last four years:

S. No	Detail		2012-13	2013-14	2014-15	2015-16
1.	Book	Title: Total Books:	460 1262	429 2322	438 1589	246 669
2.	Reference Books	Title: Total Books:	38 155	19 91	15 74	8 34
3.	Periodicals and Journals	Title: Total Books:	74 350	79 323	62 245	79 -
4.	Thesis	Ph.D. : M. Phil. : M.P.Ed. :	31 - 41	6 - 32	- 5 21	- - -
5.	Research Project	M.P.Ed:	-	-	-	-
6.	Electronic Collection	e-Books: e-Journals:	- DelNet	13 09	- 14	20 J-Gate
7.	DVD and CD	DVD: CD:	- -	- -	- -	- 15
8.	Computers		-	-	10	-
9	LCD Projects		-	-	-	-



Detail of Department of Exercise Physiology

S. No.	Detail	
1	Book	110
2	Reference Books	10
3	Periodicals and Journals	05
4	Thesis	Ph.D. : 20 M.Phil. : 25 M.P.Ed. : 110
8	DVD and CD	25
	Electronic Collection	e-Books : 15 e-Journals : 6
11	Computers	02
12	LCD Projects	01

Detail of Department of Sports Psychology

S. No	Detail	
1	Book	105
2	Reference Books	10
3	Periodicals and Journals	05
4	Thesis	Ph.D. : 20 M.Phil. : 30 M.P.Ed. : 110
8	DVD and CD	25
	Electronic Collection	e-Books : 20 e-Journals : 10
11	Computers	02
12	LCD Projects	01

Detail of Department of Sports Biomechanics

S. No.	Detail	
1	Book	210
2	Reference Books	15
3	Periodicals and Journals	10
4	Thesis	Ph.D. : 20 M.Phil. : 30
8	DVD and CD	25
11	Computers	07
12	LCD Projects	01

Detail of Department of Health Sciences and Fitness

S. No.	Detail	
1	Book	120
2	Reference Books	12
3	Periodicals and Journals	08
4	Thesis	Ph.D. : 16 M.Phil. : 20 M.P.Ed. : 70
8	DVD and CD	35
	Electronic Collection	e-Books : 10 e-Journals : 08
11	Computers	01
12	LCD Projects	01



Detail of Department of Physical Education Pedagogy

S. No.	Detail	
1	Book	251
2	Reference Books	17
3	Periodicals and Journals	11
4	Thesis	Ph.D. : 14 M.Phil. : 20 M.P.Ed. : 66
8	DVD and CD	12
11	Computers	01
12	LCD Projects	01

4.2.4 What tools does the library deploy to provide access to the collection?

OPAC

- All facilities are available through appropriate tools like OPAC, LIBASOFT DBMS, Digital Library-DIGIX Software, E-Learning, etc.
- The users are offered a wide range of services like Online Access of Public Catalogue (OPAC).
- Developed Online Public Access Catalogue software to search books, printed journals, thesis & reading material physically located in various sections.

Electronic Resource Management package for e-journals

- UGC-Info-net
- Online reservation of books, internet and E-mail services, and CD-ROM searches.
- A local area network is established and about ten terminals have been made available to users to access the local database and CD-ROM database.

Federated searching tools to search articles in multiple databases

- JSMS (J-Gate Social & Management Science)
- Search keys: Author Search; Title Search; Accession Number, Key word, Search, User wise, etc.

Library Website

A link to library has been provided in the Institute website and online servicing is made possible. <http://www.lnipe.edu.in>

In-house/ remote access to e-publications



The institution makes use of INFLIBNET, DELNET, IUC Facilities in addition to ERNET, VSAT and other software JSMS inform library network.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to?

Library Automation has working on SOUL Software and 20 computers are provided for general access. A heavy Network Printer is also provided for making printouts by the students. Entire library building is Wi-Fi and using Internet band width speed 2mbps through institutional repository.

Library Automation

Modernization of the Library was started in 1995 with a special grant of Rs. 50 Lakhs and a recurring grant of Rs. 15 Lakhs from UGC during the IX Plan Period. Under the X Plan, UGC sanctioned an amount of Rs. 35.85 Lakhs for setting up Info-net-e-journal Consortium.

Virtual Reference Library

Virtual reference Library is an electronic database of encyclopaedias, free text-books, dictionaries, and specialized reference sources for multidisciplinary research. The VRL functions as a subject gateway for reliable and easily accessible source of information on the web. It consolidates and aggregates electronic reference tools and techniques to improve competence of students and scholars. Now E-Question Banks are also available for student's reference.

Media Library

Education based electronic resources like audio, video, movie, digital pictures and animated movies etc. are organized with subject categorization and maintained for various advanced services like digital library, media library & children's library.

4.2.6 Provide details (per month) with regard to

- | | |
|--|-------------------------|
| • Average number of walk-ins | 4000 Students |
| • Average number of books issued/
returned | 1200 Books (per month)/ |
| • Ratio of library books to students
enrolled | 40 Books |



• Average number of books added during the last four years	2011-12 - 1580 Books 2012-13 - 1530 Books 2013-14 - 1874 Books 2014-15 - 1770 Books
• Average number of login to OPAC	Approx. 250 Students
• Average number of login to e-resources average number of e-resources downloaded/printed	Approx. 200 Students (per month)
• Number of IT (Information Technology) literacy trainings organized	Yes
4.2.7 Give details of specialized services provided by the library with regard to	
• Manuscripts	Yes
• Reference	Yes
• Reprography/Scanning	Sharp Photocopier (AR-M258)/ and HP Scanner (Scanjet-5590)
• Inter-library Loan Service	Yes
• Information Development and Notification	Yes Through - lnipecentrallibrary@gmail.com
• OPACS	Touch Screen Kiosk)
• Internet Access	14 PC are made available for students with internet connective.
• Downloads printouts	Network Printer (HP 5200) Connect with Networking
• Reading list/ Bibliography compilation	On Demand
• In-house/ remote access to e-resources	10 Computers made available to access e-resources in the Digital Library)
• User Orientation	Yes
• Assistance in searching Databases	Yes
• INFLIBNET/ IUC facilities	INFLIBNET (Shodhganga) Rs. 30,00,000/-

**4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.**

S. No.	Year	Expenses made
1.	2012-13	2233342
2.	2013-14	4632441
3.	2014-15	4053823

4.2.9 What initiatives has the university taken to make the library a happening place on campus?

- Display of New Arrivals on LCD.
- Information of New Arrivals to the Staff by E-Mail.
- CAS on E-Mail to the staff members.
- Wi-Fi Facility in the library.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

- Suggestion Box.
- Student Book Requirement Register.
- Through E-Mail.

4.2.11 List the efforts made towards the institutional development of the library in last four year

- Display New Arrivals through LCD.
- Library Automation.
- Digitization of Rare Books.
- Access of e-Journals.
- Access of e-Books.



4.3 I.T. INFRASTRUCTURE

4.3.1 Does the University have a comprehensive I.T. policy with regard to?

IT Services Management

Yes.

Institute ensures that IT best practice processes are adopted and sustained to enable the effective management and implementation of all ICT services. The Institute has established a separate computer and advance statistics centre, headed by a Director, Advanced Studies for effective management of I.T. services. The required infrastructure for I.T. service management such as servers, intranet, software's, etc. are procured and maintained for efficient I.T. management. AMC is available for all hardware services.

The following are the functions of the Computer Centre and Advance Statistics:

- Website Maintenance
- Provide LAN facility
- Provide course information support
- Provide document storage and access
- Improve network security and authentication services
- Provide a migration path for seamless wireless technology
- Identify demands and growth on the network
- Identify security risks
- Identify growing I.T. demands from different stake holders in the campus
- Redundancy of core switches
- Space allocation and utilization in servers
- Plan for environment friendly power backups
- Allowing researchers and work teams to share their work and interact in real time video, audio, shared white boards etc.

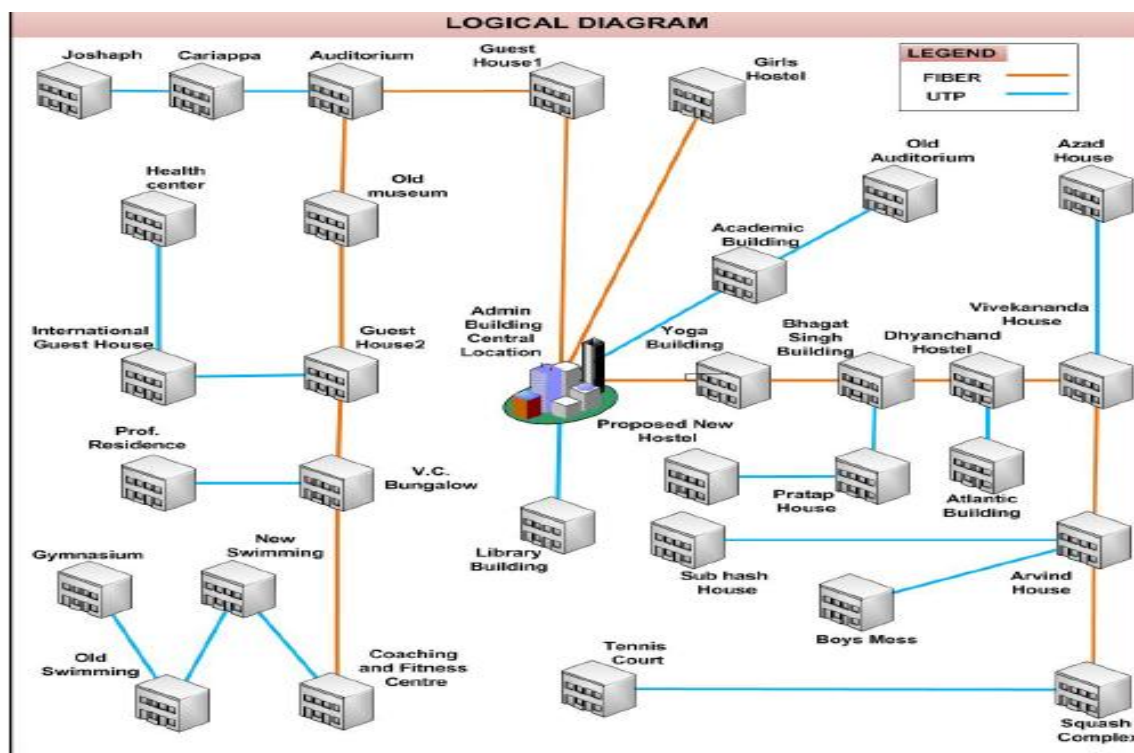
LNIPE is in the process of expanding its activities to provide assured unlimited campus connectivity to every nook and corner of the Institute. Over the last few years an enormous growth in network usage was observed in the campus with various changes and configuration in the critical parts of the



network. All hostels were extended with wired network connectivity.

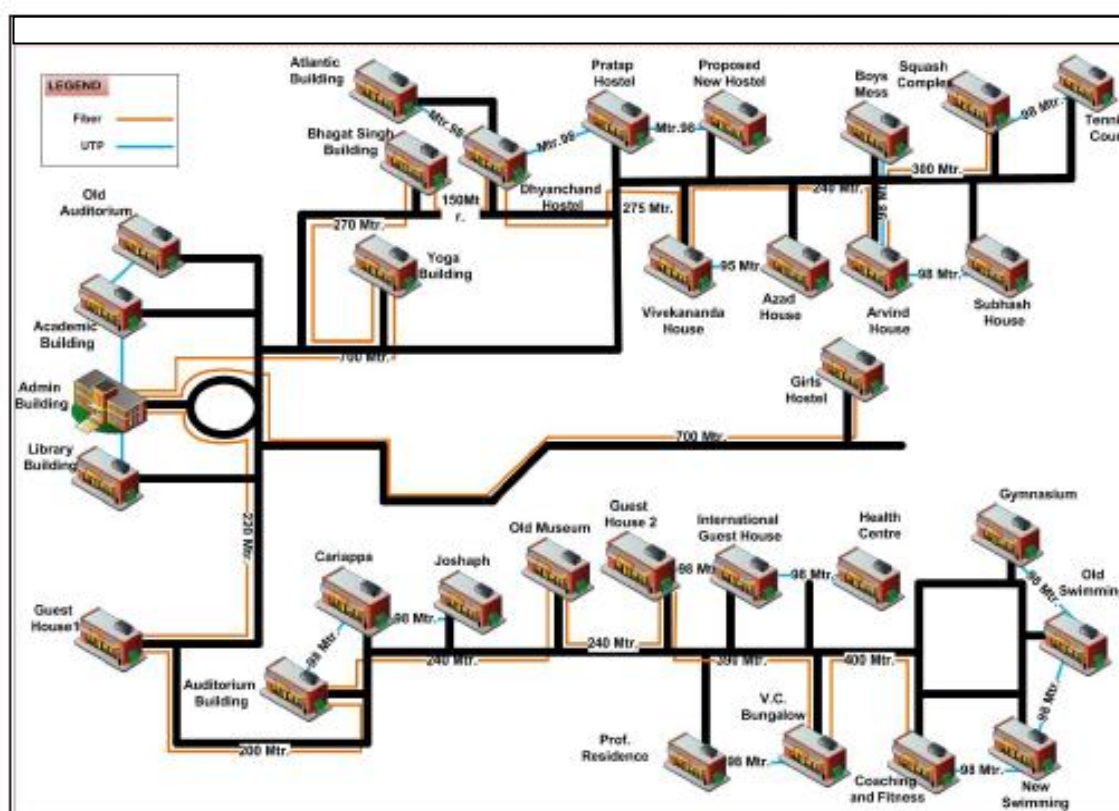
Following are the lists of equipments upgraded in Phase-1

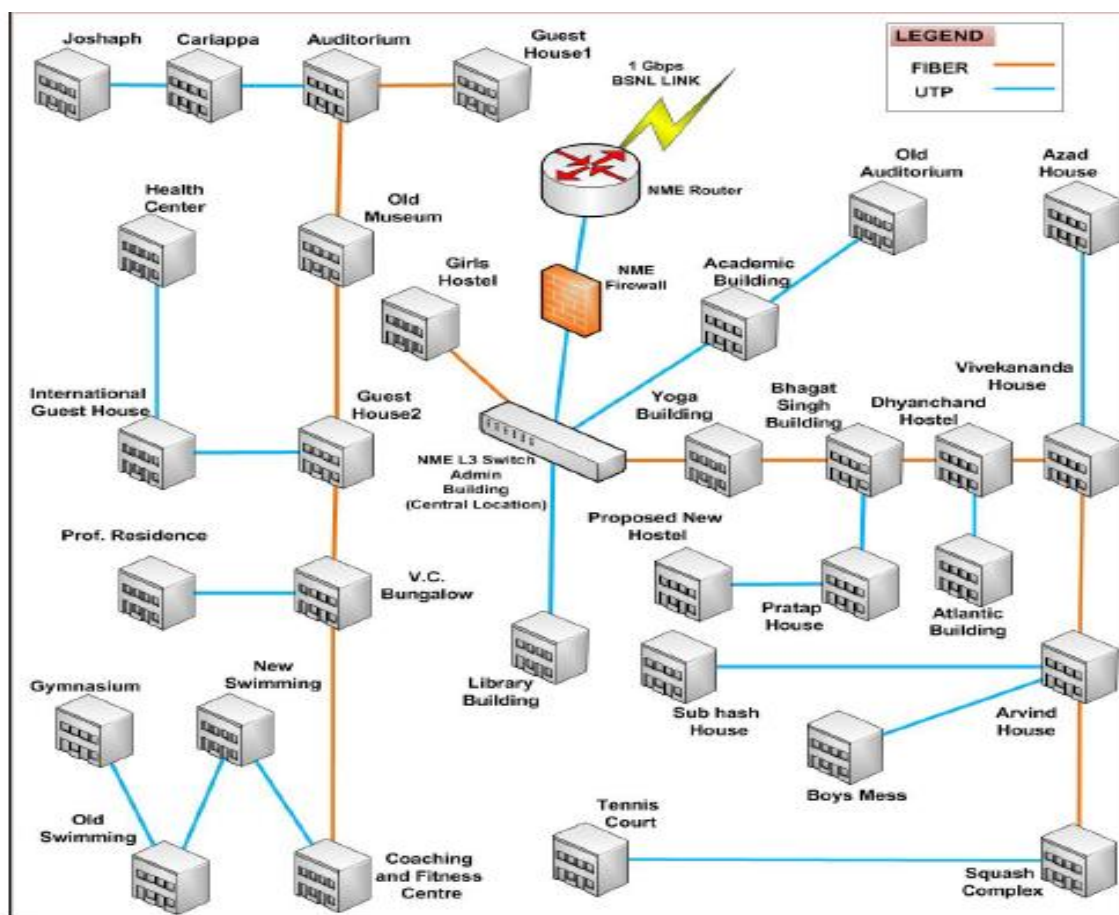
S.No.	Item	Make	Model	Quantity
1.	Router + Firewall	D-Link	RG-WALL 1600-EM	01
2.	Layer-3 Ethernet Switch	D-Link	DGS-3620-28SC	01
3.	Edge (Layer-2 Ethernet) Switch(24 Ports) with POE+	D-Link	DGS-1500-28P	34



Fiber Route

3 fiber routes will be laid from the server room to connect all the 32 buildings across the campus





Information Security

Yes.

- Linux based proxy server
- Updated Antivirus installed in the computer

Network Security

Yes.

The Institute primarily uses Dynamic Host Control Protocol (DHCP) to dynamically assign IP addresses to workstations as needed. The DHCP is a communications protocol that lets network administrators manage centrally and automate the assignment of IP addresses in an organization's network. It will provide a general method for network authentication to University systems. Institute uses username and password protecting Network security systems.



Risk Management

Yes.

The Institute aims to use risk management to take better informed decisions and improve the probability of achieving its strategic and operational objectives. Data backup is regularly done. Institute risk assessments must include at a minimum:

- The main objective of Institute, risk policy is that there should be a minimum adverse effect on network and computing in the campus in case of failure.
- Identification of the assets that are within scope.
- Identification of the threats, the type of threats represented and their sources (e.g. hardware, software, network, media/peripherals, business process, etc.).
- Identification of the vulnerabilities for known threats that may be exploited and which assets could be affected.
- Identification of the controls and their status, as either existing or planned.
- Identification of the consequences that losses of confidentiality, integrity and availability may produce.
- Identification of relevant incident scenarios, including the identification of threats, vulnerabilities, affected assets, consequences to assets and business processes.

Software Asset Management

Our software assets are necessary to:

- Ensure our software is legal and being used in compliance with licensing terms;
- Control costs associated with the asset;
- Improve asset and organization performance.

Open Source Resources

- Vidwan : Expert Database and National Researcher Network.
- NME-ICT Project Sakshat
- Project Gutenberg Over 2,500 books (mostly public domain)
- Soft panorama: Open Source Software Educational Society



Green Computing

At LNIPE, campus sustainability through the reduction of energy usage and green house gas emission is a focused mission.

- Green computing best practices and policies should cover power usage, reduction of paper Consumption, as well as recommendations for new equipment and recycling old machines.
- Display CRT monitors are typically used. Awareness is being created in staff who use computers that the systems will have to be turned off when not in use.
- They should not be left in sleep mode and screen savers do not help in conserving energy.
- The printers are switched off when not in use.
- Most of the computing devices procured recently are energy star compliant.
- The computer power management functions are enabled.
- In most of the cases, documents are circulated through emails.
- Whenever printing needs to be done, it is ensured that print and copy on both the sides of the paper is taken whenever possible.
- Other general tips to conserve paper, ink and toner are followed.

The concept of constituting committees for scrap disposal has been adopted by the Institute. Care is being taken to give back the old and obsolete computers, batteries and other electronic accessories in buy-back option whenever new computers are purchased. It is seen that if the electronic goods' useful life has come to an end, it is recycled and is never discarded.

4.3.2 Give details of the University's computing facilities i.e., hardware and software.

• Number of systems with individual configurations

Number of systems : 200

- **Configuration** : The systems are from different makes such as Lenovo/Dell/HP make with varying configurations of i5/i3/quad core/core 2 duo/ Pentium 4 processors with 80GB/120GB/250GB/500GB HDD and 512MB/1GB/2GB/4GB RAM machines. This number



includes the computers available at central computing facilities, laboratories, faculty rooms, administrative offices and research centres.

- **Computer - student ratio :** 03 : 20
- **Dedicated**
- Dedicated Computing facilities :** YES, Available
- LAN facility :** YES, Available
Both wired and wireless LAN is available. Whole campus network is on optical fiber.
- Proprietary software :** YES, Available
Windows Operating system, accounting package-Tally, SPSS , Symantec Antivirus, Kaspersky, Quick Heal Antivirus
- Number of nodes :** 150
- Other :** Most of the scholars/faculty members have individual laptops.

4.3.3 What are the Institutional plans and strategies for deploying and upgrading the I.T. infrastructure and associated facilities?

Institutional plans and strategies for deploying and upgrading the IT Infrastructure:

The Centre for Studies is responsible for developing institutional plans and strategies for upgrading I.T. infrastructure and associated facilities. The I.T. development committee consisting of Vice-Chancellor discusses and develops the plans for up-gradation and deployment of the I.T. infrastructure and services.

The Institute takes measures to update IT infrastructure time to time.

**Infrastructure**

Data centre : Upgrade of the Campus Research Network data centre

Network capacity : An increasing number of research and education projects require fast access to large shared data sets.

Compute and storage : The Institute will sustain and grow the computer, storage capacity and network capacity to meet the demand from research projects.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

Online teaching and learning resource: The students are using e-library for their preparation, searching literature and generating knowledge.

Institute Library also provides access to electronic journals and databases online to all the departments through UGC Info-net Electronic Journal Consortia using the Campus Network and providing access to e-books and journals.

4.3.5 What are the new technologies deployed by the University in enhancing student learning and evaluation during the last four years and how do they meet new/future challenges?

Using language Lab software, Institute has developed Smart Class Rooms in each Department. The web cloud based software allows student teacher interaction online. The campus is Wi-Fi enabled. All faculty members are provided with computers and internet for preparing computer aided teaching learning material. The university is well connected with National Knowledge Network. The library collection is available through INFLIBNET/IUC facility. Many of the departments are having e-class room facility. The budgetary provisions are made for each department and research centres for purchase, upgrading and maintenance of computers. Every year the Institute reviews the up-gradation requirement of I.T. facility in each department. The hardware and software is updated in many departments during the last four years. The faculty members are trained in advanced ICT skills by organizing workshops. The hostels have internet facility and computers. They can use their personal laptops or institution computers.

**4.3.6 What are the I.T. facilities available to individual teachers to effective teaching and quality research?**

Every staff member is allotted a computer with Internet connection and access to library -resources. Prominent e-journal subscriptions are made by the central library and the articles/papers are downloadable in the teacher's computer. Access to internet is given 24x7. Several lecture halls and seminar rooms in Institute have lecturers' PCs, connected to data projectors and many have additional audiovisual equipment installed. Computer Labs are equipped with data projection facilities. Teaching staff use e-mail to communicate with their students. To facilitate this mailing lists of students exist for both courses and modules within courses. Teaching staff may also choose to make course material available online.

4.3.7 Give details of ICT-enabled class rooms/learning spaces available within the University? How are they utilized for enhancing the quality of teaching and learning?

Each classroom has been equipped with a short throw digital projector and a teaching computer (laptop), a visualiser and a wireless keyboard and mouse. The digital projector has been fixed on the wall position and cabled to the teaching computer. There has been access to an acceptable white projection surface. These class rooms are regularly utilized for class room teaching and for holding seminars, conferences, workshops, etc. in various sports disciplines.

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

All faculty members are well trained to prepare power point presentations for class room teaching by providing computer and internet facility in their individual rooms. Various computer aided teaching and learning materials have been prepared by the faculty members of the Institute e.g., lecture notes, power point presentations, animations etc. in different sports disciplines. Technical expertise is available in the Institute to develop such teaching-learning materials. The available smart class rooms in each Department are used as display rooms for these materials.

4.3.9 How are the computers and their accessories maintained?

The computers are maintained by concerned supplying companies for initial three years. Later on computers are maintained through AMC. Special funds have been allocated by



the institute for maintenance of the Computer and accessories available on campus.

4.3.10 Does the University avail of the National Knowledge Network connectivity? If so, what are the services availed of?

National Knowledge Network connectivity is available in the Institute. It is accessible to all the academic departments. The following services are availed through Knowledge Network connectivity:

- Internet services are availed for all hostels, departments, administrative blocks and library.
- Networking of library services in the country under NKN.
- National Knowledge Network : Yes UGC Info-net e-journal
- E-journal : UGC Info-net e-journal
- Generic Services : Internet, Intranet, e-Mail, Messaging Gateways SMS Gateway
- Community Services : Shared Storage

4.3.11 Does the University avail of web resources such as Wikipedia, dictionary another educational enhancing resources? What are its policies in this regard?

YES.

Free access is available to all students and faculties. The Institute is availing of the web resources such as Wikipedia, dictionary and other e-learning resources through 1 GB internet under NKN scheme. With this resource, the entire faculty is connected to campus LAN. The Institute Library also provides access to electronic journals and databases online using the Campus Network.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the University.

S. No	Year	Expenditure Made (Rs.)
1.	2015-16	15,73,398 /-
2.	2014-15	15,59,848/-
3.	2013-14	6,20,986/-
4.	2012-13	9,28,586/-



4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

The Institute is planning to develop student - teacher Interaction through Open Access System under ICT facility. The Institute is also contributing for database Vidwan for infolibnet. This will help in educating the students with subject experts available on campus.

Students are also using e-Pathshala portal provided by UGC. The following are the future plans for the gradual transfer of teaching and learning from closed Institute information network to open environment:

- **Strengthening of student teacher interaction beyond class room:**

A web based software is installed which enables teachers to organize all content and streamline the delivery of this content to the students in an easy way. The software allows everyone to communicate effectively with the students and parents too. The main features of the software is that it facilitates sharing of files (lessons, class material, policies, etc.) between teachers and students, easy organization of all class material, access homework, lessons, and important classes. Students can ask questions and get answers from teachers or peers online. Complete auditing as to who accessed which file and data at what time can be done. It has been found to be very secure with encryption and complete redundancy on cloud. The Institute is planning to promote the use of this facility by all Faculty members, Research Scholars and students more effectively in the next five years.

- The Institute plans to develop virtual labs and optimal use of NKN.
- Planning to provide 24x7 access to all credible e-learning resources through facilitators like Google apps, NKN, etc.



4.4 MAINTENANCE OF CAMPUS FACILITIES

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, classrooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes.

The Institute has an Estate Section looked after by Deputy Registrar (Estate) and Deputy Registrar (Project), who are assisted by Supervisor (B&R), Supervisor (Grounds & Garden), Supervisor (Fields) and Maintenance Assistant. All the sections worked together under the Administrative Head Registrar. The cleaning and upkeep of the campus is outsourced and constantly services are monitored.

Scientific Initiatives undertaken

- Committees have been constituted to improve the physical environment.
- Systematic Plantation in the Campus.
- Neat and Pollution free campus.
- Displays have been made in all prominent places.
- Litter and Plastic free Campus.
- Upgraded Security Campus.
- Canteens renovated.
- Tobacco free Campus.
- Vehicle free Wednesdays.
- Water harvesting initiative.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.

The infrastructural facilities on the campus are approved by the Buildings and Works Committee. The committee periodically visited the campus and prepares the programmes of maintenance as per the necessity so as to keep the infrastructure in order.

The Works Division maintains the infrastructure facilities. A dedicated team of electricians, plumbers, carpenters and other personnel provide round the clock service to departments, hostels and quarters. In every department one of the staff members is assigned to oversee the laboratories and equipment,



vehicles if any, farm or orchard etc. Log book is maintained to ensure entries and problems if any. The Heads of the different sections supervise all the facilities. Annual Maintenance Contract (AMC) is entered into for most of the services and equipment.



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MONITORING AND SUPPORT

5.1.1 Does the Institute have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes.

The Institute has developed system of student support and mentoring and following features of the system are provided by the Institute:

- Orientation Programme
- Ragging Free campus
- Hostel Facility
- Mentor-Mentee Relationship
- Transportation
- Library
- Other Infrastructural Support
- Pre –placement Support
- Placement Support
- Health Care, Infirmary and Physiotherapy Centre
- Organizational abilities and Leadership Skills
- Research Capabilities
- Sports Scholarships
- Equality and Diversity
- Gender sensitization
- Personality Development Programme
- Literary Society
- Cultural Club

Orientation Programme

The Orientation Programme ensures the smooth induction of freshers at the beginning of the academic session. The freshers are guided by the teaching and non-teaching staff regarding the formalities after admission and help them settle down in new environment. The senior students also pitch in wherever required. The students are provided necessary guidance and counselling by the wardens, heads of various departments as



well as the faculty members at the department level. In addition, the faculty members are assigned the additional responsibilities of functioning as wardens, mentors, counsellors, etc. in the hostels for lending moral and personal support. Further, some personnel are appointed as in-house wardens and matrons for round-the-clock support to students.

Orientation program is a mandatory weeklong program organized by the Office of Orientation and First Year Programs and current students to introduce incoming students to each other, the campus, academic life and the local community. This program helps the existing students to welcome new students to campus and will work hard throughout Orientation to make sure it's a memorable week and a great introduction to life. Our mission is to enhance the new student experience by providing guidance and assistance to students making academic, personal, and social adjustments to Institute life.

Ragging Free Campus

Ragging is strictly prohibited in the Institute and hostel premises. The senior students and staff members are sensitised much before the commencement on the new session. The senior student community is made aware of the meaning of ragging, the existing laws of the country regarding ragging and the repercussions of indulging in it. Banners prohibiting ragging are displayed in all prominent locations of the Institute as well as the hostels, displaying the helpline numbers. Notices regarding ragging are put up on the student notice boards at the Institute and hostels as well.

The Institute strongly adheres to anti-ragging policy and implements it through true spirit of actions, along with resident wardens, the staff members are also put on duty even day, round the clock to keep a strict vigilance to prevent ragging. The administration, concerned faculty and staff conducts several meetings from time to time with the fresher's as well as senior students about the good practices of interaction with fresh students, brotherhood and make a family atmosphere.

Hostel Facility

The hostel premises for boys and girls are segregated. There are separate hostels for UG and PG girls as well as UG and PG boys. The Ph.D scholars have separate hostels for girls and boys. There are separate messes for boys and girls, serving a variety of hygienic and wholesome meals.



To maintain disciplinary and healthy atmosphere in the hostel, common rules and regulations are to be followed by the students strictly. Possession and / or consumption of alcoholic drinks, tobacco, gutaka, narcotic drugs etc. and smoking is strictly prohibited in and around the hostel campus.

Institute also have a student facility centre separately for boys & girls to cater the needs of day to day personal requirements, which includes stationary shop, cafeteria, saloon, laundry etc.

Mentor-Mentee Relationship

The Institute has a very effective system of student support and mentoring, which is effectively implemented thanks to its residential nature. Faculty members are allotted mentees whom they are expected to mentor. These faculty members offer guidance to the students from time to time with the curriculum, monitor their progress, provide intellectual and emotional support, assist them in applying for scholarships, help them make appropriate choices for optional and add-on courses, and prepare them for campus interviews. Remedial classes are conducted for slow learners. The students are also encouraged and facilitated to participate in co-curricular and extra-curricular activities. The Institute ensures the mentoring of students from the time of their admission up to the completion of their programme at various levels.

The relationship between a mentor and Institute student is the most influential relationship in the student's career. Institute's mentors are much more than advisors or teachers. They are a role models, consultants, problem solvers, and supporters. They provide timely and constructive feedback, career guidance, professional contacts, sources of information about research grants and fellowship and job opportunities, and letters of recommendation throughout their professional career. Institute's mentor touches nearly every aspect of students' life. The desire to be mentored by particular faculty attracts prospective students. Once here, the mentoring relationship often blossoms from those initial one-on-one interactions to broader mentoring networks and passionate engagement with the discipline and field. Even at times the mentors play a very crucial role about the decision making of the mentees regarding the selection of their specialization area to choose if they are equally good in more than one sports discipline. Mentors provide a home away from home feeling among the students by showing a remarkable love and affection.



Transportation

The Institute has two buses to transport students in case of necessity like participating in various competitions in the nearby places or for their Leadership Training Camp that is annually held at Pachmarhi, Madhya Pradesh in order to reach picnic spots they would like to visit, to reach various schools they are being assigned to trained for the Mass Display, March Past contest training etc.

The Institute also has an ambulance facility to transport students and residents of the campus in case of any medical emergency round the clock.

During the entire duration of their study in the campus, students can avail themselves of a number of support systems and services for information regarding academic and career guidance, financial, and co-curricular and extracurricular activities. The students are provided with an academic calendar and a handbook so that they may familiarise themselves with all aspects of academic schedule and curriculum. A rich central library with the facility of digital library along with computers and Wi-Fi connection have been set up to provide the student community with the wherewithal to gather information from the worldwide web and help in their research work. The library is also equipped with a reprographic section to assist the scholars.

A separate office has been set up to impart relevant information regarding various scholarships and other financial support schemes available to the deserving and needy students. Other support system includes redressed of students' grievances, counselling by faculty, Placement Cell, Alumni Association, hostels, mess, cafeteria, student facility centre etc. The medical help also is provided to the students from the Birla Institute of Medical Science and Research, Gwalior. A medical insurance facility has also been provided to each of the students.

Though the Institute is having students from all over the country and abroad differing in every walks of life like cast, creed, religion, language, food habits and lifestyle etc. however, our institute in general and our play fields in particular take away the above mentioned barriers.

Institute creates awareness about gender issues and working towards creating and enabling atmosphere of gender justice where men and women can work together with a sense of personal safety and solemnity.



5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Personal counselling and remedial coaching are provided for students who are considered as slow learners or require extra attention. The Institute frequently invite eminent scholars and sports persons for interactive sessions with the students and faculty. The Institute also conducts specific programmes such as Internship programmes, educational tours, etc. MOUs with National and International Institutes provide rich scope of training. The Institute encourages the students to participate in exchange programme with other Institution's; Institute Academic Programmes, conferences and conventions provide students with beyond the classroom academic experience. On an average, 10 seminars/ conferences/ workshops are conducted every year by all the Departments for academic and research exposure.

The Institute strongly supports the continued professional development of its students. This is best achieved by a supportive structure that encourages and enables students to pursue professional development across the whole spectrum of their work in the Institute. Mentors interact with students and help in academic, social and career counselling from time to time. Since the Institute being fully residential, mentors often meet the students on and off the class rooms such as in the library, play fields, mess, hostel, infirmary etc.

Apart from classroom interaction several mechanisms are being adopted for academic mentoring.

- Students are provided an opportunity to meet the concerned faculty member for further discussion/clarification in the subjects concerned.
- For undertaking project work and taking up assignments, teacher guides are allotted to a group of students.
- Interactive Classroom sessions with latest equipments and Sports based applications are used for effective learning.
- Students are prepared through theory and practical based teaching practice.
- In addition lectures by eminent educationists, Sports Personalities, alumni are arranged to inculcate value based education.
- Social and personal problems of the students are addressed through counselling by the mentors.



- The students are provided the technical and coaching support during the exams to enhance their competence.

5.1.3 Does the Institute have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes.

The Institute organizes various programmes for the personality development and career growth of students through:

- Career Counselling
- Development of Soft skills
- Development of Life skills

Orientation Programme

The students are oriented about various aspects of institute such as academic programs, physical education & sports programs, hostel life, co-curricular activities such as Cultural Club programs, literary society activities, NCC etc. Further students in each department are divided into small groups consisting of six to eight and each group is attached to a teacher (mentor).

The Institute has the required infrastructure and promotes active participation of the students in social and cultural activities with extra emphasis as community service.

Training & Placement Support:

Soft Skills Development

Many students are so focused on developing expertise in their field that they may neglect to realize how important it is to actively work on skills like communication, time management, conflict resolution etc. These skills are critical in the workplace, and being able to demonstrate them can really help a student stand out in today's competitive world. The Institute has a training and placement cell which conducts regular programs on every Monday morning which includes personality development programs, work ethics, Communication skill, Critical and structured thinking programs, Teamwork capability, Self management, time management, conflict management Programs etc. by the eminent personalities of the field.



Career Counselling

Students are under a lot of pressure – pressure to perform academically, pressure to be popular, pressure to ultimately, make a good life. The one thread that touches upon all these is the choice of one's career. It is a decision that is often taken under parental or societal duress. The Institute training and placement cell which provides and offer carrier counselling, conducting campus interviews from time to time. The Institute conducts internship programmes for its students inside the Institute as well as sends them in different schools of the country. Classes are also conducted for NET/SET and coaching classes for different services aspirants.

5.1.4 Does the Institute provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes.

The Institute provides assistance to students for obtaining educational loans from leading banks and other financial Institutions. The students are also given state wise financial assistance and scholarships.

5.1.5 Does the Institute publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes.

The Institute publishes its updated prospectus and handbook annually. The prospectus and application forms for various programmes with respect to admission and examinations are published in print and electronic version. These contain information on the programme offered, structure of the programmes, number of semesters, duration. Eligibility for admission credits, marks and grading, requirement of attendance, examination pattern, evaluation and syllabi, various scholarships. Prize and endowments, magazines, student welfare activities, campus amenities, UGC schemes, teaching and non-teaching staff details. The Institute prepares a handbook as per the recommendation of the Board of Studies and issue of students and faculty members every year. Students download their syllabi, model questions, various forms, applications through our Institute website.



5.1.6 Specify the type and number of Institute scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D. / Diploma/ Others (please specify)

The Institute gives Merit Scholarships to its students who excel in their academics and sports as per details given below:

S. No.	Name of the Institute Scholarship/ Endowment Scholarship	Total number of beneficiaries in the last four years (from 2011-12 to 2014-15)				
		UG	PG	M.Phil.	Ph.D.	Diploma
1.	Institute Research Studentship					
	2011-12	40	10	-	-	-
	2012-13	40	10	-	-	-
	2013-14	40	10	-	-	-
	2014-15	40	10	-	-	-
	Total	160	40	-	-	-

5.1.7 What percentage of students receive financial assistance from state government, central government and other National agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

N. A.

5.1.8 Does the Institute have an International Institute Cell to attract foreign students and cater to their needs?

Yes.

Through its alumni throughout the world the Institute attracts foreign students for various courses in the Institute over and above the allocated seats. The Academic Section of the Institute deals with the International students and the office of the Dean Student Welfare and the academic section jointly look after any special needs of the foreign or NRI students.

5.1.9 Does the Institute provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes.

The Institute provides assistance to students for obtaining educational loans from banks and other financial institutions.



5.1.10 What types of support services are available for:

- **Overseas students**

The International student advisor and the faculty member concern ensures the safety and security of overseas students in the campus, their issues requirements, accommodation and boarding, information on academic matters, Indian culture and tradition.

- International students are accommodated in various hostels with Indian students so that they can exchange culture & tradition.
- WI-FI Connectivity.
- Health & Physiotherapy Centre.
- Security Grievance Redressal.
- Security.
- All Other support Services available to the local students.
- VISA application process.

* Local Area support is also provided to the foreign students for their local needs like Passport Verification, Local Police Verification for embassy need etc.

- **Physical challenged / differently-abled students**

N. A.

- **SC/ST, OBC and economically weaker sections**

SC/ST, OBC and economically weaker sections students are supported through government welfare schemes.

- **Students participating in various competitions/conferences in India and abroad**

Students participating in cultural and sports events at National and International level are sponsored by the Institute. Ph. D. and PG students attending International conferences are partially supported with financial assistance. All research scholars are supported by their department to attend and present papers in conferences. The Institute is Physical Education Institute and has well established infrastructure including coaches for specialized games, gymnasium, Play grounds etc. to support students to participate in various sports and games. The NSS and NCC units of the Institute are also encouraging students for



enrolment and participation in various events of National and International importance.

- **Health Centre, Health Insurance etc.**

The Institute has a centrally located Health Centre for looking after the health needs of the students, staff and their families residing in the campus of the Institute manned by two Medical Doctors and Paramedical staff (one Compounder, two pathology Lab Asst.).

The following facilities are available in the Health Centre:

- Dispensary – with 10 Bedded facility for men & women
- Pathology Lab: Fully Functional
- Physiotherapy Department – Fully Equipped

Activities of the Health Centre in different Sessions:

Session 2012-13

- A Free Health Check-up Camp was organized at Health Centre of the Institute on 23rd Feb, 2013 for all categories of staff & their families.
- The Representatives of certain pharmaceutical companies i.e. Pfizer, Ipca, Abott, Cipla & Dr. Reddy's sponsored following free Tests at no cost to the Institute, Estimation of B.M.I. , Hb%, B.P., Blood Sugar, E.C.G., Lipid Profile, Spirometry, Biothesiometry, HbA1C.
- A total number of 125 patients benefitted from the camp.

Session 2013-14

- A Bone Mineral Density Test (BMD) Camp was organized at Health Centre of the Institute on 20th July, 2013. M/S Alkem Pharmaceutical sponsored one BMD Machine & their officials to conduct the free BMD Test of all categories of staff & their family members. A total number of 127 persons were tested for BMD.
- Institute organized a Blood Donation camp on 16th January, 2014 in which 56 students donated blood voluntarily.
- A free Medical Camp was organized at Health Centre of the Institute on 25th January, 2014. The representatives of various Pharmaceutical companies i.e. Cipla, Ipca, Abott, Bio-Con Lab. sponsored their equipments & officials to conduct various tests such as Blood Sugar, E.C.G., Spirometry, B.M.I., GHb%, Neuropathy at no cost to the



institute. A total number of 102 persons were examined & benefitted with the camp.

- A fully automated E.C.G. machine was installed in the month of July, 2013 for early diagnosis of Heart problems for the staff and their families and students.

Session 2014-15

- A total number of 79 students donated blood for the suffering humanity in a Blood Donation Camp organized at the Institute on 18th November, 2014.
- I.D.'s were prepared for the students and staff for distribution of medicines.
- A Medicines Software was installed in the Dispensary of the Health Centre. This system will help the Health Centre maintains sickness record of students, the staff and their families' members.
- An ice making machine was also installed in the Health Centre of the Institute to help the students get sufficient ice for their injuries.

Session 2015-16

- A Camp was organized at the Health Centre of the Institute on World Anti- Tobacco Day, the 31st May, 2015 for the Class IV employees. Spirometry Test was sponsored by M/S Cipla Pharmaceuticals. A total number of 28 staff members were examined.
- A Blood Donation Camp was organized at the Health Centre of the Institute on 11th Dec.2015 in association with HDFC Bank and Red Cross Society of Gwalior. A total number of 191 students and staff of the institute donated blood with a great enthusiasm. All the blood donor students were provided certificates, refreshment and Memento by the HDFC Bank.

Monitoring in Health Centre

- Medical Examination of Provisionally admitted Candidates to various Courses:

Course	2011-12	2012-13	2013-14	2014-15	2015-16
BPEd-Ist Yr.	142	145	154	167	181
MPed.-1 st Sem/Yr.	70	77	75	82	84
Diploma/PGDip.	87	61	75	105	70
MPhil/Ph.D	-	-	11	9	16



- Number of Patients (Students, Staff and their families) provided Medical Treatment:

2011-12	2012-13	2013-14	2014-15	2015-16
22486	21469	29075	17639	15207

- Number of Students issued Medical Sick Cards for Observation, Excuse, Bed Rest etc.

2011-12	2012-13	2013-14	2014-15	2015-16
243	224	256	237	186

- Students Hospitalized in the Health Centre for various Injuries and Sickness.

2011-12	2012-13	2013-14	2014-15	2015-16
52	40	27	20	15

- Number of Patients(Students, Staff and their families)/Tests for whom various Pathological Tests done under referral from Medical Doctors,

2011-12		2012-13		2013-14		2014-15		2015-16	
No. of Patients	No. of Tests	No. of Patients	No. Tests	No. of Patients	No. of Tests	No. of Patients	No. of Tests	No. of Patients	No. of Tests
917	4507	575	6984	915	9269	989	10379	795	11789

- Number of Patients (Students, staff and their families)who received Physiotherapy treatment,

2011-12	2012-13	2013-14	2014-15	2015-16
4642	4543	3760	3882	4244

- **Skill development (Spoken English, Computer Literacy, etc.)**

Communication and basic computer courses are an essential part of regular curriculum for the students to develop their communication and computer skills. The Institute has a well developed and dedicated computer science department that caters to student's requirement. Most departments have computer labs that are accessible for both students and research scholars. Training and placement cell provides skill and personality development programmes.

- **Performance enhancement for slow learners.**

Remedial classes are held after working hours for slow learners. These students are provided opportunities for improvement by conducting special tests and providing reading material.



- **Exposure of students to other Institutions of higher learning / corporate/ business houses, etc.**

The students are encouraged to undertake summer and winter training programmes and internship as part of their curriculum.

- **Publication of student magazine.**

The Institute's Newsletter is published containing institute's happening around the year. The students are also encouraged to contribute their articles in it.

5.1.11 Does the Institute provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examination? If yes, what is the outcome?

Yes.

The Institute conducts coaching classes for competition examinations like NET/SET/JRF etc. Every faculty takes adequate measures to prepare students by providing suitable reading material through library. Many students of the Institute have cleared NET/SET/JRF examinations in recent years. Several students have been selected as assistant professors, teachers as well as in management field in reputed institutions in the country apart from joining Military, Paramilitary forces, Hotel Industries etc.

5.1.12 Mention the policies of the Institute for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- **Literary Society**

The Institute's literary society provides students with a space they could truly call their own. The purpose of the Literary Society, through its weekly reviews of student writing is to promote literary talent at the Institute.

- **Students' Cultural Club**

The Institute Cultural club creates a space for all students from different cultural backgrounds to refine and exchange their cultural talents during the Institute life. The relationship creator-consumer was developed within the Students' Cultural Club in various activities.



The students develop and organize various cultural activities, celebrating different festivals of India & abroad.

The Executive body of the Students' Cultural Club includes a team staff advisors, president, vice president, secretary, treasure and supported by other members encourage students with an interest in performance realm either as on stage or off stage contributor. They practice and develop the event management skills and rehearse for each spectacular show.

- **Additional academic support and academic flexibility in examination.**

Flexibility is shown in computing credit of attendance and scheduling examination, to the extent possible within the limit of existing norms for participation in sports and games.

- **Special dietary requirements, sports uniform and materials.**

The Institute provides sports uniform and materials to its all students. Special dietary requirements are also provided to the students by customizing scientifically menu of the mess periodically.

- **Any other (please specify)**

- High altitude camp is conducted every year in Pachmarhi, M.P. to develop a spirit of adventure and conquer the fear of altitude among the students.
- The outstanding sports personalities are given cash awards.

5.1.13 Does the Institute have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes.

The Placement Cell imparts training to students to meet the challenges in the job market by organizing group discussions and lectures on how to face interviews and to develop entrepreneurship skills. Varied prestigious schools and other educational institutions recruited a large number of students over the years in campus interviews conducted through the Placement Cell. The Job Opportunities are displayed on the notice board of the every department for the benefit of final year UG and PG students.

Our Institute provides every year almost 100% placement to all the students through campus and off-campus placements. Institute Placement cell is serious about the career of the students. That is why it is said to be a wise decision to choose an Institute that offers placements to its students. The Placement cell works with potential employers from different sectors to understand their recruitment needs analyze them and create opportunities for students.

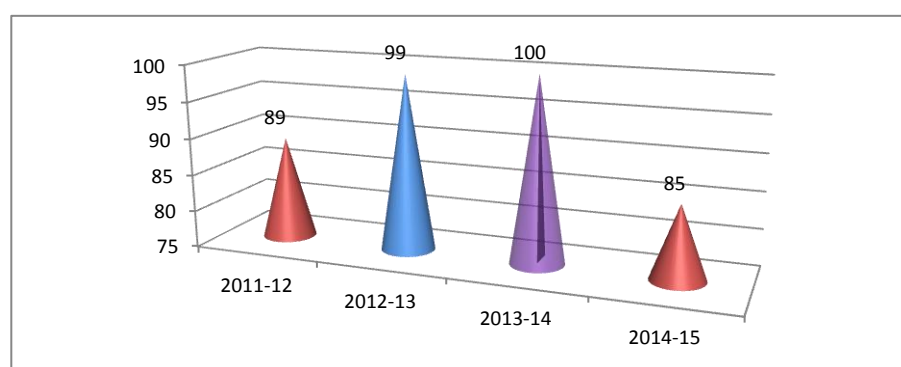


Campus Interview in Progress

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The percentage of the students who got selected through placement cell in the last four years:

Session	Percentage (%) of the Selected Students
2011-12	89%
2012-13	99%
2013-14	100%
2014-15	85%





List of employers who provided recruitment to the students through campus and off campus interviews during the last four years:

S. No.	Name of the Employers
1.	Dubai Scholars Pvt. School, Dubai (UAE)
2.	The Indian High School, Dubai
3.	Sports Pro Sports Education and Coaching Professionals
4.	Kimmins School, Punchgani, Pune
5.	The Heritage School, Sector-62, Gurgaon (Haryana)
6.	Presidency School, Gurgaon
7.	Bangalore International School, Bangalore
8.	Divine Child School, Mehsana Near Anand, Gujrat
9.	Gyan Ganga International School, Bhopal
10.	Gold Crist High School, Maharashtra
11.	Singhania Public School, Songarh Surat (Gujarat)
12.	Sagar Public School, Rohit Nagar, Bhopal
13.	St. Paul School, Morar, Gwalior
14.	Maa Anandmay, Rishikesh (Uttarakhand)
15.	Grace International School
16.	St. Benedict School, Shivpuri
17.	Scindia Kanya School, Gwalior
18.	Gold Gym, Head Office : Hyderabad
19.	Fitness 365
20.	Delhi Public School, Guwahati
21.	Golden Jubilee, Jalana (Raj.)
22.	Holy Cross School, Tadong (Sikkim)
23.	St. John Vianney School, Purani Chhawani, Gwalior
24.	Shri Satya Sai Vidya Niketan, Navasari, Maharashtra
25.	Latitude Health Pvt. Ltd., Hyderabad
26.	Kimmins High School, Satara
27.	Five Star Fitness Centre, Hyderabad
28.	Amity Institute, Gwalior
29.	Queen's College, Indore
30.	Delhi Public School, Bhilai
31.	Shri Ram School, Gurgaon
32.	Unitech Builder Pvt. Ltd., New Delhi
33.	St. Teresa Sr. Secondary School, Gwalior
34.	Carmel Convent School, Gwalior
35.	Queen's Higher Secondary School, Indore
36.	Edu. Sports, Mumbai
37.	Himalayan International Residential School, Siliguri
38.	Anemity Public School, Rudrapur
39.	Simpkin's School, Agra
40.	Carmel School, Neemuch, M.P.
41.	St. Thomas Sr. Secondary School, Mainpuri, U.P.
42.	Christ the King Convent School, Bholath, Kapurthala, Punjab
43.	Google Fitness Centre, Benglore
44.	Oberai Group of Hotels, New Delhi
45.	Moksha Hotel (Five Star), New Delhi
46.	Birla Institute of Management & Technology, Gurgaon
47.	Maharaja Institute of Management & Technology, Gwalior
48.	Saint Pious School, Sheopur, M.P.
49.	O.P. Jindal School, Raigarh, C.G.



50.	Gems International School, Dubai
51.	The Sagar School, Alwar
52.	Sree Ram Swarup Memorial Public School, Lucknow
53.	Presidium School, Gurgaon
54.	G.D. Goenaka School, Gurgaon
55.	Vatsalya International School, Anand, Gujarat
56.	Vidhya Sagar School, Noida
57.	Royal International School, Hissar
58.	Oberoi Hotel, Bangalore
59.	Rungta Public School, Bhelai
60.	Beharin Resort Hotel
61.	Olympus Talent Multi Sports Academy, Delhi
62.	Adeswar Academy, Jagdalpur
63.	Vantage Hall Girls Residence School, Dheradun
64.	G.D. Goenaka School, Udaypur
65.	Gurukul Senior Secondary, Rewa
66.	Ridge Wood School, Gurgaon
67.	DPS, Vijayawada
68.	KVS International School, Una
69.	Tapti Valley International, School, Surat
70.	Azim Pemji Foundation, school, Bangalore
71.	International Imperial sports academy, Mumbai
72.	St. Joseph, Carmel School, Patankot
73.	Carmel Convent School, Neemach
74.	St. Xavier's School, Gurgaon
75.	Good Sheperd International School, Ooty

5.1.15 Does the Institute have a registered Alumni Association? If yes, what are its activities and contributions to the development of the Institute?

Yes.

The Institute has a registered Alumni Association, which meet at frequent intervals. The Alumni boast of a glittering galaxy of eminent persons from all walks of life. The Institute website has a link for registration of Alumni and other related activity and creating a data base for Alumni. The alumni help for placement of the students of the Institute in various organizations and sports associations across the country. The association provides scholarship to the sports persons who excel in their fields and bring laurels to the Institute. The alumni association aspires to contribute towards the all-round development of the College.

5.1.16 Does the Institute have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes.

The Institute has the following committees for the welfare of students:

- Women Welfare Committee



- Anti Ragging Committee
- Students' Counselling Cell
- Students Welfare and Health Care Committee
- IQAC Cell
- Sexual Harassment Cell
- Internal Quality Cell

All these committees report the grievances to appropriate authorities and sort out the problems. An official forum comprising of co-ordinators, wardens and HODs go through these grievances, if any, once a month. At the department level, Grievances are also addressed to the respective class counselling who will seek to redress these grievances through the HODs.

5.1.17 Does the Institute promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes.

Prevention and Sexual Harassment & Grievance Cell has been constituted in the Institute that function in preventing and exercising remedial action against sexual harassment. Both the teaching and non-teaching staff have been sensitized with respect to gender related issues. Awareness has been created about the Visakha Guideline issued by the Supreme Court of India and the UGC Guideline and suitable mechanism is in place to deal with any complaint.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

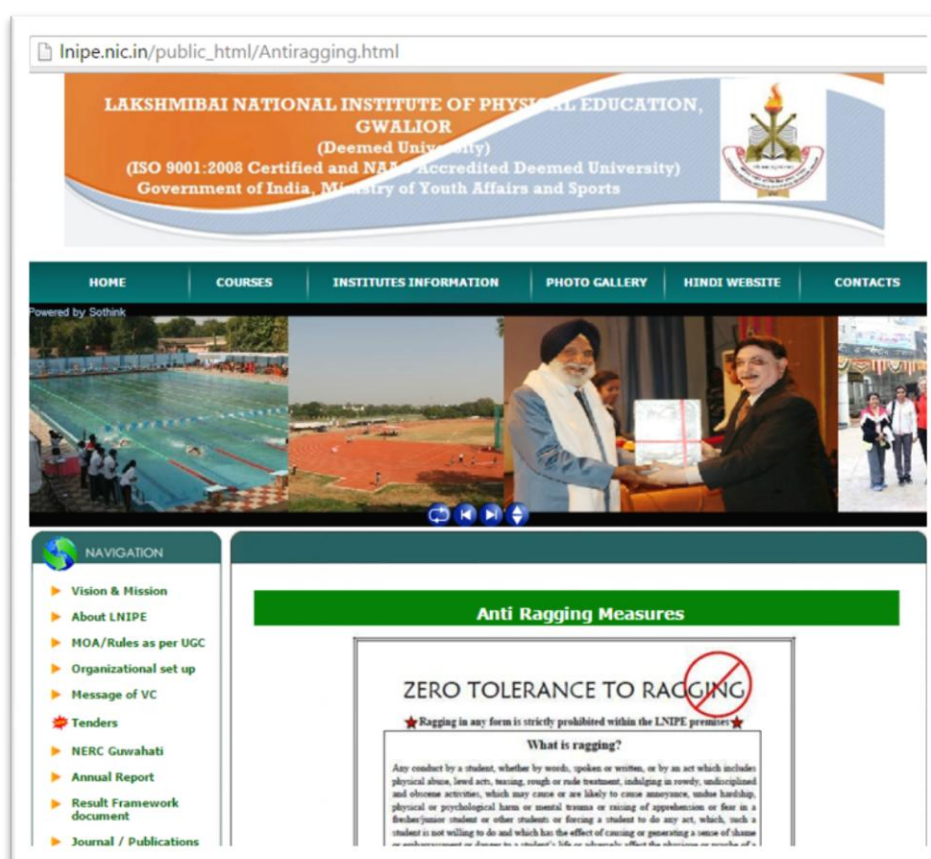
Yes.

The following measures have been undertaken to prevent the menace of ragging: Formation of Monitoring Committee for Anti-Ragging in every faculty and department.

- Circulars have been issued to the students highlighting the implications of and punishment for ragging.
- Anti-Ragging posters displayed through Flex Boards in all vantage points including main avenues of the Institute, Lecture Halls, Hostels, in Department Notice Boards and Website of the Institute.

- Joint declaration obtained from students and parents against indulging in ragging.
- Frequent visits by faculty members, Wardens in the Hostels etc.
- Surprise Inspections by Professors, Wardens, Officials in the Hostels, etc.
- Dean Students Welfare conducts the regular meeting of teaching staff and students for prevention of ragging.

Not a single ragging instance has been occurred or reported during the last four years because of the strict monitoring by the anti-ragging committee.



5.1.19 How does the Institute elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The stakeholders in the Institute include the faculty, the administration, the staff, the alumni, the society and the students. The faculty contributes to the overall development of the Institute through their academic activities and their participation at various subcommittees for various activities and events organized at Institute. Students participate in the



Institute activities and cooperate with the other stakeholders. The Institute also has various sub-committees that coordinate curricular and co curricular activities with corresponding subcommittees. Students participate in the NCC. They participate in Blood Donation camps, which are organized annually at the Institute. The syllabus of the Institute has been re-designed as to make enable the students to get suitable employment.

5.1.20 How the Institute ensure the participation of women students in intra-and inter- institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Women students are encouraged to participate in all sports and cultural activities. They are given special attention and consideration, with the motivational support.

The details of their participation in various sports activities and cultural activities are depicted in the reply to the question number 5.3.1.

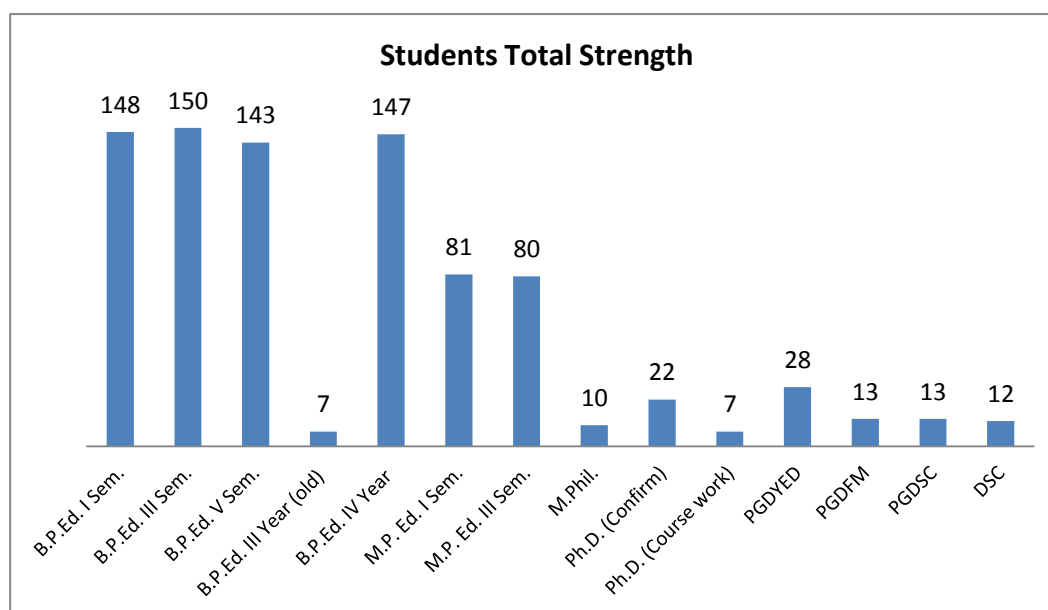


5.2 STUDENT PROGRESSION

5.2.1 What is the student strength of the Institute for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

The student strength of the Institute for the current academic year i.e., 2015-16 is 861 students out of them there are 614 male and 247 female students. The details are as follows:

Class	Boys	Girls	Total
B.P.Ed. I Sem.	104	44	148
B.P.Ed. III Sem.	105	45	150
B.P.Ed. V Sem.	102	41	143
B.P.Ed. III Year (old)	05	02	07
B.P.Ed. IV Year	107	40	147
M.P. Ed. I Sem.	58	23	81
M.P. Ed. III Sem.	52	28	80
M.Phil.	05	05	10
Ph.D. (Confirm)	15	07	22
Ph.D. (Course work)	06	01	07
Total	559	236	795
PGDYED	18	10	28
PGDFM	12	01	13
PGDSC	13	-	13
DSC	12	-	12
Total	55	11	66
Grand Total	614	247	861





Completed Programme				
	2011-12	2012-13	2013-14	2014-15
UG	125/125	123/123	128/128	126/127
PG	56	73	70	73
M.Phil.	-	-	1	5
Ph.D.	21	12	20	11
PG Diploma				
DSC	41	33	21	27
PGDSC	17	15	24	50
PGDYAT	4	-	11	8
PGDFM	9	6	8	10
PGDSM	10	-	8	-
Certificate Course in Sports Coaching	-	-	-	81

Student Progression	%			
	2011-12	2012-13	2013-14	2014-15
UG to PG*	80%	82%	75%	80%
PG to M. Phil*	-	-	7%	33%
PG to Ph. D.	75%	100%	100%	100%
Ph. D. to Post- Doctoral	-	-	-	-
Employed • Campus Selection • Other than campus recruitment	As depicted in para number 5.1.14			

1.2.2 What is the programme-wise completion rate during the time span stipulated by the Institute?

Completed Programme	Number of students completed within the time frame			
	2011-12	2012-13	2013-14	2014-15
UG	125/125	123/123	128/128	126/127
PG	56/58	73/73	70/74	73/73
M.Phil.	-	-	1/1	5/5
Ph.D.	21	12	20	11
PG Diploma				
DSC	41/43	33/34	21/21	27/27
PGDSC	17/18	15/15	24/24	50/52
PGDYAT	4/4	-	11/11	8/8
PGDFM	9/9	6/6	8/8	10/11
PGDSM	10/10	-	8/8	-
Certificate Course in Sports Coaching	-	-	-	81/81



5.2.3 What is the number and percentage of students who appeared/qualified in examination like UGC-CSIR-NET, UGC-NET, SLET, ATE/ CAT/ GRE/ TOFEL/ GMAT/ Central/State services, Defence, Civil Services, etc. ?

The number of students qualified in UGC-NET/JRF examination (in last four years).

Departments	NET	JRF
Physical Education Pedagogy	07	02
Exercise Physiology	10	17
Health Sciences & Fitness	01	04
Sports Biomechanics	11	25
Sports Psychology	08	25

5.2.4 Provide category-wise details regarding the number of Ph.D./D. Litt./D.Sc. thesis submitted/accepted/resubmitted/rejected in the last four years.

	2012-13	2013-14	2014-15	2015-16
Ph.D. Accepted	09	23	08	10
Ph.D. Submitted	09	23	08	10
Rejected	-	-	-	-
Resubmitted	-	-	-	-

5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

List of sports and games in which students participated

1. Kabaddi	9. Handball	17. Softball
2. Cross Country Races	10. Judo	18. Boxing
3. Football	11. Cricket	19. Taekwondo
4. Tennis	12. Athletics	20. Yoga
5. Kho-Kho	13. Hockey	21. Table Tennis
6. Basketball	14. Gymnastics	22. Canoeing & Kayaking
7. Swimming	15. Badminton	23. Chess
8. Volleyball	16. Squash Rackets	

Co-Curricular Activities

- Leadership Training Camp
- Himalayan Trekking Expedition
- Cultural Activities



Himalayan Trekking Expedition



Cultural Activity



Leadership Training Camp



Leadership Training Camp



Students Cultural Club Activities

Session - 2011-12

S. No.	Date	Activity
1.	29.07.2011	Roze Khan (Spic Macy Programme)
2.	15.08.2011	Independence Day Programme
3.	17.08.2011	Foundation Day Programme
4.	17.08.2011	Intramural Opening Programme
5.	17.08.2011	Cultural Programme
6.	05.09.2011	Teacher's Day Celebration
7.	10.09.2011	Fresher's Day Programme
8.	05.11.2011	Fancy Dress Competition
9.	05.12.2011 to 09.12.2011	Youth Festival Organised by MLSU Udaipur 3rd Place Mime and Mr. Pankaj Lavania 3rd Place in Poster Making
10.	11.01.2012	Cultural Programme was organized on the occasion of the Seminar on Choice Based Grading System
11.	13.01.2012	Lohari Programme
12.	14.01.2012	Kite Flying Competition
13.	28.01.2012	Celebration of Saraswati Puja
14.	25.02.2012	Dance Competition
15.	10.03.2012	Cultural Programme
16.	17.03.2012	Cultural Programme organized for the Sports Trainers of African Countries

Session 2012-13

S. No.	Date	Activity
1.	15.08.2012	Independence Day
2.	17.08.2012	Foundation Day
3.	17.08.2012	Intramural Opening
4.	17.08.2012	Cultural Programme
5.	05.09.2012	Teacher's Day Celebration
6.	15.09.2011	Fresher's Day Programme
7.	16.11.2012 to 20.11.2012	Youth Festival Organised by Osmania University Mr. Gajraj Singh (1st Place Elocution)
8.	15.12.2012	Inter Class Group Dance Competition
9.	12.01.2013	Cultural Programme organized for the Sports Trainers of African Countries
10.	14.01.2013	Cultural Programme organized for the Sports Trainers of African Countries by Roze Khan
11.	15.02.2013	Celebration of Saraswati Puja
12.	16.03.2013	B.P.Ed. IV Year Night
13.	23.03.2013	Valedictory Function of Students Cultural Club and Shero-Shayari Competition



Session 2013-14

S. No.	Date	Activity
1.	15.08.2013	Independence Day
2.	17.08.2013	Foundation Day
3.	17.08.2013	Intramural Opening
4.	17.08.2013	Cultural Programme
5.	05.09.2013	Teacher's Day Celebration
6.	13.09.2013	Fresher's Day Programme
7.	01.10.2013	Fancy Dress Competition
8.	18.11.2013 to 22.11.2013	Youth Festival Organised by Kakatiya University, Warangal (2nd Position Skit)
9.	19.12.2013	Antakshari Competition
10.	13.01.2014	Celebration of Lohri
11.	04.02.2014	Celebration of Saraswati Puja
12.	03.03.2014	Cultural Programme on the occasion of Institute Convocation
13.	28.03.2014	Valedictory Function of Students Cultural Club

Session 2014-15

S. No.	Date	Activity
1.	15.08.2014	Independence Day Celebration
2.	17.08.2014	Intramural Inauguration
3.	17.08.2014	Cultural Programme on Alumni Day
4.	17.08.2014	Foundation Day Celebration
5.	05.09.2014	Cultural Programme on Teacher's Day
6.	20.09.2014	Fresher's Night Celebration
7.	01.11.2014	Shero-Shayari Competition
8.	25.11.2014 to 29.11.2014	Participation in Inter-University Central Zone Youth Festival Beharampur (Mr. Dilip Kumar III Place in Spot Photography)
9.	11.12.2014	Fancy Dress Competition
10.	13.01.2015	Lohri Celebration
11.	25.01.2015	Saraswati Puja Celebration
12.	26.01.2015	Republic Day Celebration
13.	28.02.2015	Inter Class Dance Competition
14.	05.03.2015	Holi Celebration
15.	21.03.2015	Inter Class Antakshari Competition

Session 2015-16

S. No.	Date	Activity
1.	15.08.2015	Independence Day Celebration
2.	17.08.2015	Intramural Inauguration
3.	17.08.2015	Foundation Day Celebration
4.	17.08.2015	Cultural Programme on Alumni Day
5.	05.09.2015	Cultural Programme on Teacher's Day
6.	19.11.2015 to 23.11.2015	Participation in Inter-University Central Zone Youth Festival Jhansi
7.	19.11.2015	A variety of Entertainment programme was stage on the Occasion of International

		Conference by the Department of Health Sciences & Fitness
8.	05.12.2015	Fancy Dress Competition
9.	11.12.2015	Shero-Shayari Competition
10.	17.12.2016	Fresher's Night Celebration
11.	13.01.2016	Lohri Celebration
12.	16.01.2016	A Rajasthani Kalbalia Folk Dance & Music Programme was Organised in Collaboration with SPIC-MACY
13.	26.01.2016	Republic Day Celebration
14.	26.01.2016	Kite Flying Competition
15.	06.02.2016	Cultural Programme by Shri Salil Bhatt
16.	13.02.2016	Saraswati Puja Celebration
17.	25.02.2016	A Cultural Programme was Organized on the Occasion of National Seminar on Science Innovation by department of Sports Biomechanics.
18.	16.03.2016	B.P.Ed. IV year Night & Valedictory Function



Cultural Programme at LNIPE



Literary Society

Various activities held during the last five years from 2011-2016 by Literary Society

2011 – 12

- An Open Extempore Competition was held on 12.9.11 in which 10 students participated and spoke on topics given on the spot.
- Inter Class Debate Competition was held on 03.10.11 where 12 students participated. The topic was Women & Society
- National Education Day was celebrated on 11.11.11 to mark the birthday of Maulana Abdul Kalam Azad. A Guest Lecture was organized and Dr. P.K. Pandey (Ex Head of Department of Yoga & Health Sciences)
- Selection trials for Youth Festival Team regarding Elocution was conducted for the students on 28.11.2011.
- Paper Presentation was organized on topics of their choice. 8 students participated and presented the paper through PPT on 09.01.12.

2012 – 13

- Inter Class Quiz competition was held on 29.08.12 to celebrate National Sports Day.
- Paper Presentation Competition was held on 29.09.12 and 8 participants took part.
- Inter Class Extempore Competition was held on 25.08.12 where 12 participants took part (2 from each class)
- Inter Class Debate Competition was held on 14.01.13 with the topic - Impact of Media on Youth. 12 students participated (2 from each class).

2013 – 14

- Inter Class Quiz competition was held on 29.08.13 to celebrate National Sports Day.
- Elocution Competition was organized on 30.09. 13. It was open for all the students and 16 students from various classes took part.
- Inter Class Poem Recitation Competition was organized on 23.09.13 and 12 students participated in this competition.



- Essay writing was conducted on 2nd December, 2014 where 14 students participated.
- Inter Class Debate Competition was held on 13.01.14 with the topic - Diverse languages are a barrier in the unity of the nation. 12 students participated (2 from each class).

2014 – 15

- Extempore Competition was held on 15.09.14 and 18 students participated in this event.
- Guest Lecture was organized on 28.07.14. Brig. T.V.S.P. Murthy spoke on Road Side Accidents along with Surgeon Lt. Col. Vinay Sharma from Military Hospital , Morar Cant.
- Guest Lecture of Dr. Cherion on Heart Attacks and their prevention was organized on 11.08.14.
- A Motivational Lecture of Prof. V.K. Arora was organized on 12.9.14 for all the students.
- Essay Writing on 24.01.14 was organized where 12 students participated in this writing competition.

2015-2016

- To celebrate National Youth Day Guest Lecture on HIV & AIDS was organized for the students to create awareness amongst them by Mr. Ajay Kumar Singh, Regional Programme Manager, Mainstreaming, National AIDS Control Organization & Dr. Manish Sharma, Nodal Officer AIDS Control, Gwalior on 12.08.15.
- Essay Writing Competition was organized on 24.09.15 Topic was - Need for relevance of studying Tamil Poet & Philosopher Shri Tiruvallur in 21st Century. 8 students and a Staff participated in this event.
- Guest Lecture by Mr. Rizwan Uddin, Provident Fund Commissioner, Gwalior was given to the students on 20.10.15 on Motivation Through Goal setting.
- Constitution Day was celebrated on 26.11.2015, the 125th Birth Anniversary of Bharat Ratna Dr. B.R.Ambedkar. Speaker on this occasion was Mr. Rizwan Uddin, Provident Fund Commissioner, Gwalior.
- To create awareness amongst the students & Staff towards Road Safety an Oath taking Ceremony was organized where 460 staff & students participated in this event on 12.01.16.



- Guest Lecture on Road Safety - Time for Action was taken by DSP, Traffic, Mr. Ajay Tripathi on 15.01.16.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: Institute/State/Zonal/National/International, etc. during last four years.

The details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels are as under:

2011-12:

All India Inter University Level:

<u>Name of the Game</u>	<u>Place</u>
Gymnastics (M)	1 Gold
Judo (W)	1 Silver & 1 Bronze
Power Lifting (M)	1 Bronze
Power Lifting (W)	1 Gold
Canoeing (M)	1 Bronze
Kayaking (W)	1 Silver, 9 Bronze
Boxing (W)	2 Bronze

All India University Level:

Gymnastic (W) (Team)	Gold
----------------------	------

Inter-Zonal University Level:

Handball (M)	Bronze
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West-Zone University Level:

Handball (M)	III Position
Football (W)	I Position
Volleyball (W)	II Position
Football (M)	I Position
Youth Festival (Mime)	III Position
Youth Festival (Poster Making)	III Position

2012-13:

All India Inter University Level:

<u>Name of the Game</u>	<u>Place</u>
Judo (W)	1 Bronze
Power Lifting (M)	1 Gold
Power Lifting (W)	1 Gold
Kayaking (W)	4 Bronze
Boxing (W)	1 Bronze

**West-Zone University Level:**

Handball (M)	:	III Position
Cricket (M)	:	III Position
Basketball (W)	:	III Position
Youth Festival (Elocution)	:	I Position

The following Sports and Games were organized by the Institute for the Session 2012-13 :

S. No.	Name of the Game	Section	Zone
1.	Basket Ball	Women	West Zone
2.	Squash Racket	Men	All India

2013-14:

All India Inter University Level:

<u>Name of the Game</u>	<u>Place</u>
Judo (W)	Silver

Inter-Zonal Inter University Level:

Football (M)	:	IV Position
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Central Zone Inter University Level:

Basketball (M)	:	I Position
Basketball (W)	:	I Position
Football (M)	:	I Position
Volleyball (M)	:	I Position
Tennis (M)	:	II Position
Volleyball (W)	:	II Position
Kabaddi (W)	:	II Position
Youth Festival (M & W)	:	II Position (Skit)
Table Tennis (M)	:	III Position
Football (W)	:	III Position
Hockey (W)	:	IV Position

The following Sports and Games were organized by the Institute for the Session 2013-14:

S. No.	Name of the Game	Section	Zone
1.	Football	Men	Central Zone
2.	Volleyball	Men	Central Zone

2014-15:

All India Inter University Level:

<u>Name of the Game</u>	<u>Place</u>
Judo (W)	2 Bronze
Judo (M)	1 Bronze
Gymnastic	6 Gold
Athletics	1 Bronze
Kayaking & Canoeing (W)	Women Team Overall Silver
Kayaking	6 Silver, 2 Bronze

**Inter-Zonal Inter University Level:**

Football (M) : Gold

West Zone Inter University Level:

Basketball (W) : I Position
 Football (M) : I Position
 Football (W) : I Position
 Volleyball (M) : II Position
 Badminton : II Position
 Youth Festival (M & W) : III Position (Photography)
 Handball (W) : IV Position
 Handball (M) : IV Position

The following Sports and Games were organized by the Institute for the Session 2014-15:

S. No.	Name of the Game	Section	Zone
1.	Football	Men	Inter Zonal
2.	Football	Men	West Zone
3.	Gymnastic & Malkhamb	Men & Women	All India

Session 2015-16:

Institute was declared as Canter of Excellence in Sports by Association of Indian Universities, New Delhi

All India Inter University Level:

<u>Name of the Game</u>	<u>Place</u>
Gymnastics (M) (Team)	Silver
Gymnastics (W) (Individual)	Silver
Gymnastics (M) (Individual)	Bronze
Judo (W)	Bronze
Athletics (W)	Bronze

West Zone Inter University Level:

Football (W) : I Position
 Volleyball (W) : I Position
 Volleyball (M) : I Position
 Basketball (W) : II Position
 Badminton (W) : III Position
 Badminton (M) : IV Position
 Table Tennis (W) : IV Position

The following Sports and Games were organized by the Institute for the Session 2014-15:

S. No.	Name of the Game	Section	Zone
1.	Badminton	Men	West Zone
2.	Badminton	Women	West Zone
3.	Badminton	Men	Inter Zonal
4.	Badminton	Women	Inter Zonal

**5.3.3 Does the Institute conduct special drives / campaigns for students to promote heritage consciousness?**

Yes.

The Institute conducts special drives and campaigns for students and faculty members to promote heritage consciousness. Students are taken to Gwalior Fort, Jay Vilas Palace, Mitawali, Padavali, Agra as part of heritage consciousness.

5.3.4 How does the Institute involve and encourage its students to publish material like catalogues, wall magazines, collage magazines, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The Institute involves and encourages the students to publish materials like catalogues, wall magazines, college magazine and other materials to showcase students' literary activities. There are a large number of literary contests held in the Institute by the different departments where students get an opportunity to participate.

5.3.5 Does the Institute have a Student Council or any other similar body? Give details on its constitution, activities and funding?

Yes.

- Students Cultural Club – With Staff Advisor and President and Secretary from Students Body
- Mess Cooperative Committee – With Warden and Students representative from each class.

All bodies are funded by the Institute.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The Institute has the following forum of students for catering various activities funded by Institute.

- Literary Society – With Staff Advisor and President and Secretary from Students Body
- Intramural Committee – With Staff Advisor and President and Secretary from Students Body
- Hostel Committee – With Warden and Captain, Prefect and Secretary from Students residing in each hostel.



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 State the vision and the mission of the university

The Lakshmibai National Institute of Physical Education, was established by the Ministry of Education & Culture, Government of India as Lakshmibai College of Physical Education (LCPE) in August 1957, the centenary year of the War of Independence and is located at Gwalior, where Rani Lakshmibai of Jhansi, a valiant heroine of the war, had laid down her life during the first freedom struggle in 1857.

Vision:

To engage in relentless pursuit of excellence in physical education and sports for health, fitness and wellness of the citizens.

Mission:

Quality teaching, learning and research in cognitive, psychomotor and effective domains in physical education and sports.

Further LNIPE has formulated its objectives to align with its vision and mission.

Objectives of the University

The objectives of the Institute are as under:

- To prepare highly qualified teachers and leaders in the field of Physical Education and Sports.
- To serve as a centre of excellence and innovation in Physical Education and Sports.
- To provide professional and academic leadership to other institutions in the field of Physical Education.
- To provide vocational guidance and placement services to the professionals in this field.
- To promote mass-participation in Physical Education and Sports.
- To develop and promote programmes of Physical Education and Sports in the country.
- To encourage and produce scientific contemporary literature in the field of Physical Education and Sports.
- To provide community services in the field of Physical Education and Sports.



6.1.2 Does the mission statement define the institution's distinctive characteristic in terms of addressing the needs of society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes.

LNPE is established based on the ideals of Sharir Madhyam, Khalu Dharm Sadhnam. The mission of the institute is to carry forward these ideals and produce a human resource which is capable, skilled and has sensitivity to the community and environment, has strong ethical values and contributes towards nation building.

With students across the country, the institute promotes national understanding through education. The competencies provided to students help make them globally employable. The spirit of creativity is nurtured and enhanced so as to encourage entrepreneurship.

The Institute strives to inculcate the spirit of fitness and wellness amongst the staff and students and community through its various programmes and events. With cross-cultural sensitization, spirit of entrepreneurship, value based learning and the zeal to excel, the institute's endeavour is to produce thought provoking leaders and citizens for the society. It caters to the spirit of promoting diversity and inclusiveness in its student body. LNPE is committed to provide a healthy blend of tradition and modernity in its curricula and looks for innovative pedagogy in teaching, research, performance in sports and extension activities keeping these ideals in mind. It especially caters to first generation learners and thereby fulfils an important national mandate.

6.1.3 How is the leadership involved?

- **In ensuring the organization's management system development, implementation and continuous improvement?**
- **In interacting with its stakeholders?**
- **In reinforcing a culture of excellence?**
- **In identifying organizational needs and striving to fulfil them?**

Lakshmibai National Institute of Physical Education is a **Society registered under Madhya Pradesh Society Registration Act 1973.** Accordingly, the Institute is governed by the **Memorandum of Association (MOA).** The authorities of the institute include statutory bodies like:



- Board of Management
- Academic Council
- Finance Committee
- Planning and Monitoring Board
- Building & Works Committee
- Board of Studies
- Such other authorities as may be declared by the bye-laws to be the authorities of the Institute

The Vice-Chancellor being the head of the institution provides leadership in all spheres. The detail of Administrative structure of the institute is given below:

AUTHORITIES OF THE INSTITUTE

PRESIDENT

The Union Minister for Youth Affairs and Sports, by virtue of his office, is the President of the Institute and when present, presides over the Convocations of the Institute.

BOARD OF MANAGEMENT (BOM)

The Board of Management is the principal organ of management and principal executive body of the Institute. The Vice-Chancellor of the Institute is the Chairman and Registrar is the Secretary of the Board.

ACADEMIC COUNCIL

The Academic Council is the Principal Academic Body of the Institute and is responsible for the maintenance of standards of education, teaching and training, inter-departmental coordination, research, examinations and tests. The Vice-Chancellor is the Chairman and Registrar is the Secretary of the Council.

FINANCE COMMITTEE

The Finance Committee considers annual accounts and financial estimates of the Institute. It also considers annual budget and revised estimates to the Board of Management. The Vice-Chancellor is the Chairman and Finance Officer is the Secretary of the Committee



PLANNING AND MONITORING BOARD

The Planning and Monitoring Board is the principal planning body of the Institute and is responsible for the monitoring of the development programmes of the Institute. The Vice-Chancellor is the Chairman and Registrar is the Secretary of the Board.

BOARD OF STUDIES

There is a Board of Studies for each Department of the Institute which meets at least two to three times in an academic session to review & deliberate departmental syllabus/curriculum, examination schemes, question paper making & evaluation standards etc. which are then discussed & deliberated at the Academic Council Meeting before being approved by the Board of Management.

BUILDING & WORKS COMMITTEE

There is a Building & Works Committee which caters for the need and development of the Institute in terms of infrastructure development and other related matters.

OFFICERS OF THE INSTITUTE

VICE-CHANCELLOR

The Vice-Chancellor is the Principal Executive Officer of the Institute and exercises general supervision and control over the affairs of the Institute. He is responsible for the implementation of the decisions of all the authorities of the Institute. He is the Chairman of the Board of Management and ex-officio Chairman of the Academic Council, the Finance Committee, the Planning and Monitoring Board and Selection Committee. He is appointed by the President of the Society and holds office for a term of five years.

REGISTRAR

The Registrar is a whole time salaried officer of the Institute and is responsible directly to the Vice-Chancellor. He is the ex-officio Secretary of the Board of Management, the Academic Council and Planning and Monitoring Board. He is appointed by the Board of Management on the recommendation of the Selection Committee.



FINANCE OFFICER

The Finance Officer is a whole time salaried officer of the Institute and is appointed by the Board of Management. He works under the direction of the Vice-Chancellor and is responsible for the preparation of annual budget, estimates and statements of accounts for submission to the Finance Committee and the Board of Management. He is also responsible for the management of funds and investments of the Institute under the control of the Board of Management.

CONTROLLER OF EXAMINATIONS

The Controller of Examinations is responsible for the implementation of specific directions of the Board of Management, the Academic Council and the Vice Chancellor on the issues of examination and evaluation.

HEAD OF THE DEPARTMENTS

There is a Head for each Department in the Institute who is appointed by the Vice Chancellor. He presides the meeting of the Board of Studies of his Department and looks after its activities.

OTHER OFFICERS

Deputy Registrars and Assistant Registrars are the functional heads of different sections like administration, legal, academics, estate, procurement and finance etc. and assist the Registrar in smooth functioning of the Institute.

In ensuring the organization's management system development, implementation and continuous improvement:

The leadership closely monitors and reviews the performance of the Institute wings and has well developed mechanisms to do so, such as the management information system. There is continuous assessment and evaluation at all levels. The administration, from time to time, introduces newer innovations in management systems and monitors its successful and effective implementation. The Vice-chancellor at the top level and Heads of the Departments at the department levels manages the processes related to teaching, learning and evaluation. The Vice-Chancellor, Registrar, Finance Officer and other officers are involved in planning and development of infrastructure and support services. The Institute has been



certified to the parameters of **ISO 9001:2008, ISO 14001:2004 and ISO 18001:2007** by M/s UKAS Quality Management on 28.8.2012, A well trained team of quality auditors under the supervision of Vice-Chancellor conducts periodic quality audit in all the Academic and Administrative departments. All the academic and administrative bodies are activated to initiate changes for improvement. The Heads of various departments are adequately empowered to take decisions for introducing improvements in the functioning.

In interacting with its stakeholders:

The top management of the Institute provides open access to all its stakeholders. The leadership has evolved regular and continuous interaction with all its stakeholders through well-articulated bodies which work both horizontally and vertically through various formal committees of the institute for interaction with students, alumni, faculty and other senior faculty in Advisory role.

The Institute Leadership interacts with industry periodically to know their expectations from the Institute. The alumni associations are given an active role in various activities of the Institute.

In reinforcing a culture of excellence?

The leadership encourages merit by principle of recognition and reward. It remains committed to achieving excellence in all spheres. Due to commitments towards its approach about excellence, the Institute is in the forefront amongst other Institutions of Physical Education not only in India but in the entire South East Asia region.

The Vice-Chancellor of the Institute Dr. Dilip Kumar Dureha being academician and researcher gives highest priority to promote culture of excellence in academics, research and other fields. The Institute provides opportunity to the Faculty, Research scholars and students to participate in National and International seminars/conferences, Foreign exchange programs. To be very specific each faculty is allowed to attend International conference once in two year and National conference every year for presenting their Research Paper sponsored by the Institute. The performers are appropriately recognized and rewarded by the institute administration.



In identifying organizational needs and striving to fulfil them:

The leadership reviews the needs of the institute from time to time and has well developed mechanisms to do so. There is continuous assessment and evaluation of such requirements. The management also monitors its implementation at all stages.

6.1.4 Where any of the top leadership positions of the university vacant for more than a year? If so, state reasons.

The top Leadership position of the institute was vacant for some time due to retirement and other reasons. The institute regularly advertises vacant positions from time to time. Meanwhile institute has deputed the senior most faculty as In charge Vice-Chancellor/Registrar/HOD for the smooth functioning of the institute.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes.

The institute ensures that all the statutory positions are filled well in time and meetings are held frequently for proper and smooth functioning of the institute management.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

The institute has a rich culture of participative management. It draws members from all levels to serve in these committees. Besides, there are various committees, boards, and councils etc. in the institute with a wide representation of all sections.

There are regular follow-up meetings at the Department level and Board of Management and Academic Committee at the institute level. Besides, there is invariably formation of various committees to review and formulate various policies at the department and the institute level. The Board of Studies takes decision regarding curriculum, teaching, and evaluation process of various courses. In addition to these participative management initiatives, the institute is collecting feedback and suggestions from its stakeholders including retired employees, parents and Alumni to take corrective actions if any in implementing the academic programmes.



To ensure individual contribution towards achievement of objectives in time bound manner, the objectives are deployed at each of the following management levels:-

- VICE CHANCELLOR
- REGISTRAR
- HOD
- PROGRAMME CO-ORDINATORS
- FACULTY LEVEL

KEY OBJECTIVES OF THE INSTITUTE

To promote and foster creativity and innovation in curriculum design and delivery

To provide Resources and Infrastructure for Academic Excellence

To enhance the quality of the student learning experience

To promote Research Culture and Management Practices

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

N.A.

6.1.8 Have any provisions been incorporated/ introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

N.A.

6.1.9 How does the university groom leadership at various levels? Give details.

The institute is taking all initiatives to develop leadership at various levels. At the institute level the Vice Chancellor and Registrar provides the leadership by introducing quality



initiatives and by executing plans and programs designed for the development of the institute. The review meetings with all the Heads of the departments, Board of Studies, Academic Council, etc. are conducted from time to time on academic progress and invites suggestions for further improvement of institute functioning.

Young faculty members are made in-charge in various programmes, examination committees etc. to evolve strong leadership quality, knowledge dissemination, capacity building.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Yes.

The Institute is connected with National Knowledge Network provided by the Government of India through which research and other information can be accessed.

The Institute has sound knowledge management strategy to utilize the knowledge of all its stake holders such as faculty, non- teaching staff, research scholars etc. for improving academic standards and to disseminate knowledge through team work. At the institute level the management review meeting with Vice-Chancellor in chair is organized periodically to identify the opportunities for improvement. All the faculty members are given an opportunity to improve their skills by participating in Refresher/ Orientation Programmes conducted by LNIPE Academic Staff College. The institute has established collaboration with several prominent and well reputed Institutions through Memorandum of Understanding for collaborative research and knowledge sharing.

6.1.11 How are the following values reflected the functioning of the university

Contributing to National Development?

Institution is committed in fostering a close inter-relationship between teaching and research. It is devoted to providing the best intellectual capital towards nation building. It also remains committed to the principle of promoting excellence while being inclusive. It also fulfils its social responsibilities of mainstreaming those who are on the margins of society by providing them the best of education in a conducive learning environment. It also has a progressive admission policy.

Many students and faculty from the Institution have excelled in various aspects of life. To name a few, Padma Shri to Arjun



awardees, medalist in International and National Events and from officers in different forces to leading academicians in top Universities.

The details of the Legacy of Institution is given below:

S. No.	Name of Person	Award/Honour
1.	Dr. P.M Joseph (Founder Principal LCPE)	Padma Shri
2.	Dr. P.A. Vaidya	Padma Shri
3.	Dr. Khushi Ram	Olympian
4.	Prof. Karan Singh	Dronacharya Award
5.	Brig. Labh Singh	Dhyanchand Award
6.	Prof. Ajmer Singh	Arjuna Award
7.	Mr. Vijay Singh Chauhan	Arjuna Award, Iron man of Asia
8.	Dr. Kalpana Debnath	Arjuna Award
9.	Mr. J. V. Dron	Member of Parliament
10.	Prof. R. Thirumalaisamy	Vice-Chancellor
11.	Dr. Jatin Soni	Vice-Chancellor
12.	Dr. Laxman Singh Ranawat	Vice-Chancellor
13.	Prof. A. M. Moorthy	Vice-Chancellor
14.	Prof. D. K. Dureha	Vice-Chancellor
15.	Dr. R. P. Sharma	Represented India (Football)
16.	Dr. M. S. Gill	Represented India (Gymnastics)
17.	Ms. Kamlesh Chatwal	Represented India (Athletics)
18.	Ms. Kusum Chatwal	Represented India (Athletics)
19.	Prof. Avinash Sidhu	Captain Indian Hockey and Volleyball Team
20.	Dr. H. A. Jafri	Represented India (Athletics & Volleyball)
21.	Mr. Nishant Kumar	Represented India (Basketball)
22.	Mr. Avnish Yadav	Represented India (Volleyball)
23.	Mr. Kulwant Dral	Represented India (Volleyball)
24.	Mr. Shrikant Pahadi	Represented India (Athletics)
25.	Ms. Bittoo Sharma	Represented India (Judo)
26.	Ms. Uma Patel	Represented India (Power Lifting)
27.	Dr. A. K. Uppal	Coach for World Universities (Athletics)
28.	Mr. M.H. Quareshi	Coach for Indian Universities (Hockey)
29.	Prof. V. K. Dabas	Coach Indian Para Olympic Team (Swimming)
30.	Prof. Manika Debnath	Coach Indian Team (Gymnastics)
31.	Prof. Ramesh Pal	Coach for Indian Universities (Athletics)
32.	Mr. V. K. Sud	Coach for Indian Universities (Hockey)
33.	Prof. A.K. Datta	Coach for Indian Universities (Hockey)
34.	Mr. S. P. Pillai	Represented Indian Universities (Athletics)
35.	Mr. Heeralal Adhikari	Represented Indian Universities (Football)
36.	Dr. Pradeep Dutta	Represented Indian Universities (Hockey)



37.	Dr. Kushal Singh Chauhan	Represented Indian Universities (Athletics)
38.	Ms. G. Ithopia	Represented Indian Universities (Athletics)
39.	Prof. B. C. Kapri	Represented Indian Universities (Football)
40.	Mr. Satish Kumar	Represented Indian Universities (Football)
41.	Mr. William Tuniduo	Represented Fiji (Athletics)
42.	Mr. Alifreti Cawanibuka	Represented Fiji (Athletics)
43.	Mr. Kaviraj Mardemotto	Represented Mauritius
44.	Mr. A. S. V. Prasad	National Champion
45.	Mr. Baby Thomas	National Champion
46.	Mr. Mandeep Kumar Balvada	National Champion (Athletics)
47.	Mr. Harjinder Singh	Major General, Indian Army
48.	Mr. Bhagat Ram Hooda	Brig. Indian Army
49.	Mr. Dinesh Singh	DIG, BSF
50.	Mr. Manoj Yadav	DIG, BSF
51.	Mr. Pallav Bora	Colonel, Indian Army
52.	Mr. Janak Singh Shekhawat	Colonel, Indian Army
53.	Mr. Prahalad Singh Dahiya	Colonel, Indian Army
54.	Late Mr. Ravi Popli	Colonel, Indian Army
55.	Lt. Shashindra Singh	Vir Chakra, Indian Army
56.	Mr. A. Rajesh	Major, Indian Army
57.	Mr. Tapas Mandal	Major, Indian Army
58.	Dr. P. Shaji	Director, FIFA Indian subcontinent
59.	Dr. Swapan Mukherjee	Professor of Physical Education Bloomsberg University, USA
60.	Dr. Victor Pinhero	Professor of Physical Education University of Akron, USA
61.	Mr. Samip Rajguru	Sports Journalist, India TV
62.	Mr. Shashi Nayar	Chief Administrator, Reserve Bank of India
63.	Mr. Mohammad Rasid	Sports Journalist, DD Sports
64.	Ms. Somya Shrivastava	Won Gold Medal in Asian Power Lifting Championship Representing India (Power Lifting)

Fostering global competencies among students

The Institute strives to excel in its functioning. This is reflected in the excellent student performance, in teaching learning processes, as well as, in administrative functions. Increased research output from faculty, achievements of students in academic and extracurricular activities like International competitions, National Championships, and representation of senior faculty on various governmental organizations like Kendriya Vidyalaya Sangathan (KVS), Central Universities in National and International Sports Bodies, Olympic Committees are testimony to the Institute's quest for excellence.



Inculcating a sound value system among students

The institute believes in a policy of inclusion of students from all sectors of society including SC/ST/differently-abled, Kashmiri migrants and International students. The institute contributes to a large pool of employable youth by imparting competencies and skills towards capacity building. Each year about three hundred employable graduates are added to the human resource pool of the country.

The institute has always strived towards excellence and ethical practices. Its participatory governance, 'no capitation' fee policy for admission, and selection of students and faculty only through merit are some of the examples of inculcation of values and principles amongst all stakeholders of the institute.

The institute strives to excel in its functioning. This is reflected in the excellent student performance, in teaching learning processes, as well as, in administrative functions. Increased research output from faculty, achievements of students in sports and extracurricular activities like International moot court competitions, National championships, representation of senior faculty on various governmental organizations.

Promoting use of technology:

The institute is a progressive institute and uses ICT in all its functions. Technology is used in all teaching learning processes and administrative processes too. From the stage of first applying to the institute for Admission, to the final stage of convocation and alumni interaction, students learn to be comfortable with all our ICT processes.

The use of technology is strong fort of the institute, and it adapts various activities in promoting the use of technology at every stage of teaching, learning and resource. The information and communication technology oriented teaching is adapted in all departments.

Quest for excellence:

Since its inception, the institute lays strong emphasis on providing excellence in teaching –learning and research. For achieving excellence in its programmes and procedures, the institute adopted a structured and scientific quality management system following an ISO 9001:2008, ISO 14001:2004 and ISO 18001:2007 standard.

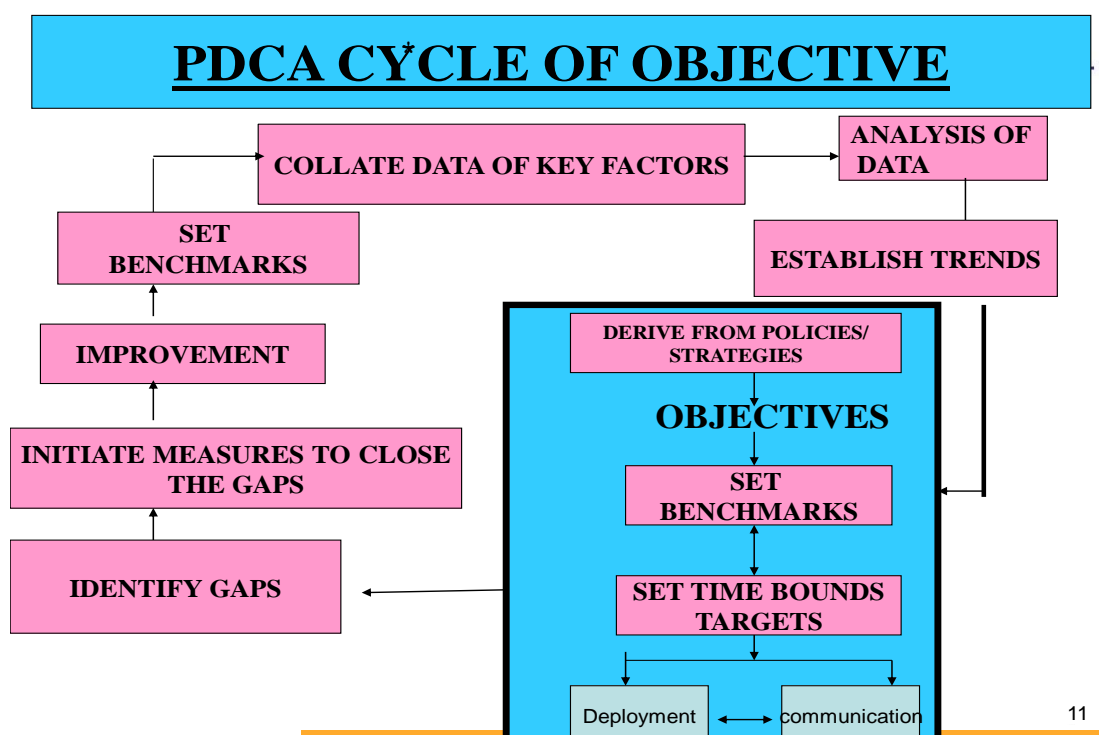
L.N.I.P.E Academic Staff college is recognized as one of the best in the Country. Kendriya Vidyalaya Sangathan (KVS), Tibetan Schools, Navodaya Vidyalayas, Delhi Public Schools, Army Public Schools have recognized LNIPE to impart in-service course for their Physical Education and Sports teachers.

6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

Yes.

The institute has a perspective plan for its development, and hence, it is in the process of launching new departments and programmes as per the needs of the society at large.



*Plan-Do-Check-Act

Every year based on the above matrix, the following steps are taken:

- Mapping key performance indicators.
- Measure and track each metric.
- Analyse, implement and take corrective action accordingly.
- Define threshold, benchmark and best practice metric for each indicator.

Based on the above, Strategic, Maintenance and Research objectives are set up for the next academic year consistent with institute policies, strategies and vision, mission and values.



Vision and Mission

The institute's vision of achieving excellence in research and teaching is reflected in the steps that it takes to keep itself abreast with the latest innovations in curricula and research. It has over the years developed expertise in a number of cutting edge disciplines such as Sports Biomechanics, Exercise Physiology, Sports Psychology, Health Education, Yogic Sciences and many others. Besides, in order to make institute education accessible to many, it has adopted a progressive admission policy.

Teaching and Learning

The Institute strategizes to achieve excellence in teaching and learning by adopting the best practices being followed the world over albeit by tweaking them to suit local needs. It continuously updates its curricula and reinvents pedagogic methods to suit the need of the hour. The Department of Physical Education Pedagogy prepares the time-Table and teaching plan in coordination with the faculty members. The teachers are encouraged to adopt ICT and interactive methods of teaching. The faculty is exposed to workshops and training programs to improve their learning. The departmental committee reviews the progress of syllabus coverage and other academic activities of the department and initiates corrective and preventive actions. The process is clearly documented in the book form.

Research and Development

The Institute assesses research potential of its departments and centres and supports innovative projects by developing infrastructure, providing grants and other administrative support. It is committed to innovation and achieving excellence in R&D project, which is evident by the number of PhDs awarded and grants which the faculty have earned from various National and Government funding agencies.

Community Engagement

The Institute assumes social responsibility and connects with the society by its different activities. For instance Summer Coaching Camps in different sports/games are organized for the children of greater Gwalior in which around 3000 every year take parts. Besides this their parents are also encouraged to come for different activities in the campus. Free Yoga and Medical Camp are organized to encourage coming to the campus.



Students are encouraged to join NCC for community services. Many student provide their social service to the Ramkrishan Mission and Juvenile home and Institute also provide their resources to them. The institute encourages public especially to middle and old age people to come for morning and evening walk in the eco-friendly campus in order to encourage them to have an active life style.

Institute's Vice Chancellor is ex-officio President of the Kendriya Vidyalaya No.1, which consists of Child Guidance Centre.

Human resource planning and development

The institute developed plans for recruitments and selection of highly qualified human resource in teaching and non-teaching positions. The recruitment and selection process for human resources is strictly based on UGC guidelines.

- Rewards Merit and holds fair selection at teaching and non-teaching levels.
- Regular induction programmes for new teaching and non-teaching staff.
- Mentoring by senior faculty and alumni.
- Conduct of regular orientation programmes, refresher courses, staff development programmes, short term capacity building workshops.

Industry interaction

The institute has an active institute level placement cell which facilitates interaction with the industry. Moreover, many departments, which have an interface with the industry, draw upon their expertise from time to time. Regular concurrent fieldwork, block fieldwork and summer placements are part of institute life. Students undertake internship training programs with different institutions across the country from 1st July to 15th Aug, of every year. There are regular observational visits to corporate and NGOs.

Internationalization

The institute has an office now centre of International relations and cultural exchange which facilitates signing of MoUs and Agreements with universities abroad. The centre explores the possibilities of collaborative research and academic programme at the international level and simultaneously incorporates faculty and student exchange programme. There are a number of active MoUs in which the institute is currently engaged. There

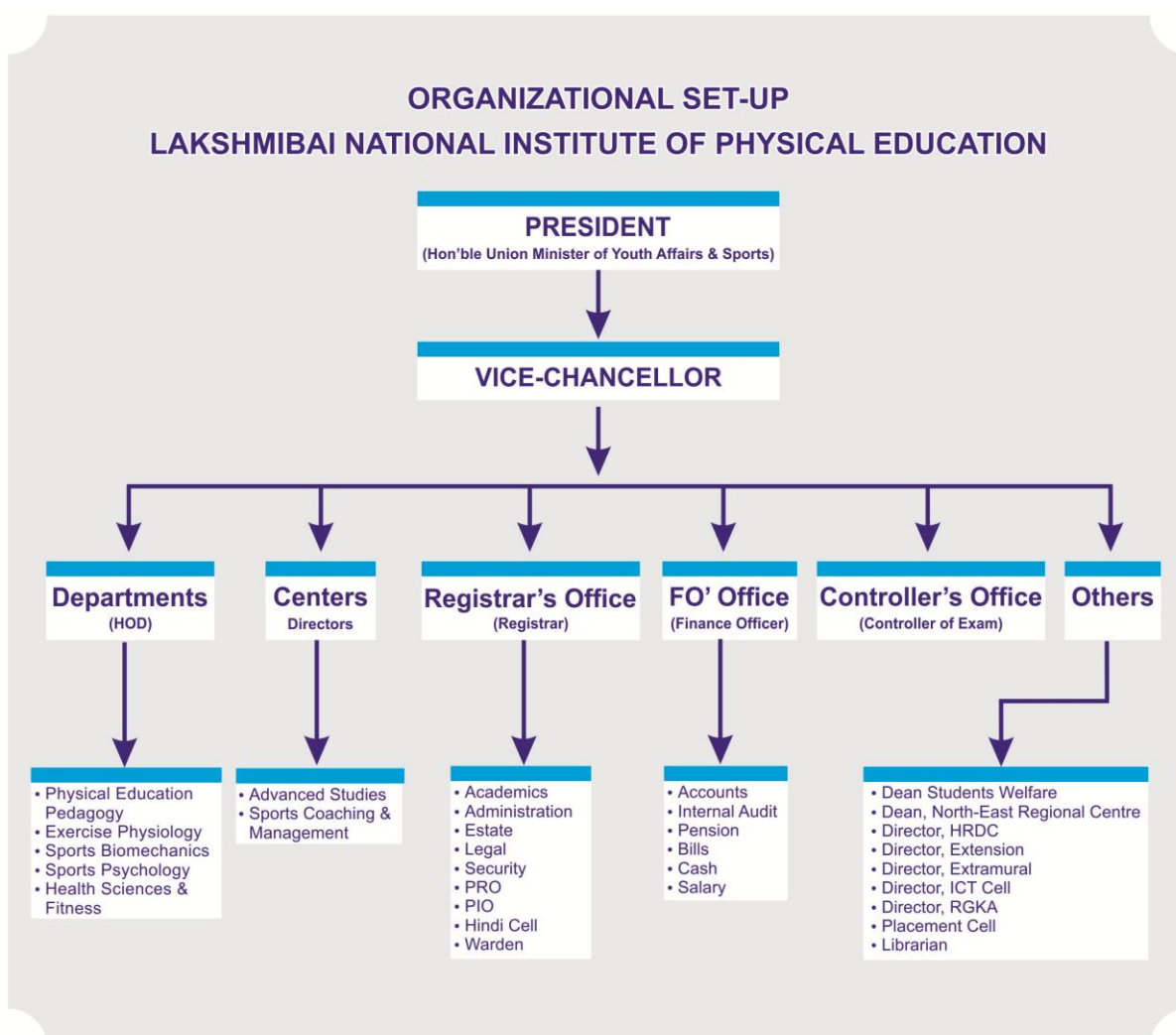


is also a foreign students 'advisor' office which actively facilitates admission of foreign students to LNIPE. The institute has several plans to expand its International collaborations with other countries.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The Institute is having a well defined organizational structure in administration and academic decision making process. The Vice Chancellor is the highest policy maker under the guidance of Board of Management.

The internal organizational structure is given below.



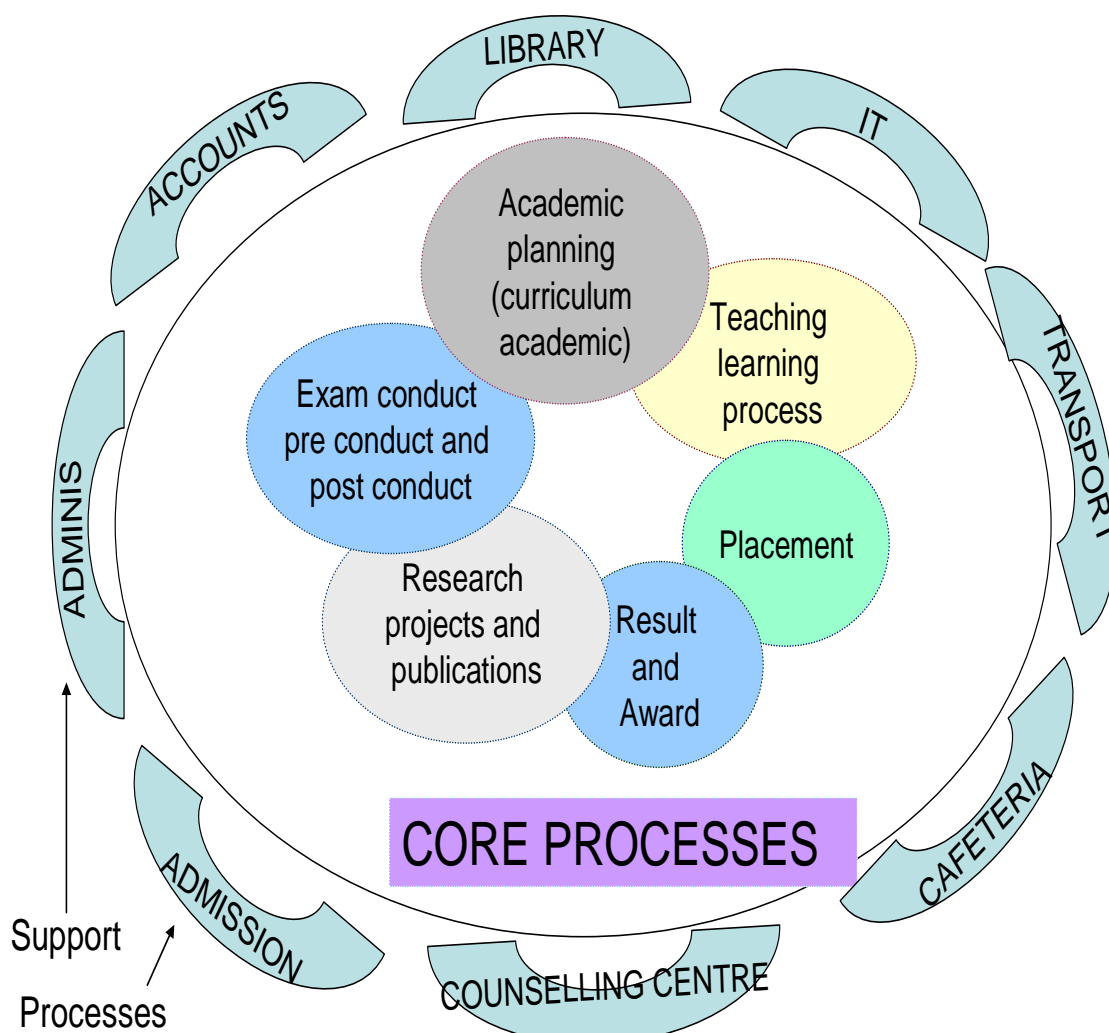
6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes.

There is an Internal Quality Assurance Cell which is headed by a senior professor. Besides, there is constant monitoring through bodies such as Board of Studies, Faculty Committee, Academic Council, Board of Management, etc.

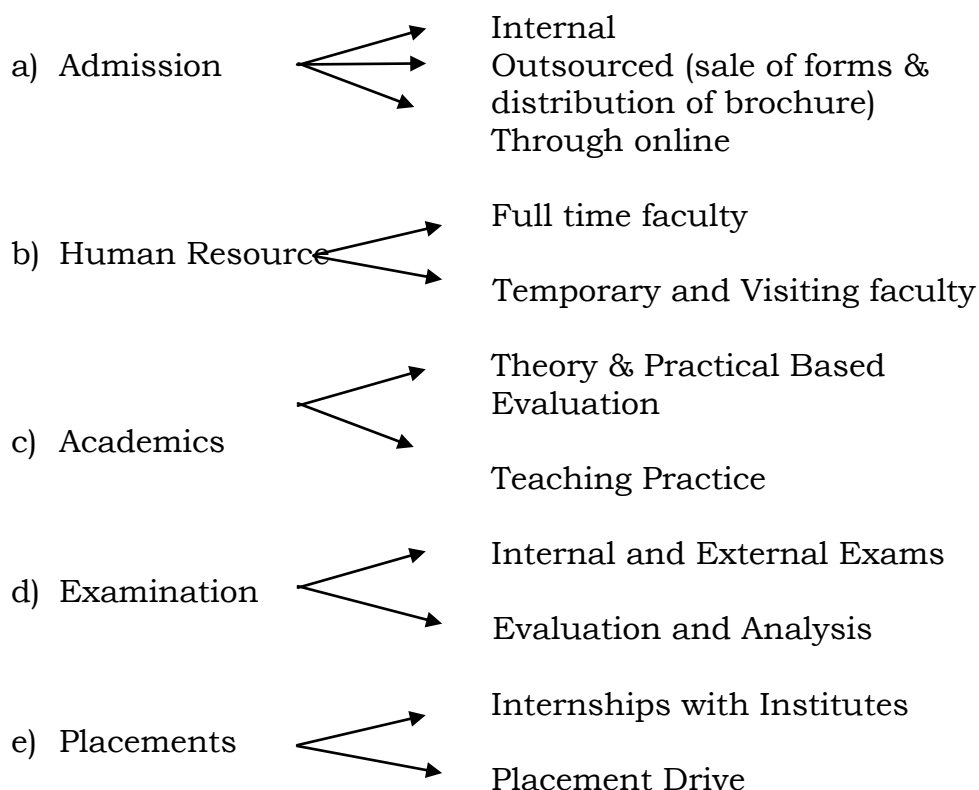
The quality policy is articulated by extensive participation and involvement of the top management of LNIPE. The policy is relevant to the organization's goals and commits to meet the expectations and need of the stake holders on quality and statutory requirements. Quality audit is conducted periodically to assess the progress and to introduce required changes for further improvements.

MACRO PROCESSES





MACRO PROCESS



6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes.

The Head of the Department conducts departmental committee meeting regularly and discusses regarding the academic and administrative matters of the department. The department research committee meets as and when required and discusses research activities and development of the department. The departments are supported with sufficient budget.

It does encourage autonomous functioning through its Board of Studies. However, decisions taken by departments in their Board of Studies are reported for approval in the Academic Council of the Institute. Similarly Academic Council decisions are confirmed in the Board of Management meetings.



6.2.5 During the last four years, have there been any instances of court cases filed by and against the Institute? What were the critical issues and verdicts of the courts on these issues?

Yes.

There were few court cases filed against the institute. They were related to service matters of the employees. There is a separate legal cell in the institute with a panel of well qualified lawyers to handle the legal aspects of the institute.

6.2.6 How does the university ensure that grievances/complaints are promptly? Attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

The institute has structured mechanism to insure that grievances or complaints are effectively and promptly resolved. The Grievance Redressal Cell is headed by a Senior Professor as a Coordinator. The complaints and Suggestion Boxes are placed at prominent places of the institute and institute has created a unique mail Id wherein the complaints of the stakeholders are received. Each department maintains suggestion and complaint register, the Heads of the Department receives complaints and suggestions if any and forward them to grievance cell for prompt and effective action .The suggestions received from all the stakeholders of the institute are compiled and placed before the Vice-Chancellor for discussion.

The women grievance cell is effectively functioning to attend all the gender related grievances.

There are a number of redressed mechanisms and bodies which specifically look at complaints, for example those pertaining to students (Disciplinary Committee), related to sexual harassment, administrative matters (Vice Chancellor and Registrar) etc. They work within a reasonable time frame while ensuring that justice is met out in a fair manner. Often reflection on these complaints leads to adoption of policies by the institute too.

6.2.7 Does the university have a mechanism for analyzing student feedback on Institutional performance? If yes what was the institutional response?

Yes.

There is a process of gathering informal feedback from students which makes the institute assess these and then adopt measures too. The institute is working towards formalizing it.



6.2.8 Does the university conduct performance audit of the various departments?

Yes.

It does so, on regular basis.

6.2.9 What mechanisms have been evolved by the university to identity the development needs of its affiliated institutions?

N.A.

6.2.10 Does the university have a vibrant College Development Council (CDC)/Board at college and University Development (BCUD)? If yes, detail structure, functions and achievements.

N.A.



6.3 FACULTY EMPOWERMENT STRATEGIES

The institute offers all its support to promote research and publications of its faculty members; it provides financial support for participating in National/International conferences among other things. The institute also runs short term programmes for enhancing the skills/expertise of its faculty members.

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Several measures are taken by the institute to enhance professional development of teaching and non-teaching staff. In respect to teaching staff of the institute it organizes a series of Refresher/ Orientation courses/ Workshops through the UGC-HRDC.

The institute runs short term programmes for enhancing the skills/expertise of its teaching and non-teaching members such as capacity building programmes, workshops on fresh application of technology and management systems, workshops on RTIs etc. conducted by the Academic Staff College.

The faculty members attend Seminars, Symposia and Workshops, National / International Conferences organized by different Universities. The faculty members are provided with all support for getting research funding from various agencies.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The institute has statutory bodies in place for appraisal of its functioning and growth. The IQAC of the institute circulate the Self-Appraisal formats designed by the UGC to all the faculty members of the institute and motivates the faculty to assess their performance as per the specified indicators.

The faculty members are upraised on the basis of outstanding, excellent, good and poor performance. The poor performers are given appropriate counselling and the best performers are encouraged.



6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

The Institute implements several welfare schemes for teaching and non-teaching staff. The following are some of the welfare schemes for teaching and non-teaching staff.

- Housing facility
- Housing loan facility
- PF loan
- Health Centre on Campus
- Medical Reimbursement facility
- LTC and HTC etc.
- Provision for one additional seat in each course conducted by the institute for employee children of both teaching and non-teaching staff.
- Maternity /Paternity Leave.
- Bank, ATMs and Post Office in the campus.
- Employment to the children of deceased employees on compassionate grounds
- Gymnasium play grounds and staff club.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

Institute appoints eminent faculty members. It also invites a number of eminent people from all across the globe for short term tenures. The following measures are adopted by the University for attracting and retaining eminent faculty:

- Health benefits,
- Low interest loans,
- Travel allowances etc.
- Attend/present papers in International and National conferences
- Study leave/Sabbatical to conduct their own research
- Infrastructural Support
- Freedom to work
- Administrative support in processing research related aspects



6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes.

It does so from time to time.

The details of Male and Female students are given below:

Students Enrolled – Separately at Main Campus, and Off-campus Main Campus

Name of the Department / Course	Students Enrolled (2015-16)									
	General		SC		ST		OBC		Total	
	M	F	M	F	M	F	M	F	M	F
B.P.Ed.	145	63	71	37	35	14	121	66	372	180
M.P.Ed.	28	13	18	9	11	5	53	24	110	51
M.Phil	3	2	2	1	0	0	1	1	6	4
Ph.D.	12	6	1	0	2	0	6	2	21	8
PGDYED	6	3	1	3	0	0	11	4	18	10
PGDFM	5	0	4	0	0	0	3	1	12	1
PGDSC	3	0	3	0	0	0	7	0	13	0
DSC	9	0	0	0	0	0	3	0	12	0
	Total								70 %	30%

Off Campus

Name of the Department / Course	Students Enrolled (2015-16)									
	General		SC		ST		OBC		Total	
	M	F	M	F	M	F	M	F	M	F
B.P.Ed.	56	28	21	6	19	8	41	17	137	60

Details of Teaching & Non-Teaching Staff of LNIPE

	Teaching		Non-Teaching	
	Male	Female	Male	Female
LNIPE Gwalior	24	05	98	07
NERC, Guwahati	10	02	02	01
Total	34	07	100	08

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes.

It does soon regular basis for students, teachers and non-teaching staff.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

The programmes of institute Academic Staff College (ASC) now renamed as UGC-HRDC is instrumental in enhancing the competency of the institute faculty. The young faculty members are trained through orientation programmes on methodologies of teaching and research.



ASC runs a number of orientation and refresher courses which greatly benefit the teaching staff. Besides, it runs short term courses for researchers and nonteaching staff too. It draws upon the expertise of the best in the field to do so.

The list of the programs organized by the Academic Staff College (ASC) is given below:

**ASC- (UGC) LNIPE RC/OP Participants/Male Female Course wise Report
Year 2013-2014**

S. No.	Course of RC/OP	Duration Date	No. of Participant	Male	Female	Local	Outside
1.	OP-34 nd	28/05/13 to 24/06/13	28	22	06	03	25
2.	RC-51 st	04/06/13 to 24/06/13	28	25	03	-	28
3.	Interaction Program for Ph.D Scholars	29/07/13 to 18/08/13	30	26	04	11	19
4.	RC-52 nd	20/09/13 to 10/10/13	14	12	02	-	14
5.	OP-35 th	20/09/13 to 17/10/13	15	12	03	04	11
6.	RC-53 rd	07/11/13 to 27/11/13	23	21	02	-	23
7.	OP- 36 th	03/12/13 to 30/12/13	36	22	14	19	17
8.	RC – 54 th	28/01/14 to 17/02/14	24	20	04	01	23
9.	OP-37 th	20/02/14 to 19/03/14	16	12	04	02	14
10.	RC-55 th	05/03/14 to 25/03/14	19	15	04	-	19
Total Courses =			Total	233	187	46	193

**ASC- (UGC) LNIPE RC/OP Participants/Male Female Course wise Report
Year 2014-2015**

S. No.	Course of RC/OP	Duration Date	No. of Participant	Male	Female	Local	Outside
1.	OP-38 th	03/06/14 to 30/06/14	19	13	06	01	18
2.	RC-56 th	04/07/14 to 24/07/14	20	16	04	02	18
3.	OP-39 th	02/09/14 to 29/09/14	14	11	03	01	13
4.	RC-57 th	09/09/14 to 29/09/14	10	07	03	-	10
5.	2 nd Interaction Program for Ph.D Scholars	28/10/14 to 17/11/14	24	17	07	07	17
6.	RC-58 th	06/01/15 to 26/01/15	26	25	01	01	25
7.	IDRC – 59 th	06/01/15 to 26/01/15	22	10	12	14	08



8.	RC – 60 th	09/03/15 to 29/03/15	16	16	--	--	16
Total Courses =		Total	151	115	36	26	125

**UGC-HRDC, LNIPE RC/OP Participants/Male Female Course wise
Report
Year 2015-2016**

S. No.	Course of RC/OP	Duration Date	No. of Participant	Male	Female	Local	Outside
1.	RC-61 st	10/06/15 to 30/06/15	35	31	04	02	33
2.	IDRC-62 nd	03/09/15 to 23/09/15	30	24	06	03	27
3.	Short Term Course	28/10/15 to 03/11/15	35	33	02	02	33
4.	OP- 40 th	02/02/16 to 29/02/16	35	25	10	11	24
5.	RC- 63 rd	09/02/16 to 29/02/16	38	33	05	03	35
		Total	173	146	27	21	152
6.	Interdisciplinary Refresher Course	01/03/16 to 21/03/16	Proposed				
7.	Short Term Course	10/03/16 to 17/03/16	Proposed				
8.	Special Winter/Summer School Program	08/03/16 to 28/03/16	Proposed				



6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Budgeting is the most significant tool through which the effective and efficient use of financial resources in the institute is monitored. Finance Committee of the institute fixes a limit to the total recurring and non-recurring annual expenditure, based on the income and resources of the institute and expenditure shall not exceed the limits so fixed. No expenditure other than that provided for in the budget shall be incurred by the institute without approval of the Finance Committee.

The Institute is following a performance budget system under which annual budget proposals are invited from the Departments & Centres. Budget Estimate (BE) of different Departments and Centres is allocated on the basis of their requirements, priority and performance during previous year. After six months an interim review is taken up and on the basis of six months performance the BE is revised and approved by the Finance Committee.

All information pertaining to payment salaries/ recoveries / TDS etc. is being managed very carefully. There are sections mainly dealing with financial matters, accounts and issues of cheques etc. The details are as follows:

- Issues all cheques that are passed and received in the section for payment
- Deals with examination payments
- Deals with budget preparation and self- finance funds/audit work
- Purchase of stationary/Indents/CPC Meeting/Library matters etc.
- Deals with Projects /Schemes
- TA/DA's to the institute authorities /inspection commissions /college inspection committees /Examination spot evaluation /valuation etc.
- Construction Works /Renovation works/ Contractors bill payments / allotment of Quarters and collection of rents /Regular payments like electricity / water maintenance payments etc.
- Pension settlements /P.F Settlements / P.F Payments / Retirement benefit payments and sanction of House /vehicle loans etc.

**6.4.2 Does the university have a mechanism for internal and external audit? Give details.**

Yes.

The Institute has put in place a mechanism for internal and external audit. All files and accounts are scrutinized by the section heads and concerned officers before the files are processed. They verify budget provision / availability of funds and submit the files to the authority.

The Institute has an Internal Audit mechanism to ensure both accuracy and efficiency in the operation of the account set up. LNIPE has Inspection Manual of Internal Audit in place, which describes scope and nature of Internal Audit. The scope and functions of the Internal Audit Office depend on the work, the number of Departments/Centres and the strength of the establishment. The Internal Audit Office is headed by an Internal Audit Officer who works directly under the overall supervision of the Finance Officer. The Internal Audit Officer chalks out a quarterly program of internal audit of various units of the institute. The frequency of audits depends upon the number of units under its jurisdiction, amount of expenditure made by a department/centre, nature of transactions, general health of accounts of faculty/centres/department etc. also determine frequency of Internal Audit, however, its desirable to aim for internal audit of all important departments/centres/offices once a year and smaller departments/centres/offices once in two years.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

There is a yearly audit by the local audit department. The institutes finance department coordinates with the state audit. In respect of the objections on receiving the information from the audit department, the objections will be sent to the concerned establishment/disbursing officers, with a request to submit the replies. In case there are any objections with a request to submit the clarifications, the answers for the objections along with the necessary documentary evidences will be submitted to the Auditing section. Once they are satisfied, these objections are dropped. The Auditor General has always the authority to re-examine and audit, depending on the nature of objections.

**6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.**

The audited Income & Expenditure statements of the institute for the last four years are annexed.

6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

In the wake of resource crunch in the early 90's the Govt. had encouraged various institutions to raise their internal income by various means such as by starting self-financing programmes and taking up the consultancies etc. As such, the following initiatives were taken up by the institute to mobilize the additional resources:

- Creation of Institute Development Fund
- Institute also generates revenue through its service facilities like running annual summer camp, sports nurseries, Guest House, Swimming pool, Gymnasium, Fitness Centre, Auditorium, Sports Complex and Community Centre etc.
- Institute has taken step to get accreditation from reputed & recognized agencies which will help institute in getting new research projects and financial assistance from different funding agencies.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

The Institute is taking initiatives for developing Corpus Fund through Alumni and various resources.



6.5 INTERNAL QUALITY ASSURANCE SYSTEM

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

Yes.

The institution has mechanisms for academic auditing. All Departments (Centres) hold departmental meetings regularly. Then, Board of Studies (BOS) meetings are also held regularly and all academic and allied decisions are taken through this body. Then Academic Council (AC) meetings are held regularly to take up the Minutes of Board of Studies and other important meetings. Then Board of Management (BOM) meeting are also held regularly. Thus LNIPE has a strong system for Quality Assessment, Assurance & Improvement, with an overall goal of Excellence in Academics. The IQAC prepares the consolidated reports of its department and place it in the Management review meeting for Vice-Chancellor's perusal.

All statutory bodies are self-regulated with proper ordinances in place. Workshops were organized for all the Heads / Dean / Directors and were involved in this process this was approved by the respective BOS. Based on this the departments charted out the future plan.

Students Evaluation of the Teachers

PARAMETERS ASSESSED ON 4 POINT SCALE PROVIDED BY UGC

PARAMETERS:

- Knowledge base of the teacher
- Communication Skill
- Self- Confidence
- Focus on the Syllabi
- Completes syllabus in time
- Refers to latest developments in the area taught
- Ability to integrate course material with environment to provide a broader perspective
- Use of teaching aids
- Use of innovation in teaching
- Sincerity & Punctuality
- Accessibility of the teacher in and out of the class



- Ability to design quizzes /Test evaluate students understanding of the course
- Provision of sufficient time for feedback
- Encourages to ask questions

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

Strengths, Weaknesses, Opportunities and Challenges (SWOC) exercises were conducted with the involvement of various stakeholders in all the respective departments/ centres. The deliberations were further approved by the BOS of the respective Department/ Centre. This exercise has helped department in identifying the areas of improvements. Action plan is an obvious outcome. No doubt, it has acted as catalyst towards academic excellence. Now department know themselves, much better and higher level of participation of all stakeholders is being observed.

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Yes.

The Institution adopts a participatory approach in managing its provisions. Teaching learning process is reviewed through Board of Studies and Academic Council. The structures of these bodies is as given below:

- **Academic Council**
 - Vice-Chancellor – Chairperson
 - Dean (s)
 - Heads of the Departments
 - Ten Professors other than the Heads of the Departments (by rotation of seniority)
 - Three Associate Professors from Departments other than the Heads of the Departments by rotation of seniority.
 - Three Assistant Professors from Departments by rotation of seniority.
 - Three persons from amongst educationists of repute or persons from any other field related to the activities of the



Institute who are not in the service of the Institute, nominated by the Vice-Chancellor.

- Three persons who are not members of the teaching staff co-opted by the Academic Council for their specialized knowledge.
- Registrar, who shall be the Secretary of the Academic Council.

- **Board of Studies**

- Dean of faculty/Head of the Department-Chairperson
- All professors of the faculty/Department
- Two Associate Professors of the faculty/Department by rotation of seniority.
- Two Assistant Professors of the faculty/Department by rotation of seniority.
- Not more than 2 persons to be co-opted for their expert knowledge including those belonging to the concerned profession or industry.

Departmental meetings take care of the course completion and related academic involvement of teachers and students. Periodic review of teaching process is also done by HOD. Up-gradation/revision of syllabus is continuous process, almost all academic units revise respective syllabus once in every three years. The internal quality assurance systems are self-regulated and are aimed at continuous improvement of quality and achieving academic excellence.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

At the very start, a committee was set up to identify the areas which need improvement. Then, strategy was discussed for improving the overall quality of the system. The report was discussed in the meeting. The Vice Chancellor takes important decision in consultation with the senior professor of the Institute and extensive improvements have been observed.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

Statutory authorities of the institute are themselves the members of IQAC; Vice Chancellor himself chairs the IQAC



meetings. All relevant issues are decided by the Vice Chancellor in consultation with senior professor of the Institute.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes.

IQAC has external members. They have provided documentation for improving compliance. They have also given formats for feedback. They are also part of quality initiatives like green audit, curriculum development, development of e-content etc.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes.

Incremental academic growth of students from disadvantaged sections of society has been agenda items in Heads meeting. The institute has observed that it has been able to cater to the disadvantaged section of the society and has been successful. The Academic Council and Board of Management have approved reservation for such section.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The Institution adopts quality management strategies in all academic and administrative aspects. Institute has strong, effective, well developed systems and processes. The best part is that this system is complied for all matters. Any need to accommodate innovations is taken care by different statutory bodies and if there is any strong need then appropriate changes are also be made in LNIPE ordinances. Minutes of the meeting of Academic Council, Board of Management, Finance Committee, etc. are available on LNIPE website. Also the annual report and statistical fact sheet is also provided on the website.

The following are the policies and procedures adopted by the institute to review the administrative and academic activities:

- Academic Policy
- Admission Policy
- Evaluation Policy
- Research and Development Policy



- Finance Policy
- Recruitment Policy
- Purchase Policy
- Construction and Maintenance Policy
- The good governance with quality leadership has received much attention at all levels of management .The following are the steps taken in this direction.
- Vehicle free Wednesday
- Fixing the responsibility and accountability on all the stakeholders.
- Able to recruit additional faculty positions (Assistant Professors (contract) to fill the faculty vacuum.
- Memorandum of Understanding
- Providing Computers and Internet facility to faculty members
- Construction of New Buildings, Hostels, Guest House canteen etc.
- Development of International level sports Infrastructure
- Award for Recognition of sports achievement at National/International

CRITERION VII: INNOVATIONS AND BEST PRACTICES

Lakshmibai National Institute of Physical Education has always engaged meaningfully with the local community. The Institute has engaged in social responsibility activities like collaborations with NGOs, projects like free health Check-ups, Yoga Camp, etc. However, these activities were carried out in engaging different communities.

Successful Community Outreach Program by LNIPE



"Swimaid"

Special Swimming Program for the differently abled (Divyang) Children



Specially designed program for Visually Impaired Children



Sports Nursery (Khel Abhiyaan)



Free Health & Wellness Check-up camps
Blood Donation drive



Cleanliness Drive aligning with Swachha Bharat



7.1 ENVIRONMENTAL CONSCIOUSNESS

The Institute emphasises and upholds the values of nurturing the ecosystem and builds amongst students a deep respect for the environment. The Institute has a beautiful campus with varied biodiversity, where the rich flora and fauna are carefully nurtured to create a green campus.

The Institute is committed to deliver and continually improve through implementation of Quality and Environmental Management Systems, in all the following defined activities:

- Conforming to planned academic processes and support systems
- Ensuring satisfaction to all stakeholders.
- Compliance to applicable regulatory requirements.
- Ensuring protection of environment.
- Conservation of resources through optimum utilization.
- Enhancing awareness and knowledge of all concerned with respect to above activities.

7.1.1 Does the university conduct a Green Audit of its campus?

Yes.

The Institute conducts a Green Audit of its campus. The audit is conducted by a team comprising of experts, faculty members and staff. Following environmental aspects are considered for the audit.

- Awareness against pollution
- Check on misuse of paper, electricity and water.
- Celebration of World Environmental Day, Plantation Drive etc.

The objective of the audit team is to create and maintain environment friendly campus and to inculcate an eco-friendly attitude among students and community. Institute is situated in the centre of the city with plenty of open spaces, playing fields and lawns. Institute conducts its own environmental audit and ensures the following:

- No trees are allowed to be cut. Trimming is only allowed if the growth causes serious obstruction in the functioning of the institute. Tree plantation is done every year with the help of the experts.

- Citizens of Greater Gwalior are allowed to use Institute's lush green campus for walking or jogging by issuing them with free passes.
- Leaves and foliage fallen off the trees are collected and disposed at manure pits for decomposition into manure for use in potted plants.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

Institute stresses on the environment and environmental consciousness. This is reflected in its rich biodiversity. Its sprawling campus has some very old and rare plant species, and medicinal and ornamental trees. The campus has a high number of peacocks (National bird), rabbits, snakes etc. and many other species of birds including some rare ones; it is a safe zone for these endangered species. Institute's environs are eco-friendly with an excellent green cover which makes it a sought after place for morning walkers. Ground areas that are not meant for sports have been transformed to appear like gardens and parks.



Energy Conservation

The administrative offices are fully computerized and almost all the correspondence is made through e-mail and short messaging services (SMS) which minimizes the use of paper. Study material is usually sent by emails and soft copies, glimpses and videos are also provided to the students rather

than printed copies. Majority of communication such as various notices, orders and invitations of programmes are also in the form of e-mail and SMS alerts.

Environment-friendly disposable materials are given preference at almost all functions and activities of the Institutes. All buildings are designed in a manner that allows unobstructed access to fresh air and light which saves electricity to a large extent. All lights/gadgets are switched off when not in use. Hostels are equipped with solar water heater systems. Institute is committed to save energy. Our classrooms are well designed to make it convenient to switch off lights not in use during day time when sunlight/daylight is available. The classrooms and labs are generally painted using a lighter shade so as to increase illumination.

Use of LED, CFL and Solar Lights and Solar water Heating System helps in energy conservation drive.

Water Harvesting

All buildings are located on large size plots. The rain water in the area automatically gets percolated to the ground which charges the bore wells nearby. So, virtually no rain water goes waste. The constructed building and sports complexes and grounds have an arrangement to collect rain water and store it. Water wastage due to overflowing of water tanks is completely stopped by the use of overflow stoppers.

Plantation

Institute has taken lot of efforts to make the campus green by planting trees in the campuses during the important activities conducted, such as Independence Day celebration and World Environment Day.



Any other (please specify)

Awareness is created among students and staffs in dissuading the use of polythene material and the students are sensitized on the rational use of power and other measures to reduce global warming and to improve carbon credit. Environmental



Management System is set and responsibilities are defined as under:

Environmental Management System

Responsibility	Steps	Document
Every Individual in the Campus	<ul style="list-style-type: none"> • Pollution Control <ul style="list-style-type: none"> ○ No Smoking Campus ○ Fresh and Clean Ventilated Toilets 	Message Display
Registrar	<ul style="list-style-type: none"> • Conservation of Various Resources <ul style="list-style-type: none"> ○ Power Conservation <ul style="list-style-type: none"> ▪ Solar Lights ▪ Automatic time setting for high mask ▪ M.C.B.'s ▪ CFL and LED lights ▪ Display boards for switching off Points when no longer in use ○ Water Conservation <ul style="list-style-type: none"> ▪ Well fitted taps ▪ Display boards for turning off taps when no longer required ▪ Re-use of waste RO water ○ Earmarked Green Zone <ul style="list-style-type: none"> ▪ Around Cricket Ground ▪ Adjoining Academic, Administrative and Library Buildings ▪ Residential area ▪ Nearby Hostel, Mess and Guest House areas ▪ Adjoining Squash Court and other sports facilities ○ Paper Conservation <ul style="list-style-type: none"> ▪ Use both sides where ever possible 	Message Display

Waste Management

Responsibility	Steps	Document
Registrar	<ul style="list-style-type: none"> • Placing Dustbins at various places • Communication with students, staff and cleaners • Separation of Non-bio-degradable and bio-degradable waste at the point of generation • Disposal system of e-waste (Computer and I.T. Waste) 	Notice, Meeting Message Display



7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

- Institute has central library fully equipped with latest literatures. Computer based information services have been introduced. Besides maintaining a collection of print materials, the Library system also maintains a collection of e- resources on CDs and also subscribes e-journals.
- The Institute is transforming to **Smart Campus**. Internet can be operated by all the students within the campus including academic building and hostels with excellent Internet speed through WIFI.
- Emails and SMS alerts are in practice for communicating with groups of people like faculty, Office staff and M.Phil & Ph.D scholars.
- Institute has developed on-line administration process. All information and requests are made on-line. Email has become a great source of correspondence. Where needed, hard copies are maintained as a back-up.
- Centralized admission process is adopted for hassle free, timely and transparency. All the information pertaining to admission is well defined and informed to all concerned.
- Institute has implemented transparent admission process which includes video recording of the selection trials including skill and physical tests.
- Supplementing classroom lectures with appropriate online lessons from reputed subject websites.
- In addition to the core courses, the students enrolled in programmes under the Credit System are offered a range of optional courses, both within their respective departments as well as in other departments.
- Inter-disciplinary programmes taught by faculty from diverse departments.
- Special thrust is given to ICT. Internet is provided to the students for equipping them to meet the global demands.
- Institute has implemented transparent admission process which includes video recording of the selection trials including skill and physical tests.



- Institute also utilizes the advance OMR sheet questioning system to avoid human error and to facilitate the fast result processing.
- The Institute has made provision to conduct special examinations for the students who represent University /State /Country in sports competitions.
- The Institute has been certified to the parameters of **ISO 9001:2008, ISO 14001:2004 and ISO 18001:2007** by M/s UKAS Quality Management on 28.8.2012, which is valid for a period of 3 years.
- Vehicle free Wednesday

Innovation in Opening LNIPE North East Centre

North East Regional Centre of the Institute at Guwahati (Assam) is opened under the directions of Govt. of India for fulfilling the commitments of Prime Ministers, 100 days program under the permission of Ministry of Human Resource & Development, Government of India with the following objectives:

- To uplift the standard of physical education and sports in the country in general and in North East region in particular.
- To acquire talent of North East Region and to give them opportunity to connect with the main stream of the country.
- In spite of so many sports talents in this region, there is no Institute to cater to the needs of the sportsmen in this region.
- To create job opportunities in the field of Physical Education & Sports and its allied areas.

Innovation in motivating students and staff in the campus

In order to provide constant motivation to the students and faculty thoughtful quotations are shown on the electric poles around the campus. Every time someone reads gets motivated to do their best. Not only residents of campus but outsiders as well like this idea and gets motivated to improve their productivity every time they read.

Innovation in making outsiders to lead active lifestyle

Outsiders are encouraged to come in the campus for morning walk. A large number of people of different age groups use this facility and lead an active lifestyle. The institute organizes summer campus for the children in different sports. Around three thousand children of Gwalior take part in this. Along with



them their parents also visit the campus and engage themselves in morning walk and free yoga camp organized specially for them.

The institute provides facility in conducting marathon in collaboration with local bodies to spread awareness of being active in their life. Thousands of persons take part in such event.

Innovation in spreading Yoga in the Society

The Institute organized International Yoga day in the campus in collaboration with local administration on 21st June 2015 in which more than 14,000 persons of all age categories including central cabinet minister and state ministers of Madhya Pradesh took part. Lots of media coverage of the event spread the message of popularizing yoga for a common people.

Innovation in Launching New Programmes

The Institute has developed a distinctive ability to identify need based and niche areas of Physical Education and Sports to impart education.

- The Institute has launched PYKKA (Panchayati, Yuva Khel evam Kreedha Abhiyan), now known as RGKA (Rajiv Gandhi Khel Abhiyan) program. It conducts special courses on Master Coach Program. Participants from across the country participate in this program.

- Innovation in promoting Research:

The Institute has set up a dedicated centre for promoting research and innovation among faculty and students.

- Scholars and authors are encouraged to share their work through the Online Journal Club
- Faculty Development Programs to gain proficiency in Research Methodology
- Interdisciplinary research is promoted amongst the staff and students
- Resources are created and all the Thesis and Research of Faculty and student is kept in E-form
- Video Library



7.3 BEST PRACTICES

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

- **The Mentor-Mentee System-**

Mentor-Mentee System has been established. A group of fifteen to twenty students are assigned to one faculty member who mentors them for shaping their overall personality. LNIPE being fully residential campus, the mentor provides emotional support to the students, if required. The students are consistently monitored and guided by the mentor during their stay on campus.

- **Quality Support System-Quality Management System.**

To implement the QMS, the institution has established following process:

- Identified the processes needed for the QMS and their application throughout the organization.
- Determine criteria and methods needed to ensure that both the operation and control of these procedures are effective.
- Ensured that the availability of information and resources necessary to support the operation and monitoring of these process. Resources required such as students, faculty, industry and appropriate work environment are also made available.
- Ensured that monitoring, measurements and analysis of these processes are carried out so as to make sure that planned results are achieved and steps are taken to continually improve these processes.
- Assure that these processes are carried out so as to implement actions necessary to achieve planned results and continual improvement of these processes.
- To ensure implementation of Quality & Environmental system in accordance with ISO 9001:2000 & 14001:2004.
- To monitor the maintenance of documents in the department.
- To ensure effective management of internal as well as external audit.



- To ensure that all the relevant reports are timely sent to the QAE department.
- To facilitate the effective implementation of QMS in the department by providing training to the process owners.

The purpose of this practice is to foster a close rapport between the students and the faculty, to provide guidance to students on all academic matters besides personal counselling and to enhance the potentialities of the students. The main focus of mentorship is to develop the all-round personality of the students and to make them more professionally competent and responsible citizens by the time they leave the thresholds of the Institute. Each faculty functions as a counsellor for a group of students during the entire period of their study in the Institute. The teacher will assist the students to cope up with the curriculum, understand the Institutes expectations of its students participate in co-curricular and extracurricular activities, solve personal issues, as well as, groom their skills and aid in personality development. In addition to the mentor, students may also seek counsel from other faculty members.

- **Evidence of Success**

This practice has led to a better sense of belonging and purpose for the students as evidenced by the declining trend of absenteeism, and a perceivable proactive involvement in the academic and other activities in the department. For the teachers this has provided feedback and introspective review of academic transactions.

- **Providing Healthy Environment to the residents of the Institute**

The Institute arranges fogging and spraying and cleaning of overhead tanks regularly in the entire campus for providing healthy environment to the residents of the campus.



Glimpse of National Seminar at Vigyan Bhawan, New Delhi



Visit of Ms. Saina Nehwal (Olympic Medalist in Badminton) and her coach



Visit of Mr. Akhil Kumar (Olympic Boxer)



Visit of Prof. Panjab Singh, Chancellor, Rani Lakshmi Bai Central Agriculture University, Jhanshi and Ex-Vice-Chancellor, Banaras Hindu University, Varanasi



Dr. S.K. Panda, Chairman, National Council of Teacher Education along with Prof. Jatin Soni, Vice Chancellor Swarnim Gujarat Sports University visiting Human Performance Lab.



- **Department wise Review Meetings**

Goal

The goal of this practice is to formulate policies/design strategies to strengthen the functioning of the departments of study in various dimensions. The issues addressed in the meetings vary depending on their current relevance. For example, at the beginning of the academic year, assessment of enrolments in the various programmes of study, financial assistance to students, anti-ragging measures, improvement of infrastructural facilities in departments and hostels are given priority. Towards the close of an academic year, stock taking is done on various academic parameters and the way forward for the ensuing academic year is planned. Several issues are addressed on a regular basis including lesson plan, weekly log, quality assurance in teaching, students' performance, examination reforms, placement details, research, consultancy and extension activities, energy conservation measures, gender sensitization, and general maintenance of the departments and surroundings.

Evidence of Success

The exercise has provided scope for introspection and need for improvement. As a result of these meetings, all faculty members prepare lecture plans which have improved the quality of teaching and time management.

Problems Encountered and Resources Required

- While industry association is most required, it is observed that the Institute's tight timelines and processes often act as constraints for expanding the scope of courses taught.
- Sometimes they also perceive academia intervention as theoretical.
- Faculty and students need ample time for live projects which may be difficult to find within the defined classroom hours.
- Faculty support is of utmost important for this liaison and faculty engaged in teaching and research may find this too time-consuming.
- Resources such as ICT resources in terms of video conferencing and dedicated video portals will help.

Scholarships for students on the basis of Endowments:

R.P Sharma Scholarship:

The scholarship is given to the Best Football Player of the academic year for both Men and Women, which was Instituted by the family members of late Shri. R.P Sharma, who was renowned football player having represented India and an avid academician.