

# THE SELF APPRAISAL REPORT



**Bombay Physical Culture Association's**

## **COLLEGE OF PHYSICAL EDUCATION**

*(Affiliated to the University of Mumbai and recognized by the  
Govt. of Maharashtra & N.C.T.E. and accredited by NAAC)*



**SUBMITTED TO THE NATIONAL ASSESSMENT  
& ACCREDITATION COUNCIL (NAAC)  
BANGALORE**

**DECEMBER 2009**

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# THE SELF-APPRAISAL REPORT

## PART-I: INSTITUTIONAL DATA

### A. Profile of the Institution

1. Name and address of the institution:

Name : *Bombay Physical Culture Association's  
College of Physical Education.*  
Address : *Bharatiya Kreedha Mandir, Naigaum Cross Road, Wadala,  
Mumbai, Maharashtra, India, PIN - 400 031.*

2. Website URL: [www.bpcacpemumbai.org](http://www.bpcacpemumbai.org)

3. For communication:

**Office**

Name	Telephone Number with STD	Fax No.	E-Mail Address
Head/Principal Dr. G. V. Pargaonkar	022-2416 8609	022-2417 2457	<a href="mailto:office@bpcacpemumbai.org">office@bpcacpemumbai.org</a>
Vice-Principal	Not Applicable		
Self - appraisal Co-ordinator Dr. G. K. Dhokrat	022-2416 8609	022-2417 2457	<a href="mailto:bpcacpe@vsnl.net">bpcacpe@vsnl.net</a>

**Residence**

Name	Telephone Number with STD	Fax No.	E-Mail Address
Head/Principal Dr. G. V. Pargaonkar	022-2416 8609	022-2417 2457	<a href="mailto:office@bpcacpemumbai.org">office@bpcacpemumbai.org</a>
Vice-Principal	Not Applicable		
Self - appraisal Co-ordinator Dr. G. K. Dhokrat	0251-2441176	022-2417 2457	<a href="mailto:bpcacpe@vsnl.net">bpcacpe@vsnl.net</a>

4. Location of the Institution:

Urban  
Semi-urban  
Rural  
Tribal  
Any other (specify and indicate)

✓
--
--
--
--

5. Campus area in acres:

02 acres – 9152.56 sq. yd.

6. Is it a recognized minority institution?

Yes

--

No

✓

7. Date of establishment of the institution:

MM	YYYY
June	1978

8. University/Board to which the institution is affiliated:

University of Mumbai

9. Details of UGC recognition under sections 2(f) and 12B of the UGC Act.

2 (f)	Month	Year	12 B	Month	Year
	October	1994		October	1994

10. Type of Institution

a. By funding	i. Government	-
	ii. Grant-in-aid	✓
	iii. Constituent	-
	iv. Self-financed	✓
	v. Any other (specify and indicate)	-
b. by Gender	i. Only for Men	-
	ii. Only for Women	-
	iii. Co-education	✓
c. By Nature	i. University Dept.	-
	ii. LNUPE, NSNIS or other similar Institutes of sports and physical Education / National Institutes (specify the name of the institution and respond )	-
	iii. Autonomous College	-
	iv. Affiliated College	✓
	v. Constituent College	-
	vi. Dept. of physical education of a Composite College	-
	vii. Any other (specify and indicate)	-

**11. Does the University / State Education Act has provision for autonomy?**

Yes ☒ No ☐

If yes, did the institution apply for autonomy?

Yes ☐ No ☒

**12. Details of Physical Education programmes offered by the institution:**

Sr. No.	Level	Nature of Award *	Programme/ Course	Entry Qualification	Duration	Medium of instruction
i)	Primary/ Elementary	Certificate	-	-	-	-
		Diploma	-	-	-	-
		Degree	-	-	-	-
ii)	Secondary/ Sr. Secondary	Certificate	-	-	-	-
		Diploma	-	-	-	-
		Degree	B. P. Ed.	Graduation	One year	English, Marathi & Hindi
iii.	Post Graduate	Diploma	-	-	-	-
		Degree	M. P. Ed.	B. P. Ed./B.P.E.	Two year	English, Marathi &
			M. Phil (Phy. Edu.)	M. P. Ed. / M. Ed. /M. P. E. (Phy. Edu.)	Two year (Dist. Edu.)	English, Marathi & Hindi
			Ph. D.	M. Phil/ M. P. Ed./ M. P. E.	Minimum Two year	English
iv.	Other	Certificate	Certificate course of Health and Fitness Management	B.P.Ed./ M P.Ed.	80 clock hrs.	English, Marathi & Hindi
			Certificate course of technical official in Kabaddi	B.P.Ed./ M.P.Ed.	40 clock hrs.	English, Marathi & Hindi
			Certificate course of technical official in Kho-Kho	B. P. Ed./ M. P. Ed.	40 clock hrs.	English, Marathi & Hindi
			Certificate course of technical official in Langadi	B. P. Ed./ M. P. Ed.	40 clock hrs.	English, Marathi & Hindi
			Certificate course of technical official in Athletics	B. P. Ed./ M. P. Ed.	40 clock hrs.	English, Marathi & Hindi
			Certificate course of technical official in Wrestling	B. P. Ed./ M. P. Ed.	40 clock hrs.	English, Marathi & Hindi
		Diploma Degree	-	-	-	-

\*Please specify the abbreviated form of award i.e. C. P. Ed., B.P.Ed., M. P. Ed. etc.  
under the column programme/course

(Additional rows/columns may be inserted as per requirement)

### 13. Give details of NCTE recognition (for each programme)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake	Students Enrolled
Pre-primary	--	--	--	--	--
Primary/ Elementary	--	--	--	--	--
Secondary/ Sr. secondary	B. P. Ed.	Given below	Given below	100 students	100 students
Post Graduate	M. P. Ed.	Given below	Given below	30 – I <sup>st</sup> year 30 – II <sup>nd</sup> year	25 students 25 students
Other (Specify)	--	--	--	--	--

(Additional rows/columns may be inserted as per requirement)

### Details of NCTE recognition for B.P.Ed. and M.P.Ed. courses

#### B.P.Ed. (Recognition)

Year	N.C.T.E. order No.	Date
1998-1999	WRC5-696/6424	23.11.1998
1999-2000	WRC/5-6/2K/109 WRC/5-6/2K/313	10.01.2001 15.01.2001
2001-2002	WRC/5-6/28/2001/3008	21.06.2001
2002-2003	WRC/5-6/36/2002/07489	08.10.2002
2003-2004	WRC/2-32/42/2003/3436	18.07.2003
2006-2007	WRC/2-32/85-86/2006/C-2418 (copy enclosed) <b>Appendix – 12</b>	23.08.2006

#### M.P.Ed. (Recognition)

Year	N.C.T.E. order No.	Date
2005-2006	WRC/2-32/124045/77/(CON)2005-7727	26.09.2005
2006-2007	WRC/2-32/85-86/2006/C-2418 (copy enclosed) <b>Appendix – 12</b>	23.08.2006

The College has submitted all essential documents to NCTE for permanent recognition vide this office letter No. CPE/31/56 dated 28.04.2003, in response to NCTE letter addressed to the college (vide letter No. WRC/9-9/NCTE/2003/1342 dated 03.04.2003). The College has also submitted its all Performance Appraisal Reports (PAR) to WRC/NCTE vide its office letter No. CPE/31/80 dated 23.05.2009 in response to the NCTE Public Notice dated 15.04.2009 displayed on its website.

*The college name is included in the recognition list displayed on the website of the NCTE.*

## B. Criterion-wise Inputs

### Criterion I: Curricular Aspects

#### 1. Does the Institution have a stated

▪ Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
▪ Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
▪ Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
▪ Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

#### 2. Does the institution offer self-financed programme(s)?

Yes ☒ No ☐

If yes,

a) How many programmes?	<b>09</b>
b) Fee charged per programme	

Sr. No.	Self-financed programmes	Fee
1	M. P. Ed - I (1 <sup>st</sup> year)	23755.00
	M. P. Ed - II (2 <sup>nd</sup> year)	23060.00
2	M. Phil.	7500.00
3	Ph. D.	2595.00
4	Health & Fitness Management	1500.00
5	Certificate Course of Technical Official in Kabaddi	100.00
6	Certificate Course of Technical Official in Kho-Kho	100.00
7	Certificate Course of Technical Official in Langadi	50.00
8	Certificate Course of Technical Official in Athletics	100.00
9	Certificate Course of Technical Official in Wrestling	100.00

#### 3. Are there programmes with semester system

Yes	<input type="checkbox"/>	Number	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	--------	--------------------------	----	-------------------------------------

#### 4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?

Yes ☒ No ☐

If yes, how many faculty are on the various curriculum development committees/boards of Universities/regulatory authorities.

0	6
---	---

#### 5. Number of Specializations offered in sports and games (Programme wise)



➤ C.P.Ed.	--
➤ D.P.Ed.	--
➤ B.P.Ed.	18
➤ B.P.E.	--
➤ M.P.Ed.	02
➤ M.P.E.	--
Any other (please specify and indicate)	--

6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	<input checked="" type="checkbox"/>	Number	02	No	--
-----	-------------------------------------	--------	----	----	----

7. Are there Programmes with faculty exchange/ Visiting faculty (experts in specific sports and games, experts in Medicine/Health and Hygiene, IT in sports and games etc.)

Yes	<input checked="" type="checkbox"/>	Number	09	No	--
-----	-------------------------------------	--------	----	----	----

8. Is there any mechanism to obtain feedback on the curricular aspects from the

Heads of practice teaching schools	Yes	<input checked="" type="checkbox"/>	No	--
Academic peers	Yes	<input checked="" type="checkbox"/>	No	--
Alumni	Yes	<input checked="" type="checkbox"/>	No	--
Students	Yes	<input checked="" type="checkbox"/>	No	--
Employers	Yes	<input checked="" type="checkbox"/>	No	--

9. How long does it take for the institution to introduce a new programme within the existing system?

1 Year
--------

10. Has the institution introduced any new courses in physical education during the last five years

Yes	<input checked="" type="checkbox"/>	No	--
-----	-------------------------------------	----	----

11. Are there courses in which major syllabus revision was done during the last five Years

Yes	<input checked="" type="checkbox"/>	Number	02	No	--
-----	-------------------------------------	--------	----	----	----

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	--
-----	-------------------------------------	----	----

13. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	--
-----	-------------------------------------	----	----



## Criterion II: Teaching-Learning and Evaluation

### 1. How are students/ trainees selected for admission to various courses? ( Mark "☐ " against the applicable and "X" against not applicable)

a. Through entrance tests	<input checked="" type="checkbox"/>
b. Physical fitness test	<input checked="" type="checkbox"/>
c. Sports proficiency	<input checked="" type="checkbox"/>
d. Combination of one or more of the above	<input checked="" type="checkbox"/>
e. Through interviews	<input checked="" type="checkbox"/>
f. On the basis of academic record	<input checked="" type="checkbox"/>
g. Any other (Please specify and indicate)	<input checked="" type="checkbox"/>

Written test

### 2. Criteria for admission

a) As per NCTE norms	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
b) Norms superior to NCTE	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
c) In relaxation of NCTE norms with respect to minimum percentage of marks	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
d) In relaxation of NCTE norms with respect to qualifying course	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
e) In relaxation of special eligibility provisions of NCTE norms such as participation in national/ regional/ state/ university level events	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
f) In relaxation of professional experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
g) In relaxation of professional experience and performance in qualifying course	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

### 3. Does the institution develop its academic calendar?

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
-----------------------------------------	-----------------------------

### 4. Furnish the following information for the previous academic year:

a. Date of start of the academic year	7th July 2008.
b. Date of last admission	21st July 2008.
c. Date of closing of the academic year	30th April 2009.
d. Total teaching days	206 days.
e. Total working days	222 days.
f. Total pre-practice preparation days for exams	15 days.
g. Number of days for teaching practice	10 days.

- h. Number of days for internship 30 days.  
i. Number practice lessons for each trainee 30 lessons.  
j. Total days for practicals 176 days.  
k. Number of days for theory 176 days.  
l. Number of days for field activity 176 days  
m. Number of days for intramural competitions, Athletic meets, play-days etc 17 days  
n. Number of days for activity evaluation 10 days

## 5. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
C. P. Ed.	--	--	--	--	--	--	--	--	--
D. P. Ed.	--	--	--	--	--	--	--	--	--
B. P. Ed.	55	45	100	32	25	57	23	20	43
B. PE	--	--	--	--	--	--	--	--	--
M. P. Ed.- Part I	20	05	25	11	02	13	09	03	12
Part II	12	13	25	07	06	13	05	07	12
M. PE.	--	--	--	--	--	--	--	--	--

## 6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest	Lowest	Highest	Lowest
C. P. Ed.	--	--	--	--
D. P. Ed.	--	--	--	--
B. PE	--	--	--	--
B. P. Ed.	64%	45%	68%	45%
M. P. Ed.	65%	53%	65%	45%
M. PE.	--	--	--	--

## 7. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

## 8. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

9. Weightage given (percentage) to internal and external evaluation

Programme	Internal (%)	External (%)
C. P. Ed.	--	--
D. P. Ed.	--	--
B.PE.	--	--
B. P. Ed.	50%	50%
M. P. Ed.	38%	62%
M.PE	--	--

10. Examinations

a) Number of sessional tests held for each paper1 Year

02

b) Number of assignments for each paper1 Year

06

c) Number of skill tests 1 Year

18

d) Date of commencement of annual examination

Course	DD	MM	YYYY
B. P. Ed.	20	04	2009
M. P. Ed. Part I	27	04	2009
M. P. Ed. Part II	05	05	2009

e) Date of declaration of result

Course	DD	MM	YYYY
B. P. Ed.	23	06	2009
M. P. Ed. Part I	07	07	2009
M. P. Ed. Part II	27	07	2009

f) Date of submission of dissertation  
(Post-graduate course)

DD	MM	YYYY
30	04	2009

11. What is the 'unit cost' of physical education programme? (Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component

Course	Unit cost
B. P. Ed.	Rs. 18574.00
M. P. Ed.	Rs. 20973.00
Ph. D.	Rs. 1911.00
M. Phil	Rs. 1603.00

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at Q 12 of the profile of the institution)

Course	Unit cost
B. P. Ed.	Rs. 83,304.00
M. P. Ed.	Rs. 28534.00
Ph. D.	Nil
M. Phil	Rs. 2103.00

12. Access to Information and Communication Technology (ICT).

ICT/Technology	Yes	No
Computers	✓	--
Intranet	✓	--
Software	✓	--
Courseware (CDs)	✓	--
Audio resources	✓	--
Video resources	✓	--
Teaching Aids and other related materials	✓	--
Any other (specify and indicate) Personal computers (Laptop with wi-fi) to Faculty	✓	--

13. Are there courses with ICT enabled teaching learning process?

Yes	✓	Number	02	No	--
-----	---	--------	----	----	----

14. Does the institution offer computer science as a subject?

Yes ☒ No ☐

If yes, is it offered as a compulsory or as an optional paper?

Compulsory	Optional
✓	--

### Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D / M. Phil and their percentage to the total faculty strength

	Number	%
M. Phil	5	55%
Ph. D.	5	50%

*N.B. – One faculty (Shri. R.R. Dhakne) submitted his thesis to University of Mumbai, recently.*

2. Does the Institution have ongoing research projects?

Yes ☒ No ☐

If yes, provide the following details about the research projects

- Major Research Project by Dr. G. V. Pargaonkar (Principal)

Funding Agency	Amount (Rs)	Duration	Collaboration, if any
UGC New Delhi.	Rs. 4,14,200/-	3 Years	-

3. Number of completed research projects during last three years and their outlay?

04

4. How does the institution motivate its teachers to take up research in physical education?

(Mark '☐' for positive response and 'X' for negative response)

Teachers are given study leave	<input type="checkbox"/>
Teachers are provided with seed money	X
Adjustment in teaching schedule	<input type="checkbox"/>
Teachers are sponsored to workshops training programmes on Research methodology/special events	<input type="checkbox"/>
Providing secretarial support and other facilities	<input type="checkbox"/>
Any other (specify and indicate the response) (Through RTD Action Programme)	<input type="checkbox"/>

5. Does the institution provide financial support to research scholars?

Yes ☐ No ☒

6. How many full time research scholars and how many part-time research scholars are currently registered with the faculty of the institution? (Research scholar means M. Phil. and Ph.D. students only)

	M. Phil	Ph. D.
Full-time	--	--
Part-time	39	10

7. Does the institution support student research projects (UG & PG)?

Yes ☒ No ☐

8. Publications: (Last five years)

	Yes	Number	No
International Journal	✓	04	--
National journals – referred papers non referred papers	✓	10	--
Academic articles in reputed magazine / news papers	✓	10	--
Books General	✓	02	
Text Book	--	--	--
Any other (specify and indicate)	--	--	--

9. Number of research papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	08	--
International seminars	01	--
Any other academic forum (Paper presentation by students at department level)	--	200

10. Are there awards, recognition, patents etc. received by the faculty?

Yes ☒ Number 01 No ☐

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input type="checkbox"/>
Print materials	<input type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input type="checkbox"/>
Digitalized (Computer aided instructional materials)	X
Question bank	<input type="checkbox"/>
Exercise equipment	<input type="checkbox"/>
Special sports equipment	<input type="checkbox"/>
Any other (specify and indicate)	X

12. Does the institution have a designated person for extension activities?

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time	--
Part-time	--
Additional Incharge	✓

13. Are there NSS and NCC programmes in the institution?

Yes ☐ No ☒

14. Are there NSO programmes in the institution (besides NCC and NSS)?

Yes ☐ No ☒

15. Are there any other outreach programmes provided by the institution?

Yes ☒ No ☐

16. Number of curricular/co-curricular meets organized by other academic agencies/ NGOs on the Campus during last three years.

42

17. Does the institution provide consultancy services?

Yes ☒ No ☐

In case of paid consultancy if any; what is the net amount generated during last three years.

Nil

18. Does the institution have networking/linkage with other institutions/ organizations/bodies? If yes give details in the table below:

Agencies	Number
Local level	50
State level	08
National level	05
International level	03



## Criterion IV: Infrastructure and Learning Resources

### 1. Built-up Area (in sq. mts.)

1191.66sq.mts.

### 2. Land and Building

a. Institution functions from its own building	Yes	✓	No	--
b. Institution functions from a rented building	Yes	--	No	✓
c. Institution building is under construction	Yes	--	No	✓
d. Institution building is shared for running other course(s)	Yes	--	No	✓
e. Title of the land is on free-hold ownership basis	Yes	--	No	✓
f. Title of the land is on long-lease as per law and for the period specified by NCTE	... ..On perpetual lease			
g. Institution has its own playfields	Yes	✓	No	--
h. Institution utilizes hired playfields/ play field of other institutions	Yes	✓	No	--
i. Institution playfields are shared for running other course(s)	Yes	--	No	✓
j. Institution playfields are under development	Yes	--	No	✓

### 3. Computing and Audio Visual facilities available with the institution

a) Number of computers with supporting accessories	36			
b) Number of hands-on experience (hours) provided to each student per week	02			
c) Number of physical education/sport related CD-ROMs available	15			
d) Number of sport/health/fitness/ physical education related video cassettes available	08			
e) Number of physical education / sport / health / fitness related audio-cassettes available	15			
f) Website of the institution	Yes	✓	No	--
g) Access to Internet for students	Yes	✓	No	--
h) Access to Internet for teachers	Yes	✓	No	--
i) Availability of LCD projector	Yes	✓	No	--
j) Availability of OHP	Yes	✓	No	--
k) Availability of TV	Yes	✓	No	--
l) Availability of VCR	Yes	✓	No	--
m) Availability of public-address system	Yes	✓	No	--

### 4. Amount spent on maintenance and upgrading of computer facilities in the last academic year

Rs. 3,68,040/-

5. Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year

Rs. 150,000/-.

6. Budget allocation for campus expansion (building) and upkeep

Rs. 5,00,000/-

7. Total number of posts sanctioned

Teaching  
(Including Librarian)  
Non-teaching

Open		Reserved	
M	F	M	F
4	3	4	1
6	-	2	-

8. Total number of posts vacant

Teaching  
Non-teaching

Open		Reserved	
M	F	M	F
Nil			
Nil			

9. Teaching Staff in position

- a) Number of regular and permanent teachers

Professor  
Readers  
Lecturers

Open		Reserved	
M	F	M	F
--	--	--	--
--	--	1	--
2	2	4	1

- b) Number of temporary/ad-hoc/part-time teachers

Professor  
Readers  
Lecturers

Open		Reserved	
M	F	M	F
--	--	--	--
01	--	--	--
--	--	--	--

- c) Number of teachers from

Same state	12
Other states	0

10. Teacher student ratio (program-wise)

10:1

11. a. Non-teaching staff

Permanent  
Temporary

Open		Reserved	
M	F	M	F
05	--	1	2
01	--	--	--

**b. Technical Assistants**

	Open		Reserved	
	M	F	M	F
Permanent	Nil			
Temporary	Nil			

**12. Ratio of Teaching : Non-teaching staff**

13:13

**13. Amount spent on the salaries of teaching faculty during the previous academic session(% of total expenditure)**

78%

**14. Is there an advisory committee for the library?**

Yes ☒ No ☐

**15. Working hours of the Library**

On working days

9.5 hrs.

On holiday

As & When required

During examination

9.5 hrs.

**16. Does the library have an Open access facility**

Yes ☒ No ☐

**17. Library resources**

- Number of books in the library 

0	0	6	5	1	7
---	---	---	---	---	---
- Number of books added to preceding academic year 

2	1	4
---	---	---
- Total Number of journals/periodicals related to Physical Education being subscribed 

0	3	0
---	---	---
- Number of encyclopedia available in the library 

0	2	0
---	---	---
- Number of books available in the reference section of the library 

4	2	5
---	---	---
- Compiling and reprographic facilities available  
Yes ☒ No ☐

**18. Mention the**

Total carpet area of the Library (in sq. mts.)

110 sq. meter

Seating capacity of the Reading room

50

**19. Status of automation of Library**

Yet to initiate

✓

Partially automated

✓

Fully automated

✓

**20. Which of the following services/facilities are provided in the library?**

Yet to initiate

✓

Clipping

✓

Bibliographic compilation

✓

Reference

✓

Informaton display& notification

✓

Book Bank

X

Photocopying

✓

Computer and Printer

✓

Internet

✓

Online access facility

✓

Inter-library borrowing

✓

Power back up

✓

User orientation/information literacy

✓

Any other (please specify and indicate)

✓

**21. Are students allowed to retain books for examinations?**

Yes

✓

No

**22. Furnish information on the following**

a. Average number of books issued/returned per day

Issued

65

Returned

60

b. Maximum number of books permitted for issue at a time

For students

02

For faculty

05

c. Maximum number of days books are permitted to be retained

by the students	02
By the faculty	05

d. Average number of users who visited/consulted the library per month

05
----

Ratio of library books (excluding text books and

book bank facility) to the number of students enrolled

1:37
------

**23. Percentage of library budget in relation to total budget of the institution**

2%
----

**24. Provide the number of books/ journals/ periodicals/Audio visual materials that have been added to the library during the last three years and their cost.**

Library Materials	I		II		III	
	No.	Total cost (in Rs.)	No.	Total cost (in Rs.)	No.	Total cost (in Rs.)
i. Text books	34	628/-	12	348/-	70	2678/-
ii. Other books	183	56753/-	190	56057/-	144	56915
iii. Journals / Periodicals	30	24430/-	30	18165/-	31	28532/-
iv. Audiovisual materials (Pub. Address Sys -1 Tape recorder - 1)	2	20389/-	--	--	1	5490/-
v. Any other		8657/-		14976/-		10034/-

**25. Sports and Physical Education Resources available in the institution**

1. Multipurpose hall	Yes	✓	No	--
2. Gymnasium	Yes	✓	No	--
3. Standard athletic track	Yes	--	No	✓
4. Health and fitness centre with physiotherapy facility	Yes	✓	No	--
5. Anatomy Laboratory	Yes	✓	No	--
6. Exercise physiology Laboratory	Yes	✓	No	--
7. Human Performance Lab	Yes	✓	No	--
8. Sports equipments store	Yes	✓	No	--
9. Sport Psychology Laboratory	Yes	✓	No	--
10. Bio-mechanics Laboratory	Yes	--	No	✓

## Criterion V: Student Support and Progression

### 1. Programme wise “dropout rate” for the last three batches

Programme	2006-07	2007-08	2008-09
D. P. Ed.	--	--	--
C. P. Ed.	--	--	--
B. P. Ed.	02%	X	X
B. P. E.	--	--	--
M. P. Ed.	X	X	X
M. P. E.	--	--	--

### 2. Does the Institution have the tutor-ward/or any similar Mentoring system?

Yes ☒ No ☐

If yes, how many students are under the care of a mentor/tutor?

Yes  No ☐

### 3. Does the institution offer Remedial instruction

Yes ☒ No ☐

### 4. Does the institution offer Bridge courses

Yes ☐ No ☒

### 5. Examination Results during past three years (provide year wise data)

	B.P.Ed.(UG)			M.P.Ed. (PG)		
	I 06-07	II 07-08	III 08-09	I 06-07	II 07-08	III 08-09
Pass percentage	98%	100%	100%	100%	100%	100%
No. of first classes	19	24	21	16	16	17
No. of distinctions	Nil					07
Exemplary performances (Gold Medal & University ranks, etc)	Every year students are in first three ranks					

### 6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

NET  
SLET / SET  
Any other specify

Year		
I 06-07	II 07-08	III 08-09
-	-	-
-	05	04

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2006-07	2007-08	2008-09
Merit Scholarship	X	X	X
Merit-cum-means	X	X	X
Fee concession	X	X	X
Loan facilities	1	2	1
Any other G.O.I. Scholarship	48	53	48

8. Is there a Health Centre available in the campus of the institution?

Yes ☒ No ☐

9. Did the institution organize any sport events, meets, symposia, conferences etc?

Yes ☒ No ☐

If yes, give details for the **last two** years.

**Year - 2007-08**

Level	Participants	Resource Persons
<b>Local / State / Regional</b>		
1) Inter school lezium competition (Local)	2000 boys and girls of 25 schools	
2) Inter school competition in Indigenous games [Kabaddi, Kho-Kho & Langadi (Local) (for 3 days)	904 boys & girls of 25 schools	
3) District level competition of Handicapped children	300 boys & girls	
4) SET Examination preparatory workshop sponsored by UGC (03 days) (State level)	60 students	06
<b>National level</b>	80	06
➤ National conference sponsored by UGC		
<b>International level</b>		



Year – 2008-09

Level	Participants	Resource Persons
<b>Local / State / Regional</b>		
1) Inter school lezium competition (Local)	1800 boys and girls of 22 schools	
2) Inter school competition in Indigenous games [Kabaddi, Kho-Kho & Langadi (Local) ] (for 3 days)	1116 boys & girls of 30 schools	
3) District level competition of Handicapped children	400 boys & girls	
4) State level Seminar-Cum-Workshop on Norms of Physical fitness (State level)	60 expert teachers	08
5) Seminar-Cum-Workshop for physical education teachers (under <i>Sarwa Shiksha Abhiyan</i> )	250 Physical Education Teachers	06
6) SET Examination preparatory workshop (State level) sponsored by UGC	70	06
7) State level Seminar-Cum-Workshop sponsored by UGC	60	04
<b>National level</b>		
1. National level workshop on Data Analysis	80	4
<b>International level</b>	<b>X</b>	<b>X</b>

#### 10. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Non-teaching staff		<input type="checkbox"/>		<input checked="" type="checkbox"/>

#### 11. Does the institution provide Hostel facility for its students?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, number of students residing in hostels

Men	- 60
Women	- 12

**12. What are the recreational/leisure time facilities available to students / trainees?**

( Put '☐' for applicable and 'X' for those not applicable.)

i. Indoor games	<input type="checkbox"/>
ii. Outdoor games	<input type="checkbox"/>
iii. Natuer club	X
iv. Debate clubs	X
v. Students magazines	<input type="checkbox"/>
vi. Cultural activites	<input type="checkbox"/>
vii. Audio video facilities	<input type="checkbox"/>
viii. Literary activities	<input type="checkbox"/>
ix. Any other (specify and indicate)	--

**13. Does the institution have rest rooms for Women?**

Yes ☒ No ☐

**14. Does the institution have rest rooms for men**

Yes ☒ No ☐

**15. Is there transport facility available?**

Yes ☐ No ☒

**16. Does the Institution obtain feedback from students on their campus experience?**

Yes ☒ No ☐

**17. Give information on the Cultural Events (Last year data) in which the institution participated / organized. (Excluding college day celebration)**

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	--	--	--	--	--
Inter-University	--	--	--	✓	--	80
National	--	--	--		--	--
Any other (specify)	✓	--				

**18. Does the institution have an active Alumni Association?**

Yes	✓	2004	-	-	No	-
-----	---	------	---	---	----	---

**19. Give details of the students achievements in sports competitions at various levels during the last five years.**

Year 2004-05				
Level of Competition	Game/sport	No. of Participants		Achievement
		M	F	
Intercollegiate	Gymnastic	01	-	Gold medal Shiv Chhatrapati Award (by Govt. of Maharashtra)
	Kabaddi	-	12	Bronze medal
	Malkhamb	01	-	Gold medal
	Handball	12	12	Nil
District	-	-	-	-
Inter-University	Gymnastic	01	-	4 <sup>th</sup> place
	Kabaddi	-	02	Silver medal
	Malkhamb	01	-	Bronze medal
	Kho-Kho	01	-	Gold medal
State	Gymnastic	01	-	2- Gold medal 3- Silver medal 2- Bronze medal
	Kho-Kho	01	-	Gold medal
	Taekwando	-	01	Gold medal
	Karate	-	01	Gold medal
	Boxing	-	01	Bronze medal
National	Kho-Kho	01	-	Gold medal
	Karate	-	01	Nil
International	-	-	-	-
Year 2005-06				
Intercollegiate	Rifle Shooting	01	0	Bronze medal
	Power lifting	-	01	Gold medal
	Athletic (Relay 4X100)	05	05	4 <sup>th</sup> place
	Hammer throw	-	01	Silver medal
	Discuss throw	-	01	4 <sup>th</sup> place
	Shot-put	-	01	4 <sup>th</sup> place
	Ascending-Descending	08	-	4 <sup>th</sup> place
District	-	-	-	-
Inter-University	Kho-Kho	01	-	Silver medal
	Hockey	01	-	Nil
	Power Lifting	-	01	Bronze
	Kabaddi	-	01	Nil
State	Kho-Kho	01	02	Gold medal (M) Bronze medal (F)
	Badminton	-	01	Nil
	Softball	-	01	Bronze
	Power Lifting	-	02	Gold & Silver medal
	Judo	-	01	Nil
National	Kabaddi	-	01	Gold medal
	Badminton	-	01	Nil
	Softball	-	01	Best player award
	Judo	-	01	Nil
International	-	-	-	-

Year 2006-07				
Intercollegiate	Athletics (Heptathlon)	-	01	Gold medal
	Polvault	01	-	Gold medal
	Taekwondo	01	-	Gold medal
	Loan Tennis	01	-	4 <sup>th</sup> place
	Relay (4X100)(4X400)	-	05	4 <sup>th</sup> place
District	-	-	-	-
Inter-University	-	-	-	-
State	Kabaddi	-	01	Nil
National	Kabaddi	-	01	Nil
International	-	-	-	-
Year 2007-08				
Intercollegiate	Malkhamb	01	-	Gold medal
	Gymnastic	01	-	Gold medal
	Athletics	-	05	Gold medal - 02 Silver medal - 07
	Kho-Kho	-	12	4 <sup>th</sup> place
	Handball	-	12	8 <sup>th</sup> place
	Kabaddi	12	12	Nil
	Volleyball	12	-	Nil
	Ball Badminton	03	03	Nil
	Wrestling	02	0	Bronze medal- 01
	Teakwando	01	0	Bronze medal
	Judo	01	-	Bronze medal
District	-	-	-	-
Inter-University	Kho-Kho	-	01	Nil
	Kabaddi	-	01	Bronze medal
State	Malkhamb	01	-	Gold medal
	Gymnastic	01	-	Gold medal
	Judo	02	-	
National	Malkhamb	01	0	Gold medal - 02 Silver medal - 02
International	-	-	-	-
Year 2008-09				
Intercollegiate	Kabaddi	-	12	Bronze medal
	Kho-Kho	-	12	4 <sup>th</sup> place
	Relay (4X400)	-	05	Silver medal
	Handball	-	12	Nil
	Ball Badminton	06	-	6 <sup>th</sup> place
	Baseball	12	-	Nil
	Cross country	-	01	Silver medal
	Half Marathon	-	01	Silver medal
	100m, 200m, Hurdle	-	01	Bronze medal - 02
	Triple Jump	-	01	Bronze medal
	Walking	-	01	Bronze medal
	Wrestling	03	-	Bronze medal- 01 (4 <sup>th</sup> place)
	Hammer	01	-	Nil
	800 mt. run	01	-	5 <sup>th</sup> place
District	-	-	-	-
Inter-University	Kabaddi	-	01	Bronze medal
State	-	-	-	-
National	-	-	-	-
International	-	-	-	-

**20. Does the institution have a Student Association / Council?**

Yes ☒ No ☐

**21. Does the institution regularly publish a college magazine?**

Yes ☒ No ☐

**22. Give the details of progression of the students to employment /further study (Give percentage) for the last three years**

	2006-07	2007-08	2008-09
Higher studies	30%	32%	30%
Teaching	90%	96%	93%
Non teaching	-	-	-
Employment	02%	03%	05%

Note – About 20%-30% students are involved in Teaching as well as higher studies.

**23. Is there a placement cell in the institution?**

Yes ☒ No ☐

If yes, how many students were employed through placement service during the past three years?

2006-07	2007-08	2008-09
18	26	27

**24. Does the institution provide the following guidance and counseling services to students?**

• Academic guidance and counseling	Yes	<input checked="" type="checkbox"/>
• Personal Counseling	Yes	<input checked="" type="checkbox"/>
• Career Counseling	Yes	<input checked="" type="checkbox"/>

## Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes ✓ No --

2. Frequency and number of meetings of Academic and Administrative Bodies (last two years)

	Year 2007-08	Year 2008-09
Governing Body/Management	04	04
Staff council	24	25
IQAC/ or any other similar body/committee	10	30
Internal administrative Bodies (mention only for three most important bodies) contributing to quality improvement of the institutional processes	08 to 10	08 to 10

3. What are the welfare schemes available for the teaching and non-teaching staff of the institution? (Put "□" for applicable and 'X' for those not applicable)

Loan facility	Yes	<span style="border: 1px solid black; padding: 2px 10px;">✓</span>	No	<span style="border: 1px solid black; padding: 2px 10px;">--</span>
Medical Assistance	Yes	<span style="border: 1px solid black; padding: 2px 10px;">✓</span>	No	<span style="border: 1px solid black; padding: 2px 10px;">--</span>
Insurance	Yes	<span style="border: 1px solid black; padding: 2px 10px;"></span>	No	<span style="border: 1px solid black; padding: 2px 10px;">✓</span>
Others (specify and indicate)	Yes	<span style="border: 1px solid black; padding: 2px 10px;">✓</span>	No	<span style="border: 1px solid black; padding: 2px 10px;">--</span>

4. Furnish the following details for the past three years

- a) Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization.

2006-07	2007-08	2008-09
02	02	04

- b) Number of teachers who were sponsored for Professional development programmes including faculty exchange, short courses, training programmes etc. by the institution

	2006-07	2007-08	2008-09
National	01	02	01
International	X	X	X

- c) Number of teachers sponsored for faculty development programmes organized by the Institution.

2006-07	2007-08	2008-09
10	10	10

- d) Number of teachers sponsored for Seminars/ workshops / symposia on Curricular development, Teaching-learning, Assessment, etc.

2006-07	2007-08	2008-09
10	10	09

- e) Number of Research development programmes organized

2006-07	2007-08	2008-09
02	03	02

- f) Number of Invited/endowment lectures organized

2006-07	2007-08	2008-09
09	09	08

- g) Any other area (specify the programme and indicate)

2006-07	2007-08	2008-09
-	-	-

**5. How does the institution monitor the performance of the teaching and non-teaching staff?**

a) Self-appraisal of faculty	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Student assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Expert assessment of faculty performance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
d) Combination of one or more of above	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

**6. Are the faculty assigned additional administrative work?**

Yes ☒ No ☐

If yes, number of hours, spent by the faculty per week on administrative work.

6 to 10 hrs./week

**7. Human Resources**

- a) Minimum emoluments (basic pay and allowances) paid to teachers on regular appointment.

0	2	4	3	8	0
---	---	---	---	---	---

- b) Minimum emoluments (basic pay and allowances) paid to the teachers on ad-hoc service

0	2	4	3	8	0
---	---	---	---	---	---



c) Minimum consolidated remuneration paid to teachers

0	0	8	0	0	0
---	---	---	---	---	---

d) Per lecture honorarium paid to guest lecturers

0	0	0	3	0	0
---	---	---	---	---	---

e) Teacher's salaries are paid in cash

Yes  No

f) Teacher's salaries are paid through account payee cheque

Yes  No

g) Salaries and disbursed by first week of each month

Yes  No

h) Teachers are paid salary for the vacation period

Yes  No

## 8. Income during the preceding financial year

a) Income from fees (tuition and all other fees)

B. P. Ed. 

1	0	9	4	0	6	0
---	---	---	---	---	---	---

M. P. Ed. 

1	2	3	6	6	5	5
---	---	---	---	---	---	---

b) Income from donations

x	x	x	x	x	x
---	---	---	---	---	---

c) Income from consultancies and extension programmes.

x	x	x	x	x	x
---	---	---	---	---	---

d) Amount of grant received from the government

B.P.Ed. 

6	6	8	3	2	2	4
---	---	---	---	---	---	---

e) Income from investments

B.P.Ed. 

3	1	5	9	4
---	---	---	---	---

f) Any other (please specify and indicate)

S.B.I. interest	B.P.Ed.		3	4	3	3	3
	M.P.Ed.		2	3	8	9	8
UGC Grants	B.P.Ed.	3	1	9	0	5	6

**9. Expenditure during the preceding financial year**

- a) Amount spent on salaries to teaching staff

B.P.Ed	5	4	1	3	9	4	7
M.P.Ed	0	2	5	3	0	5	0

- b) Amount spent on salaries to non-teaching staff

B.P.Ed		1	0	5	9	0	1	9
M.P.Ed		0	1	2	5	0	0	0

- c) Amount spent on utilities

B.P.Ed		7	3	0	3	8	1
M.P.Ed		1	2	0	6	5	4

- d) Amount spent on purchase of books and journals for the library.

B.P.Ed		0	4	8	4	2	5
M.P.Ed		0	3	9	7	0	0

- e) Amount spent on purchase of sports equipment material

B.P.Ed	0	5	5	9	8	1
--------	---	---	---	---	---	---

- f) Amount spent on purchase of furniture

M.P.Ed	0	3	2	6	1	7
--------	---	---	---	---	---	---

- g) Amount spent on capital expenditure

B.P.Ed		0	3	3	0	7	5
M.P.Ed		2	0	0	0	0	0

- h) Amount spent on contingencies

B.P.Ed		0	4	3	0	4	7
M.P.Ed		0	2	3	6	3	2

- i) Amount spent on purchase of sport science equipment and sports material

M.P.Ed	0	1	4	3	0	0
--------	---	---	---	---	---	---

**10. Excess of expenditure over income if any during the preceding financial year**

B.P.Ed		1	6	4	6	3	3
M.P.Ed		1	6	6	1	4	0

**11. During the last three years did the institution have surplus / deficit budget? (Please specify the amount)**

Year	B.P.Ed.		M.P.Ed.	
	Surplus (Rs.)	Deficit (Rs.)	Surplus (Rs.)	Deficit (Rs.)
2006-07	10002/-	X	619949/-	X
2007-08	X	230718/-	X	258213/-
2008-09	X	164633/-	X	166140/-

**12. Is there an internal financial audit mechanism?**

Yes ☒ No ☐

13. Is there an external financial audit mechanism?

Yes ☒ No ☐

14. Are the institutional accounts of the preceding financial year audited?

Yes ☒ No ☐

15. Endowment fund and Reserve Fund

a) Amount of Endowment fund maintained

5	0	0	0	0	0
---	---	---	---	---	---

b) Amount of reserve fund maintained

5	0	0	0	0	0
---	---	---	---	---	---

16. ICT/Technology supported activities/units :

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Record	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Attitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examination/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (Specify and indicate) (Statistical analysis, internal browsing, adv. Coaching etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

17. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

18. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ No ☐

19. Are all the decisions taken by the institution during the last three years approved by the competent authority?

Yes ☒ No ☐

20. Does the institution have the freedom and the resources to appoint and pay temporary/ad-hoc/guest faculty?

Yes ☒ No ☐

21. Is a grievance redressal mechanism in vogue in the institution? (Mark ☐ on those available and 'X' on those not available)

a) for teacher	<input type="checkbox"/>
b) for student	<input type="checkbox"/>
c) For non-teaching staff	<input type="checkbox"/>

22. Are there any ongoing legal disputes pertaining to the institution (academic or administrative)?  
Yes  No
23. Has the institution adopted any mechanism/process for internal academic audit/quality checks?  
Yes  No
24. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation, TQM etc.?  
Yes  No

## Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanism?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

### I) B.P.Ed. Course

	Category	Men(%)	Women (%)
a	SC	11%	07%
b	ST	05%	03%
c	OBC	09%	13%
d	Physically challenged	--	--
e	General Category	23%	20%
f	Rural	15%	03%
g	Urban	40%	42%
h	Any other (specify)		
	N.T.	05%	01%
	S.B.C.	01%	02%

### II) M.P.Ed. Course

	Category	Men(%)	Women (%)
a	SC	14%	06%
b	ST	04%	--
c	OBC	12%	08%
d	Physically challenged	--	--
e	General Category	28%	20%
f	Rural	08%	02%
g	Urban	56%	34%
h	Any other (specify)		
	N.T.	06%	--
	S.B.C.	--	02%

4. What is the percentage of the staff in the following category?

	Category	Teaching staff (%)	Non-teaching (%)
a	SC	10%	12.50%
b	ST	10%	12.50%
c	OBC	20%	12.50%
d	Women	30%	25%
e	Physically challenged	--	--
f	General Category	20%	37.50%
g	Any Other (N.T.)	10%	--

5. What is the percentage incremental academic growth of the students for the last two batches?

B.P.Ed.

Category	At admission		On completion of the course	
	Batch I % 2007-08	Batch II% 2008-09	Batch I% 2007-08	Batch II% 2008-09
SC	19	06	19	06
ST	13	18	13	18
OBC	09	21	09	21
Physically challenged	--	--	--	--
General Category	45	45	45	45
Rural	20	15	20	15
Urban	75	80	75	80
Any other (specify)	08	03	08	03
N.T.	02	02	02	02
S.B.C.				

**M.P.Ed.**

Category	At admission		On completion of the course	
	Batch I% 2007-08	Batch II% 2008-09	Batch I% 2007-08	Batch II% 2008-09
SC	03	04	03	04
ST	--	01	--	01
OBC	08	04	08	04
Physically challenged	--	--	--	--
General Category	13	13	13	13
Rural	02	02	02	02
Urban	23	23	23	23
Any other (specify)	01	02	01	02
N.T.	--	01	--	01
S.B.C.				



# SELF-APPRAISAL REPORT

## PART-I: THE EVALUATIVE REPORT

### 1) EXECUTIVE SUMMARY

Situated in the heart of Mumbai city, the Bombay Physical Culture Association (popularly known as BPCA) is one of the pioneer voluntary organizations rendering invaluable services to humanity for propagating the cultural heritage of India since its inception. Three eminent personalities and great visionaries viz., *Late Padmashree Krishnaji Shripad Alias Bapusaheb Mhaskar, Late Namaskaracharya, J.K. Alias Bhausahab Soman and Patrapandit, and Late P.H. Alias Nanasaheb Khadilkar* had **established** this Association on 29 June 1935, during British period, with a great vision 'बलम् राष्ट्रस्य वर्धनम्' which means **strength for nation building - by empowering youth with physical, mental, intellectual, emotional and social fitness blended with integrity and harmony**. In fact, this vision of the institute is based on the universal truth *Survival of the fittest and true national spirit*, mainly for the promotion of the indigenous games and exercise systems. **Bhartiya Kreed Mandir** is a campus perhaps of its own kind in the country having big stadium and other sports infrastructure specifically designed and created for the promotion of Indian games & sports.

Although propagation of Indian system of physical culture among common masses is one of the prime objectives of the BPCA, today strategically the term Physical Education has been accepted globally as a profession with better academic status through university education. This gave birth to **BPCA's College of Physical Education** in 1978, with a view to prepare qualified and competent teachers in Physical Education as well as for promoting research in education, Physical Education and sports sciences, and for rendering Health-Fitness related services to the community.

BPCA's College of Physical Education is permanently affiliated to the University of Mumbai, and aided by the government of Maharashtra. It also comes under section 2(f) and 12(B) of the UGC act, for receiving central assistance. The College is recognized by the NCTE as well for conducting B.P.Ed and M.P.Ed. Courses. Presently, the College is conducting various programmes viz., **B.P.Ed, M.P.Ed. M.Phil., and Ph.D.** as well as **certificate courses** in Health and Fitness Management, Technical Officiating of games and sports etc.

Ours is the **only aided** and leading Institution of Physical Education in the jurisdiction of the University of Mumbai, which has taken initiative in introducing all the available courses of Physical Education. Since its establishment in 1978, the College is sincerely working with a **mission of facilitating Physical Education - par excellence, preparing a cadre of professionals matching global standards who are not only physically fit but have quest for intellectual excellence through world class research and above**

*all have ability to produce good citizens with healthy body and sound mind having human values with civic responsibilities.* During last 32 years, the institution has produced about 3100 Secondary Physical Educators, about 300 Masters and 16 Ph.D. scholars who have been successfully working in various Schools, Colleges and Universities. Most respectfully we would like to put it on record that no student of this college has left without a job for the last 31 years.

Our institution is operating in the heart of Mumbai city, which is considered as one of the most expensive but intensively crowded and land scared cities in the world. Compact residential housing colonies, shopping complexes, excessive concentration of industries, trade and commerce, and above all, flocks of people arriving and occupying whatever open space they can find in the Mumbai city, every day. All the surrounding land (up to 50 km radius) of the institution is 100% occupied. Excessive concentration of industry has resulted into a tremendous stress and strain on the educational institutions including Municipal Corporation schools. Almost all the schools are running in two shifts with very less or without any facilities of a play fields for imparting Physical Education activities.

However, the College has an ***ideal infrastructure*** and facilities including computerized library, fully air-conditioned computer laboratory, well furnished Health Education and Sports Medicine Laboratory, Education Technology and Sports Psychology Laboratory, PG Department, Store Unit, Publication Unit, Indoor Halls, Class Rooms, Hostels, Canteen, PCO etc. for effective implementation of various activities and programmes of the institution.

In addition, apart from the various courses conducted by the institution, it is significantly contributing by way of undertaking various ***collaborative and extension activities*** and programmes by establishing linkage with the local, national and international GO's and NGO's. Sports Training center, runs by the Alumni Association, from last 14 years has produced about 65 state level and 35 National level players and the ***Research Center*** of the college is conducting various minor and major research projects, financially supported by the UGC as well as undertaking continuous ***Research Training Drive*** (RTD) for enhancing the quality of research in the profession.

Over all, the College enjoys good reputation in the society. During last five years and after its first assessment and accreditation by the NAAC, the College has tried its level best for the sustenance and enhancement of the quality of teacher education, being rendered by the institution. Last but not the least, we would like to express our sincere thanks to the NAAC for enabling us to introspect into the various quality parameters including key aspects and its indicators, to follow the path of progress. In turn, through this exercise, NAAC has also encouraged and taught us to work together and to achieve ***quality*** by collaborating with others, tolerating differences and respecting diverse views, because of the fact that –

***NONE OF US IS AS SMART AS ALL OF US.***

## 2) CRITERION-WISE ANALYSIS

### Criterion I: Curricular Aspects

#### 1.1 Curriculum Design and Development

1. State the objectives of the institution and the major considerations addressed by them (Intellectual, Academic, Training, Ensuring access to the disadvantaged, equity, self development, Community / National Development and so on)

The objectives of our institution are based on the institutional *vision* and *mission*. The *VISION* of the institution is 'बलम् राष्ट्रस्य वर्धनम्' means strength for nation building – by empowering youth with physical, mental, intellectual, emotion and social fitness blended with integrity and harmony, whereas our *MISSION* is facilitating Physical Education, per excellence, preparing a cadre of professionals matching global standards, who are not only physically fit but have quest for intellectual excellence through world class research and above all have ability to produce good citizens with healthy body and sound mind having human values with responsibilities.

The specific *objectives* addressing the various consideration of the College are as under:

#### Objective – 1

To prepare qualified teachers in the field of Physical Education.

##### Major Considerations:

This Objective addresses the major consideration of preparing teachers with adequate input of intellectual, academic, training as well as self-development. To cater the need of society and nation, while preparing the quality teachers, the institution strictly adhere the policy of the government and University pertaining to the reservation policy for equality as well as while transacting the programmes the access of disadvantages is taken care of by way of classifying the student on the basis of their intellectual and physical abilities, achievement and adopting adequate measures.

#### Objective – 2

To render excellent service in Physical Education.

##### Major Considerations:

This Objective addresses sustenance as well as continuance in enhancement of the quality service in the various areas that come under Physical Education profession for the benefit of self development and community as well as national development.

#### Objective – 3

To provide professional and academic teachers to the Secondary schools/ Colleges/ Universities.

##### Major Considerations:

Employability is the major consideration of this objective, in addition to catering the need of society.

#### **Objective – 4**

To serve as a model for other Colleges of Physical Education.

##### **Major Considerations:**

*This Objective addresses the leading role of the institution in the pursuit of community and national development.*

#### **Objective – 5**

To provide vocational guidance to the people in the field.

##### **Major Considerations:**

*Intellectual, academic, training, equity, community and national development are addressed with this objective.*

#### **Objective – 6**

To serve as a Center of Excellence for Research in Physical Education and other allied areas.

##### **Major Considerations:**

*This objective considers a quest for excellence particularly by way of using latest technology for generating discrimination of knowledge in Physical Education and other allied disciplines through research activities, which in turn leads towards community for national development.*

#### **Objective – 7**

To produce good citizens with healthy body and sound mind having human values with civic responsibilities.

##### **Major Considerations:**

*This objective addresses the importance of good citizenship and its role in the process of transformation of our nation from developing country to the developed one, having due weightage to human values and physical as well as mental soundness of the people of the nation.*

2. **Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employees and academic experts, and formalizing the decisions in statutory academic bodies)**

The institution is permanently affiliated to the University of Mumbai, where the curriculum is designed by competent academic authorities viz., Board of studies, academic council and management council of the university. Ours is the *pioneering institution* of Physical Education in the university and it has been continuously taking initiative in the curricular development processes from time to time. Since, the College is preparing teachers for secondary and higher secondary schools, priority is given to the modifications / amendments in school curriculum done by the competent authorities viz., Maharashtra State Bureau of Text Book Production and Curriculum Research as well as State Board of Secondary and Higher Secondary Education while developing the curriculum. The following four of our faculty members have been *representing* the Board of Studies of University of Mumbai:

1. Principal, Dr. G. V. Paragonkar
2. Dr. J. M. Dhope
3. Dr. S. D. Chavan
4. Dr. K. K. Asai

Our faculty members are also consistently representing the Board of Studies as constituted by the university. It is the matter of the fact that, the present Board of Studies as well as courses in Physical Education came into existence *for the first time* in the University of Mumbai only due to the initiative taken by the institution. At present, the following faculty members are associated in the *Board of Studies* (BOS) in Physical Education:

- |                                                                                 |                                     |
|---------------------------------------------------------------------------------|-------------------------------------|
| 1. Principal, Dr. G.V.Paragonkar<br>(Former Chairman and present member of BOS) | } invited subject expert of the BOS |
| 2. Dr. J. M. Dhope                                                              |                                     |
| 3. Dr. S. D. Chavan                                                             |                                     |
| 4. Dr. G. K. Dhokrat                                                            |                                     |
| 5. Pro. R. R. Dhakne                                                            |                                     |
| 6. Dr. K. K. Asai                                                               |                                     |

While designing the curriculum and developing its process, the members of these Boards make attempts to collect the latest information/feedback from the students, alumnae and schools, in addition to the guidelines of the NCTE and amendments in the school curriculum made by the competent authorities.

Since, one of the faculties Prin. Dr. G.V.Paragonkar has been also associated with other universities viz. SNTD University, University of Pune, YCMU, Solapur University, as Chairman of the Board of Studies, Member and Expert in various Academic Committees; the feedback of same is also used for developing information database in curriculum development process.

**3. How does the institute ensure that the curriculum bears some thrust on national issues like national integration, health and fitness, environment, value education and ICT?**

The institution ensures that the curriculum of the various courses being conducted by the College has some thrust on various national issues like national integration, health and fitness, environmental, ICT, social harmony, value education in the following ways:

- Inclusion of the above issues in the curriculum in the form of unit, sub-units of the different parts of the curriculum, including theory, practical, co-curricular, extra-curricular activities.
- Student participates in the various curricular and co-curricular activities like scout and guide camp, patriotic group singing competition on national days, elocution competitions on national issues, celebration of *Makarsankrant*, teachers day, singing prayers of different religions, 'Thought for the Day' practice throughout the year, cleanliness campaign (in side and out side the campus), *health and fitness based activities*, which reveals that the curriculum bears some thrust on national issues.
- Priority is being given to the use of ICT in various curricular aspects by providing well designed computer laboratory and trained faculty.

**4. Does the institution make use of ICT for curricular planning? If yes, give details.**

Yes, institution makes use of ICT for curricular planning in the numerous ways:

- Obtaining information about the various components of curriculum through internet.

- Preparing plans for curricular transactions.
- ICT has been given due weightage as per the guidelines of the NCTE.

In order to inculcate the global competencies of ICT, at least 20 clock hours hand on experience is being given to each student of B.P.Ed. and M.P.Ed.

## 1.2 Academic Flexibility

### 1. Does the syllabus in each course and in each section, offer flexibility in terms of theory and activity options? If yes, give details.

Yes, syllabus of B.P.Ed and M.P.Ed course provides ample freedom to the students with respect to theory and practical by providing elective options as follows:

#### I. B.P.Ed Course:

- **Options in theory (Part A)**
  - **Papers:** Students can opt for any one subject as teaching method (Optional method) in paper V (section-II) out of the following subjects:
    - English
    - Hindi
    - Marathi
    - History
    - Geography
    - Science
    - Mathematics
  - Further, with respect to the subject other than language methods, the students have also freedom to select any one language as a medium of teaching out of Marathi, Hindi, English and Gujarati languages.
  - The students are also allowed to select any one language as a medium for appearing internal and external theory exam out of Marathi, Hindi, English and Gujarati.
- **Options in Practical – (Part- B)**

For practical in Physical Education activities:

  - Any four games out of eight games/sports
  - Any two athletic events each from running, jumping and throwing.
  - Options for selecting skills and activities for *practice teaching lessons* in Physical Education.
  - Options in practical / project/ assignment work on selected games / sports, play field marking, value education, recreative / lead up games, and test & measurements.

#### II M.P.Ed Course

- **Options in theory syllabus**
  - Option in paper III of M.P.Ed. (part II), where students can select any one subject out of the followings:
    - Yoga and Physical Education
    - Management in Physical Education and Sports



- iii. Sports Medicine
- iv. Health Education
- v. Exercise and Sports Physiology

- The students are also allowed to select any one language as a medium for appearing internal and external theory exams out of Marathi, Hindi, English and Gujarati.
- In case of dissertation, the students can select the topic of their own choice with the consultation of their respective guiding teacher.

- **Options in Practical**

- The students of M.P.Ed, Part-I, can select any one major game/activity as their specialization out of 12 games and activities for advance coaching lessons, assignments as well as appearing for practical examination.
- In case of M.P.Ed. Part-II, the students can opt for any one from track and field events, as their specialization, for advance coaching of lessons, assignments as well as appearing for practical examination.

**2. Is there a plan to diversify the course with special emphasis on fitness, recreation, competitive sports etc., to suit different level of education? If yes, give details.**

Yes, there are number of programmes planned for diversifying the courses being conducted by the College, with reference to important components like fitness, competitive sports/games, recreation, research etc. By taking into consideration their suitability the said programmes are combined and adopted in such way that they meet the needs of the student-teacher and society.

There is a plan of conducting health and fitness management course as additional programme with the combination of existing programme for giving more emphasis on the health and fitness. Various programmes like technical official certificate exams in various games and sports, organization of interschool competitions in various games and Physical Education activities are planned and develop by the institution for giving emphasis on the competitive sports. The important components like recreation, value education, life saving skills are taken care of by planning and executing the programme like scout and guide camp, trekking, hiking & adventurous as well as other extension activities.

**3. Is the time-allotment approach for practicals based on scientific principles governing activities? If yes, give details.**

Yes, B.P.Ed. Practical are generally conducted throughout the year for minimum 166 days (four hrs. each day), excluding examinations and practice teaching days. The timing for practicals is further divided into two sessions i.e. morning session (7.30 a.m. to 9.30 a.m.) and afternoon session (3.00p.m. to 5.00p.m.). The practical work of 38 various Physical Education activities is completed in 664 clock hrs. (166 days x 4hrs.) by taking the cognizance of various scientific principles like *principle of load & adaptation, load and recovery, progression, and duration as well as nature of the activities*. Important details, in this regard, are as follows:

- 664 hrs practical is conducted for 38 activities as per the distribution given below:
  - Major games & sports (16)
  - Athletics (08)
  - Rhythmic (05)
  - Formal (04)
  - Yoga and developmental activities (05)
- Time allotment of the above activities**
- Conditioning programme for 25 to 30 min. (progressively), as per the nature of the activities, is conducted only during morning session while general warming up during afternoon session.
- Cool down / Relaxation is done at the end of the session.
- During practical hrs., the students are allowed to perform activities as per their ability and capacity.
- Medically (sick/ injured) unfit students are allowed to take rest / to sit aside.

**4. What value-added courses have been introduced by the institution during last three years which would for example: develop communication skills (verbal and written), ICT skills, life skills, community orientation, social responsibility and others.**

Various value added courses/ programmes / activities have been conducted by the institution, from last 3 years. The details are as under.

***During 2006-07***

- i. Patriotic group singing training and competition by Shri Somnath Parab (September 1-2, 2006).
- ii. Elocution and essay writing competition on Role of teachers in Removal of bad habits (Oct. 7-8, 2006).
- iii. Value education through Physical Education (Practical programme) by Shri Sunil Kadam (Oct. 3, 2006).
- iv. Cancer awareness by Shri Vijay Gokhale (Programme Officer, Indian Cancer Society) (November 24, 2006).
- v. Organization of sports for physically handicap and intellectually disabled children.
- vi. Scout and Guide training camp (December 18-23, 2006).
- vii. **Communication skills** (English speaking) – every Saturday 1 clock hour during extra timing.
- viii. Every Thursday **English Speaking Day** programme.
- ix. **Health and fitness management course**, 60 clock hours (Certificate programme) (during Diwali & Winter vacation).
- x. **ICT** theory and practical for minimum 20 clock hrs. *hand on experiences*, spreading throughout the year.
- xi. **Adventures activities** (Rappling, Rifle Shooting, Wall climbing, River crossing etc.) (during camp: 18-23 Dec.).
- xii. **Cleanliness campaign** (inside and outside the campus) throughout the year twice in every month.



- xiii. Further to develop the technical knowledge about the games and sports the institution has also **conducted** various **certificate courses** in district level technical official training and examination in Kabaddi, Kho-kho, Langadi, Athletics and Wrestling.

### ***During 2007- 08***

In addition to the above, the following new programmes were added (except no. iv):

- ***Ek Bano Nek Bano*** programme for 35 schools (2800 boys & girls) comprising demonstration of Indian activities, story telling & group singing.
- ***AIDS Awareness*** programme by Dr. Vidhula Patil, KEM Hospital, Mumbai.
- State Level SET (***State Eligibility Test***) examination preparatory programme (Jan.4-6, 2008).
- ***Lecture series*** by Dr. M. L. Kamlesh on Research Methodology and Psychology (Jan. 19-21, 2008).

### ***During 2008- 2009***

In addition to the above programme (except no. iv, and AIDS awareness), the following new programme were added:

- Physical Education teachers' orientation programme was conducted on behalf of the Education Department, Govt. of Maharashtra, under Sarva Shiksha Abhiyan for 250 teachers.
- State level workshop for Secondary and Higher Secondary Physical Education teacher experts for 60 teachers (Sep. 9-11, 2008).

In addition to the above programmes/ courses, the institution has been also introduced the programmes *viz. presentation skills development for M.P.Ed. & M. Phil. Scholars the research studies on special children (handicapped and intellectually disabled), house wives, police trainees, adults suffering from genetic disorders etc.* were also conducted by students and faculty taking into considerations the wellness of community ensuring social and national responsibilities in inculcating human values amongst students.

## **5. Furnish details on the following aspects of curriculum design**

### **i. Interdisciplinary / multidisciplinary strategies**

Since Physical Education deals with multidisciplinary / interdisciplinary subjects, the curriculum design has enough scope for strategies. The curriculum design is based on many basic sciences viz. Anatomy, Physiology, Biology, psychology, Kinesiology, Biomechanics, Health sciences, Mathematical sciences, and others (Philosophy, Sociology etc.). All most all the faculties are interdisciplinary/ multidisciplinary (having knowledge of two or more disciplines) are transacting various theoretical and practical aspects of the curriculum. Further, in case of pedagogical aspects as well as research aspects, ICT is linked adequately.

### **ii. Promoting self learning**

The curriculum design has following aspects pertaining to self learning:

- Assignment and projects.

- Internship during practice teaching.
- Practice teaching lesson observation.
- Computer application.
- Use of ICT.
- Inclusion of various curricular and co curricular activities.

### iii. Internship approach to practice teaching

The curriculum design provides an opportunity of internship to each student, during 30 *practice teaching days* excluding micro-teaching, preparation and simulation days.

### iv. School experiences

In addition to internship of practice teaching, the student-teachers are provided actual *school experience* by giving exposure to them on various occasions, such as organizing, conducting and officiating annual sports in various schools.

### v. Community work

Various programmes and activities as mentioned in 1.2.4., the curriculum design provides various experiences of many aspects related to community work by the students.

### vi. Work experience/SUPW

Socially useful productive work experiences (SUPW) are being provided to the students by way of various projects and assignments like soil model, wooden craft, paper craft, best out of waste during their practice teaching and scout and guide training camp, which are also important aspects of curriculum design.

### vii. Health and Physical Fitness

The details regarding the various aspects of curriculum design with reference to health and physical fitness are as under:

- ***Promoting skill oriented learning***

The curriculums of B. P. Ed. and M. P. Ed. were designed in such a way so that they compare various theoretical and practical aspects which promote students for *skill oriented learning* e.g. various Physical Education activities, practicals and theory papers like Health education, officiating, coaching, scientific principles of coaching, teaching methodology of Physical Education as well as practice teaching optional subjects with the use of ICT in learning etc.

- ***Sports excellence oriented learning***

In addition to above components the curriculum-design also emphasizes on advance techniques, tactic, skills, and strategies particularly in Masters' programme.

- ***Sports science oriented learning***

Sports physiology, biomechanics, scientific principles of training and coaching, psychology of Physical Education and sports, and kinesiology are part and parcel of the curriculum design.

- ***Sports management oriented learning experiences***

Theoretical and practical learning experiences pertaining to management of various Physical Education and sports activities are included in the design, viz. organization and conducting of intramurals, extramurals, and athletic meet as well as extra curricular activities like, hiking, trekking and camping.

- **General well being pedagogy**

The curriculum design also reflects pedagogical approach giving due importance and emphasis on general well being viz. transaction of practical and practice teaching approach.

- **Innovations**

The curriculum design provides ample opportunities for innovative ideas and practices as regards to health and physical fitness components, viz. test, measurements and evaluation, use of ICT, tools development, managerial aspects of health, fitness & sports, research processes, pedagogical aspects, etc.

### 1.3 Feedback Mechanism

#### 1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other Stakeholders?

The institution has developed a systematic mechanism of obtaining and utilizing feedback from all the stakeholder as follows:-

The College has a *wide range of feedback* mechanism as follows:

- Feedback is obtained from the heads of the practicing schools in the prescribed form, which is analyzed by the *teacher-educators* and discussed in the staff meeting of the College. In the light of feedback the further necessary actions are taken while preparing and implementing *practice teaching programme* for the next academic year.
- After the completion of practice teaching lessons every year, the *concluding meeting* is held in the presence of heads, supervisors and subject teachers of the concern schools. In the said meeting, feedback as obtained from the heads as well as teachers and supervisors of the school, are discussed. The said feedback is used for the further improvement in *practice teaching during the next academic year*.
- The *oral feedback* regarding practice teaching is also obtained through the supervisors, practice teaching in-charge, and the students from the practicing schools, which is used for further *redesigning* of the practice teaching programme, from time to time.
- After every teaching programme the discussion is held, from time to time, among the students and staff and the feedback obtained, so far, is used for further improvement. Feedback on teaching programme is obtained prior, during and after the programme.
- The feedback is also obtained from the employers from time to time.
- The discussion takes place in the staff meeting about the *feedback obtained from the employers* and appropriate decisions are taken pertaining to the further improvement in teaching programmes.
- At the *end of every academic year* the *student-teachers* are also given freedom to provide feedback regarding each *teacher-educator* as well as

various teaching programmes as implemented by the College. A copy of the students feedback form is enclosed.

The *last review* regarding teaching programmes was taken in the month of April, 2009.

**2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum?**

Yes, the Internal Quality Assurance Cell (IQAC) of the institution used to adopt systematic mechanisms for coordinating, supervising, controlling as well as utilizing the outcomes of the feedback for enhancement and sustenance of the quality from time to time. The *out comes* of feedback are reviewed in the last meeting of IQAC, every year, through *SWAT analysis* and plans for the future improvement are decided, accordingly. The required changes to be brought in the curriculum are discussed in the staff meeting and recommended for inclusion of the same by the competent academic authorities.

**3. What are the contributions of the institution to curriculum development? (Member BOS, Sending timely suggestions to the University on other agencies responsible for curriculum development, feedback etc.)**

The detail pertaining to the contributions of the institution to curriculum development is already discussed, earlier (**Criterion 1.1.2**).

### 1.4 Curriculum Update

**1. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing school etc.)**

The various strategies adopted by the institution for curriculum division & update have been already discussed earlier (**Criterion 1.1.2 & 1.3.3**). Since the institution is a teacher education institution the components such as need of curriculum revision and the feedback from the stakeholders are taken into consideration while adopting the strategies for curriculum update by the institution in the following ways:

- i. Top priority is given to the secondary & higher secondary school curriculum.
- ii. Feedback from the stakeholder with respect to various aspect of curriculum is processed and represented to the competent academic authority (*Board of Studies of the University*) through the faculty of the institution.
- iii. Some of the faculties are also associated with other *local, state and national level bodies* like, *Academic council, Research committee, Advisory committee, NCTE, UGC & NAAC* etc. The feedback received from them is also taken care, while adopting the strategies for curriculum revision.
- iv. Interdisciplinary/multidisciplinary approach is adopted by way of consulting the experts, academicians and competent authorities.

2. **How frequently do the theory/activity syllabus and teaching strategies undergo revision in the light of global developments in sports activities and sports sciences? Give details on the major revisions that took place during last five years?**

Curriculum revision is done by the competent academic authorities of the university. Although B.P.Ed. and M.P.Ed. courses were initiated by the institution during 1978 and 1986 respectively, *the last curricular revision* of B. P. Ed. & M. P. Ed. courses has been brought into force by the university w.e.f. the academic year 2005-2006 and 2000-2001 respectively.

The next curriculum revision of both courses is under process which will probably come into force from the next academic year (i.e. 2010-2011).

*Global developments* in various sports sciences and activities particularly in the sciences like sports psychology, sports biomechanics, sports physiology, sports medicine, sports nutrition, sports management, sports training etc. are also taken care of immediately, while transacting the curriculum by the faculties, in addition to the formal revision of the curriculum by the university.

3. **How are the curricular (teaching-learning process), co-curricular and extra curricular programmes planned (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

In order to achieve the objectives and effective implementation of the curriculum, the institution -

- i. Develops academic calendar containing curricular, co-curricular & extra-curricular programmes/activities, well in advance (i.e. prior to the commencement of the next academic year).
- ii. Plans annual curricular activities pertaining to theory and practicals, separately.
- iii. Also develops separate detailed plans of the co-curricular and extra-curricular programmes separately, well in advance, by providing detailed information including aims and objectives of the same.
- iv. Takes care of the feedback as received from the stakeholders by way of evaluating the same, in staff meeting and is considered during the planning.

### 1.5 *Best practices in Curricular Aspects*

1. **What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

The following various measures have been undertaken by the institution with respect to curricular aspects viz. curriculum design and development, academic flexibility, curriculum mechanism and curriculum update, during last five years for the sustenance and enhancement of quality, through IQAC, which was constituted, immediately after the first assessment and accreditation of the institution.

- As a result of initiative taken by the institution the revised syllabus of the B. P. Ed. course came into force in the year 2005. While developing the revised curriculum, the components like school syllabus, ICT, value based education were taken care of in consultation with academicians. Curriculum flexibility and feedback received from various relevant stakeholders were taken care by the institution.
- As a result of the institutional initiatives, the University of Mumbai for the first time constituted a separate *Ad-hoc Board of Studies in Physical Education* w.e.f. the year 2006. Earlier Physical Education subject was under the Board of Studies in Education in the university of Mumbai.
- The Principal of this College was appointed as first Chairperson of the BOS (Board of Studies in Physical Education) of the University of Mumbai. He has also represented Physical Education in other competent academic authorities like RRC, BUTR, BOE and academic council of the University of Mumbai. Other faculties of ours, viz., Dr. J.M.Dhope, Dr. S.D.Chavan, Dr. G.K.Dhokrat, Dr. K.K.Asai and Shri R.R. Dhakne also worked as *subject experts* in *sub-committee* of the BOS for revising syllabus. In addition, rest of our faculties was also, informally, involved in the process of curriculum design and development.
- For quality improvement and for more employability of the teachers the institution has developed and implemented various value added courses as mentioned in **Criterion 1.2.4.**
- During last five years the institution also started Post Graduate Degree and M.Phil. programme in Physical Education.

**2. What innovations best practices in 'Curricular Aspects' have been planed and implemented by the institution?**

- Due weightage and emphasis have been given to the practicum work comprises of project work, assignments on value education, theory based practicals, enough elective options and ICT in the curricular aspects.
- Options are available for students for further as well as supplementary courses.
- Feedback from all stakeholders as well as need of the schools and Colleges have been taken care of while developing the curriculum.
- Simulation lessons, fitness lessons, assignment lessons, computer application etc. have been incorporated in syllabus by taking into consideration the feedback, obtained formally as well as informally, from practice teaching schools.

**ADDITIONAL INFORMATION FOR RE-ASSESSMENT / RE-ACCREDITATION**

**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular Aspects and how have they been acted upon?**



- During the last and first peer team visit of NAAC, the members were quite happy with respect to the curricular aspects. Some of their major observations/suggestions as well as the *actions taken by the institution*, during last five years are as under:

***Evaluative observation by NAAC pear team:***

The College has established a good net working with community and schools. The revised syllabus was implemented from 1993-94 academic session, in which the practice teaching lessons prescribed by the university are inadequate. Though ICT does not form a part of regular syllabus, the College have been organizing ICT literacy programme by providing necessary infrastructure on the direction of the NCTE.

***Suggestions by NAAC pear team:***

*The number of practice teaching lessons need to be increased.*

***Action Taken by the Institute:***

*The number of **practice teaching lessons** has been increased in the revised syllabus which was brought in to force in the year **2005-06**.*

**2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

***Major Quality Sustenance and Enhancement measures undertaken are as under:***

- The institution has revised the curriculum of B.P.Ed syllabus from 2005-06 by considering the need, feedback and the suggestions made by the peer team of NAAC.
- The next revision of syllabus is under process.
- Due to the institutional effort, the University of Mumbai constituted the Ad-Hoc Board in Physical Education, which came in to existence in the year 2006.
- The components such as ICT, value education, elective options etc. have been given due weightage in the revised curriculum.
- Value added courses as mentioned in **Criterion 1.2.4** are developed and implemented for the inculcation of global competencies and employability.
- Post Graduate programmes (M.P.ED and M. Phil degree) have been introduced.

## Criterion II: Teaching-Learning and Evaluation

### 2.1 Admission Process and Student Profile

1. Detail on the admission policy and admission processes (defined criteria for admission, transparency, adherence to the decisions of the regulatory bodies, equity, access, etc.) of the institution.

Students are admitted to B.P.Ed and M.P.Ed courses through **Entrance Test** conducted by the **Admission Committee** constituted as per the rules and regulation of the **University and State Government**. The admission committee comprises of the following members:

- Director of Physical Education and Sports, University of Mumbai - **Chairperson**
- Government Nominee - **Member**
- Best Player (State level Government Awardees) recommended by the government - **Member**
- Medical Officer - **Member**
- Principal of the College - **Member Secretary**

The said committee strictly follows the norms, rules and regulations regarding procedure and reservation policy of the government and NCTE.

- The **entrance test** consists of **Physical Fitness Test** (5 items) **written test** and **oral interview**. Academic and sports achievements of the candidates are also considered. **Merit list** is prepared and displayed on the notice board as well as uploaded on website. Finally, the list of the candidates admitted in the College is submitted to the university and government.
- In case of M. Phil. programme the admission is done directly by the concerned university (i.e., Yashwantrao Chavan Maharashtra Open University).

2. How are the programme advertised? What information is provided to prospective students about the Programmes through the advertisements, prospectus and other published material of the institution?

The entire programme conducted by the institution is uploaded on the institutions website ([www.bpcacpemumbai.org](http://www.bpcacpemumbai.org)).

- The advertisement regarding the admission of various programmes is published in various newspapers and also on local channels of T.V.
- The institution also sent notice for admission to most of the affiliated Colleges of the University of Mumbai, as well as banners of the same are put up at appropriate places like inside the campus of University and educational institutions.



- The advertisement material and the prospectus contain all the relevant information including eligibility, admission procedure, fee structure, duration of the course, intake capacity, infrastructure and facility available as well as important rules and regulations of university and government in this behalf, regarding reservation policy, scholarship etc.
- Along with the admission form and the prospectus, a separate **information broacher** is provided to students in order to acquaint them with the availability of facilities and the other courses, too.

**3. How does the institution monitor admissions to ensure that the published admission criteria are equitably applied to all applicants?**

As stated in **Criterion 2.1.1**, the entire admission procedure is monitored by the **admission committee** constituted as per the university and government rules and regulations. The said committee follows the norms, rules and regulation of the NCTE, university and government, while ensuring equitability of pre-determined admission criteria.

**4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals from diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

Since the institution is recognized and aided by the Government of Maharashtra, it has to follow strictly the various rules, regulations and policies of the Government, while admitting the students to various programmes. The admissions are given purely on merit basis considering predetermined criteria as well as procedures.

**5. Is there a provision for assessing students' / trainees' knowledge, physical fitness and skill required for the various options offered under the programme? If yes, cite examples.**

Yes;

- i. Specially designed Physical Fitness Test is being conducted in order to assess the suitability of students with respect to their health status.
- ii. Written test comprising of objective questions pertaining to general knowledge and sports as well as essay types for evaluating their knowledge, attitude and writing skill.

## 2.2 Catering to Diverse Needs

**1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher and other learning resources, teaching-learning strategies etc.)**

**House Formation:** The College adopts most effective strategy of house formation for identifying the learning barriers of the students as well as for

suggesting remedial measures through proper mechanism. On the basis of fitness testing, written test, sports achievement, art and cultural background, all the 100 students (40 Female + 60 Male) are classified into homogenous groups which are called as houses. These groups/houses are named as **Pragati** (*Progress*) house, **Shakti** (*Strength*) house, **Prerna** (*Motivation*) house, **Anand** (*Happiness*) house, **Pratap** (*Effective Achievers*), **Sangram** (*Fighter*) house, and **Vijay** (*Victory*) house. The house system and its spirit, sharing knowledge and skills throughout the year, work as effective measure for addressing the barriers in students learning process. In turn, it provides conducive environment for excellent learning.

- Division of student in house system with advanced and slow learners as well as having the background of art, culture and sports serves as an effective tool for catering the diverse need of the students. Slow learners are benefited by the advance learners from knowledge and skill pertaining to practice teaching, theory and practical aspects of the curriculum transaction, throughout the year. Each house is leaded with captain and vice captain of the same group on rotatory basis.

**Mentoring System:** for understanding, supervising, coordinating and controlling the house system as well as promoting learning, the College adopts mentoring system, effectively. The students having barriers in learning with respect to Physical Education activities as well as theoretical aspects are asked to give extra time after College hours. The barriers are addressed by the concern teacher/advisor to learners. The infrastructural facilities such as Library, computer lab, equipment etc. are made available for two hours, every day, after College hours as well as on holidays as per the demand.

- The barriers in student learning are also identified at the time of terminal exams and tutorial classes. The advance learners (scoring 75% and more) and slow learners (scoring 50% and less) are identified and treated separately by the concerned teacher, for adopting adequate teaching-learning strategies for them.
- The students who are weak in learning motor skills and motor performance are given enough time and guidance for overcoming of the barriers.
- Learning barriers with respect to practice teaching are identified during micro-teaching, simulation lessons, school lessons by the concern teachers through direct observations as well as audio-video feedback mechanism. The identified barriers are removed and addressed through discussion.

## 2. What are the activities envision in the curriculum for students to understand the role of diversity and equity in teaching-learning process?

In order to understand the role of diversity and equity in teaching-learning process, the following activities are envisioned in the curriculum for the students:

- Provision of enough elective options in theory and practical.
- Variety of curricular, co-curricular and extra-curricular activities such as intramural, athletic meet, scout and guide camp, hiking, trekking etc.

- Equal opportunity for the participation in programme.
- The activity like practice teaching in Physical Education as well as optional subject enables students to understand the role of individual differences in teaching-learning processes.

**3. What are the various practices that prepare students to develop knowledge and skills related to special needs of children and to apply them effectively?**

The Students are prepared to develop knowledge and skill related to special need of children and to apply them effectively, during practice teaching in Physical Education and optional method.


**4. What efforts does the institute make to improve professional competency of the prospective physical instructors?**

For improving professional competency of the prospective physical educators, the institution makes numerous efforts as follows:-

- i. Use of ICT and various value-added courses as stated in **Criterion 1.2.4.**, are conducted.
- ii. Use of audio-visual aids in teaching.
- iii. Communication skills through English speaking classes and practices.
- iv. Organization of various intramural and extramural competitions by the students.
- v. Project work/assignments related to ICT, value education, test and measurement, play field marking. etc.
- vi. Students' participation in the organization of workshop, seminar & conference in the College.
- vii. Presentation skills (soft skills) through paper presentation by using Power-Point.
- viii. Research competencies through continuous Research Training Drive (RTD).
- ix. Officiating and involvement in the organization of various programmes of other institutions (GO's and NGO's).

**5. Describe the mechanism of giving feedback to the students (on practice teaching and field activities) and how it is used for performance improvement.**

***Feedback Mechanism for Practice Teaching***

-  Immediate feedback with appropriate suggestions for improving the performance (oral & written) is given by the concern teachers and method masters, to the students, after every practice teaching lesson.

- ✚ Feedback on practice teaching with suggestions for improvement is also given through peer members observing lessons, during group discussion, headed by concern teacher.
- ✚ Audio-Video feedback regarding practice teaching is given in class room followed by discussion and suggestions for improvement, during the initial, middle and final stage of practice teaching.
- ✚ The feedback obtained formally and informally from practice teaching schools is also taken into account by the concern method masters, while giving suggestions for their improvement.

### ***Feedback Mechanism for Field Activities***

- ✚ The feedback of field activities is given, immediately to the students during and after the teaching of activities by the concern teachers. Enough guidance highlighting the weakness and suggestions for improvement are given on the spot.
- ✚ The students (slow learners) sometimes are also asked to take help from the advanced learners for their performance improvement.
- ✚ *Sports skill videos* are used for more perfection in advanced learners for their better performance.
- ✚ For the performance improvement of students, the concern teacher adopts various demonstration methods, drills as well as teaching methods including lecture method, discussion method, whole method, part method, whole-part-whole method, at will method etc.

## **6. How does the institution ensure the students preparedness for managing the diverse learning needs of students in schools?**

The institution ensures the students preparedness for managing the diverse learning needs of students in schools in the following ways:

- Through Micro-teaching and simulation lessons.
- During pre-practice teaching days.
- At the time of preparing lesson plans.
- Through audio-video feedback of simulation lessons in Physical Education and academic subject, followed by group discussion.

## **2.3 Teaching - Learning Process**

### **1. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contribute to self-management of knowledge, and skill development by the students?**

The institution believes that teaching-learning process is learner-centered and, therefore, it emphasizes interactive teaching-learning through the transaction of curriculum, peer and group work, projects, use of educational technology and internship. The College prepares academic calendar well in advance in which the teaching programme schedule and

methodologies are given due weightage. Wholesome balance between theory and practical is achieved through out. Ample opportunities are provided by the institution for developing skills pertaining to team work as well as to the work done independently. The student-teachers work in groups in many occasions like inter-house competitions, intramurals, cultural activities, project, study tours, community services etc. They also learn to work independently, during practice teaching, paper presentation, individual practice of various Physical Education activities, projects etc.

**Learner Centered Pedagogy** – The institution makes efforts to promote transferable skills like use of learner-centered pedagogy, during their practice teaching in Physical Education as well as academic subjects.

The following are various participatory learning activities being adopted by the institution, spreading throughout the academic sessions-

- Interactive teaching-learning symposium, workshops, debates, elocutions and seminars on topics related to the theoretical components that have direct relations with practical events of Physical Education.
- Mandatory provision for the encouragement of discussion, interaction, immediately, after the transaction of theory and practical aspects of the curriculum.
- Participatory learning through assignments and projects on ICT, lead-up & recreation games, playfield marking, minor games, value education, test and measurement, micro-teaching, simulation lessons, demo lessons, and discussion on lessons.
- Formal feedback through audio-video recording, peers' observation, and supervisors' observation are followed by group discussions.
- Experiential and participatory learning through Hiking, trekking, camping, picnic, tours, etc.
- Learning through organizing and conducting competitions.
- Participation of all in various sports and cultural inter-house competitions.
- Group practice after College hours for self improvement.
- Preparation of power-point presentation on important topics related to Physical Education and Sports sciences.

## **2. How does the institution engage students in "Active Learning" (Use of learning resources such as library, website, focus groups, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)?**

The institution engages students in active learning by the use of various learning resources as follows:

- The institution has well equipped and spacious library with good collection of books, reference books, journals, periodicals, encyclopedias, magazines, newspapers as well as internet facility with availability of e-subscriptions. The students are well acquainted with the library procedure and contents from the beginning of the academic session as well as from time to time throughout the year.

- Free access to internet is provided to all the students throughout the year, for their learning in computer laboratory, with adequate technical support. The students actively use it for their practice teaching, research work, project and assignment work, data analysis and update of knowledge.
- *Individual projects and assignments* as mentioned earlier are done by the students. The students actively involves in learning how to teach during simulation and micro teaching lessons.
- *Through internships* for 30 days, the student-teachers are engaged actively for learning the various aspects of school environment and actual school functioning.
- *During the transaction of practicum*, the practice teaching comprises of 38 different Physical Education activities, where the students actively participate and learn by doing.
- *During the various co-curricular, extra-curricular and extension activities* as mentioned earlier, the students are actively involved in the organization and execution of the same.

### 3. How does the institution provide for the following teaching-learning experiences in its academic calendar? Give details.

The institution prepares its annual calendar well in advance for the B.P.Ed. and M.P.Ed. courses separately. Further, the course-wise annual plans are also prepared separately, well in advance, in case of theory, practicals, practice teaching, ICT, dissertation work, tutorial, assignment, advanced coaching lesson etc. The faculties transacting theory and practicals of various courses are also prepared their annual, month-wise and period-wise detail plans.

In every academic calendar, every year, the institution generally provides 220 to 230 days (including examinations and practice teaching of B.P.Ed. course and examinations and advance coaching lessons of M.P.Ed. course).

The followings are the details regarding the provision of teaching-learning experiences of various aspects on the basis of number of days provided for B.P.Ed. (222 days) and M.P.Ed. (224 days) programmes, during the last year academic calendar (i.e., 2008-2009):

#### i. *Transaction of theory courses including method courses*

##### **B. P. Ed. Course**

- Actual number of days provided for the transaction of theory courses including method courses: **166 days**.  
[i.e., 222 days – 16 days (*Theory & Practical examination*) – 30 days (*Practice teaching*) – 10 days (*Hiking, Picnic, Camping, Elocution competition, Debate, Discussions, Visiting lectures & Extension activities*) = **166 days**].
- Number of theory papers as per syllabus – 05 papers (2 sections each including method course).
- Daily theory timings 10.00 a.m. to 12.55 p.m.



- Number & duration of period each day – 04 periods of 45 minutes each.
- Number of periods for per paper =120 (for each section 60 periods) [i.e., 166 days  $\times$  4 = 664 – 60 (as below) = 604  $\div$  5 = 120.8].

**PS.-1.** Out of the above 664 periods, 60 periods are allotted to communicative skills (20 periods) plus zero problem periods (20 periods), plus terminal examination feedback (08 periods), plus tutorials feed back (12 periods), in the time table (tentatively), spreading through out the academic session.

2. Minimum 20 clock hours hand on experiences of ICT literacy during the practice teaching days.
3. Zero problem period is used for the problem solving approach in connection with transaction of theory, practicals and teaching methods by the concern faculty.

### **M. P. Ed. Course**

- Actual number of days for transaction of theory courses

#### **M.P.Ed. Part I – 188 days.**

[224 days – 12 days (Theory & Practical examination) – 10 days (Seminar / Presentation) – 10 days (Attending & organizing conferences / seminar / workshop / competitions) – 04 days (visit to sports infrastructure, laboratories & various institution)].

#### **M.P.Ed. Part II – 196 days.**

[ i.e., 224 days – 08 days (Theory & Practical examination) – 06 days (Seminar / Presentation) – 10 days (Attending & organizing conferences / seminar / workshop / competitions) – 04 days (visit to sports infrastructure, laboratories & various institution) = 196 days].

- Numbers of theory papers as per syllabus.  
M.P.Ed. Part I – 05 papers.  
M.P.Ed. Part II – 03 papers + dissertation (having weightage of two papers).
- Daily theory timings 5.00 p.m. to 7.25 p.m. (for Part I & II)
- Number and duration of each period each day: 03 periods of 50 minutes each.
- **Number of periods per paper**
  - ❖ **M.P.Ed. Part I – 97 periods**  
[i.e., 188  $\times$  3 = 564 – 76 (as below) = 488  $\div$  5 papers = 97 periods per paper].

**PS.-1.** Out of the above 564 periods, 76 periods are allotted to ICT (20 periods), zero problem periods (20 periods), Terminal examination feedback (12 periods), and tutorials feed back (24 periods), in the time – table (tentatively) spreading through out the academic session.

#### ❖ **M.P.Ed. Part II – 100 periods**

[i.e., 196  $\times$  3 = 588 – 64 (as below) = 524  $\div$  5 papers = 104.5 periods per paper]

**PS.-1.** Out of the above 588 periods 64 periods are allotted to, ICT (20 periods), zero problem periods (20 periods). Terminal examination feedback (06 periods), and tutorials feed back (18), in the time table (tentatively,) spreading through out the academic session.

2. Zero problem period is used for the problem solving approach in connection with transaction of theory, practicals and Advance coaching, Seminar/Workshop etc. by the concern faculty.

ii. *Transaction of skill and prowess in activities*

a) **B. P. Ed. Course**

- Actual number of days provided for the transaction of skill and prowess in activities: **160 days**.

[i.e., Total 222 days – 16 days (*Theory & Practical examination*) – 30 days (*Practice teaching*) – 10 days (*Hiking, Picnic, Camping Elocution competition, Debate, Discussion, Visiting lecture & Extension activities*) – 06 days (*Intramural & Annual Athletic Meet*) = 160 days].

- Number of Physical Education activities (including games, sports, athletics, formal activities, Rhythmic, Yoga & developmental activities) for the transaction of skill & prowess = 38 (as per syllabus).
- Daily practicals timings:
  - Morning session - 07.30 a.m. to 09.30 a.m. (Mon.- Sat.).
  - Afternoon session - 3.00 p.m. to 5.00 p.m. (Mon.- Fri.).
- Number and duration of each day:
  - 06 periods of 30 minutes on each day.

**PS.-** *On each day 60 minute are given for assembly, roll call, prayer, conditioning, warm up & further instruction, announcement, National anthem & dismissal.*

- Distribution of Practical periods:**

Out of 960 periods available for the transaction of the practicals through out the academic session (160 days × 6 periods each day), the periods are distributed under the following various sub-heads.

**Activity-wise distribution of periods for actual transaction of B.P.Ed. practicals**

Group	Nature of Activity	No. of Activity	No. of periods per Activity	Total Period
I	Major games / Sports	16	25	400
II	Athletics	8	15	120
III	Rhythmic Activity	5	15	75
IV	Formal Activity	4	10	40
V	Yoga & Developmental Exercises	5	15	75
<b>Grand Total</b>				<b>710</b>

The above table reveals that 710 periods out of 960 periods have been distributed by taking into consideration the nature of the activity.

- Allotment of remaining 250 periods out of 960 for practical related (supportive) transaction is made as under.



**Activity-wise distribution of periods for  
supportive transaction.**

<b>Sr. No.</b>	<b>Particulars</b>	<b>No. of Periods allotted</b>
1	Inter House Competition in – -Relay 5 × 3 periods = 15 - Rhythmic activities 2 × 3 periods = 6 - Formal activities 3 × 3 periods = 9 - Non standard competition 1×3 periods = 3	33
2	Micro teaching lesson & simulation lesson (12 + 12 periods)	24
3	Peer group officiating lesson	12
4	Demonstration lesson / Discussion	06
5	Audio- Video feedback on simulation lesson & Discussion	03
6	Pre-Practice of Practical Exam	38
7	Preparation and Practice of Intramural Competition	36
8	Preparation and Practice of Inter House Competition (Rhythmic 2 + Formal 3)	15
9	Planning and Preparation of Organization of Competition Programmes / Officiating Clinics	30
10	Demonstration Preparation of Selected activities (6 day × 6 periods)	36
11	House Formation	03
12	Patrol - troop formations	03
13	Others (Viewing Important live sports events, sports skills video session)	11
<b>Grand Total</b>		<b>250</b>

**b) M. P. Ed. Course**

**M.P.Ed. Part I**

Transaction of skill and prowess in activities:

- Actual number of days provided for the transaction of skill and prowess activities  
M.P.Ed. Part I – 188 days.  
[i.e., 224 days – 36 days (10 Theory examination, 10 days Seminar, 10 days conference, 04 days visit , 02 days practical examination ) = 188 days]

PS- Numbers of games and sports activities for specialization 13.  
A student has option to select any one games/sports out of 13 as per curriculum.  
The practical transaction takes place on the selected activities only.

- Daily practical timing 3.00pm to 4.30pm (Monday to Saturday).
- Number and duration of periods on each day- one period of 60 min. each.

PS.- On each day generally 30 minutes are given for assembly, roll call, warm up, conditioning, problem solving, cool down & dismissal.

**Distribution of Practical Period**

For M.P.Ed.-Part:I, the number of period available for the transaction of the practicals throughout the academic session is 188 (i.e., 1period each day). Justification of distribution of 188 periods is as follows:

- 1) Activity-wise distribution of actual transaction:
  - Generally 6 to 8 selected activities are transacted in 18 to 22 periods, each of 60 minutes duration. Thus, the actual transactions take place in 138 periods out of 188 periods.
  - During the transaction of skill and prowess in specialization activities the components like advance skills / techniques / tactics / strategies, movement analysis, Bio-mechanical analysis and drills training etc. are covered by the competent faculty.
  - Allotment of **remaining 50 periods** out of 188 for practical related (supportive) transaction is as under.

**Activity-wise distribution of periods for practical related  
(supportive) transaction of M.P.Ed.-I.**

Sr. No.	Particulars	No. of Periods allotted
1	Advance coaching lesson (40 min. each lesson)	25
2	Demonstration and discussion of advance coaching lesson	01
3	Audio-Video feedback and discussion	02
4	Planning, preparation and guidance of advance coaching including computer application	04
5	Intramural preparation and practice	05
6	Intramural competition	05
7	Project / Assignment on specialization game / sports / activity.	03
8	Viewing important live sports events, sports skills & video session	05
<b>Total</b>		<b>50</b>

**M.P.Ed. Part II****Transaction of skill and prowess in activities:**

- Actual number of days provided for the transaction of skill and prowess activities  
M.P.Ed. Part II – 196 days.  
[i.e., 224 days – 28 days (*Examination-08 days, Workshop-10days, seminar-06, visits-04 days*)].

**PS.-** *Students have option to select any one track or field event out of 11 as per curriculum. The practical transaction takes place on the selected events only.*

- Daily practical timing – 3.00 p.m. to 4.30 p.m. (Monday to Saturday).
- Number and duration of period on each day: 1 period of 60 minute each.

**PS.-** On each day generally 30 minutes are given for assembly roll call, warming up, conditioning, problem solving, cool down and dismissal.

#### **Distribution of Practical Period**

Out of 196 periods available for the transaction of the practicals throughout the academic session (196 days 1period each day).

- Distribution of periods for actual transaction generally 6 to 8 selected athletic events are transacted in 18 to 24 periods each of 60 minutes duration. Thus the actual transaction takes place in 146 periods out of 196 periods. During the transaction of skill and prowess in specialization athletic events the components like advance skills / techniques / tactics / strategies, movement analysis, Bio-mechanical analysis and drills training etc. are covered by the competent faculty.
- Allotment of **remaining 50 periods** out of 196 for practical related (supportive) transaction is as under.

#### **Activity-wise distribution of periods for practical related (supportive) transaction for M.P.Ed.-II.**

Sr. No.	Particulars	No. of Periods allotted
1	Advance coaching lesson (40 min. each lesson)	25
2	Demonstration and discussion of advance coaching lesson	01
3	Audio-Video feedback and discussion	02
4	Planning, preparation and guidance of advance coaching including computer application	04
5	Intramural preparation and practice	05
6	Intramural competition	05
7	Project / Assignment on specialization game / sports / activity.	03
8	Viewing important live sports events, sports skills & video session	05
<b>Total</b>		<b>50</b>

#### ***iii. Transaction of laboratory sessions and practicals***

##### **B. P. Ed. Course**

The institution uses various laboratory equipments (ICT, Education technology, Anatomy, Physiology and Health education and psychology lab) as well as provides field experiences effectively to maximize the teaching-learning-process during the transaction of laboratory sessions and practicals, throughout the academic session as under:-

- Twenty clock hours hand on experiences of ICT based on the syllabus, under the guidance of competent and qualified faculty, during practice teaching school lesson days.

- Actual practical use of computer, computer aided information retrieval in lesson planning and practice teaching, project work and assignments by the students.
- At least 10 psychology experiments (which is a part of syllabus) are conducted. Out of these 10, some experiments (span of attention, transfer of learning & IQ) are conducted in small group (10-15 students) in the laboratory.
- The equipments of educational technology laboratory are used by the students as well as faculty for practice teaching and transaction of theory as well as practicals.
- Anatomy, physiology, health education and sports medicine laboratory equipments are used by the students and concerned faculty, during the teaching-learning process, followed by field experiences, such as conducting physical fitness tests, anthropometric measurements and tests on physiological variables in laboratory setting as well as on field.

#### **M. P. Ed. Course**

- 20 hours hand on experiences of ICT in which the students are trained in Power Point presentation, computer aided information retrieval for presentation, advance coaching, project work and research work, use of computer in preparation of advance coaching lessons, use of SPSS (PASW) software (18.0 version) for statistical analysis of data.
- Actual practical use of computer and computer aided information retrieval in planning of advance coaching lesson, project work, assignment, proposal presentation and analysis of data.
- Use of psychology laboratory equipments by students and concern faculty for teaching, learning and research purpose.
- The equipment of educational technology laboratory is used by students as well as faculty for, seminar, workshop, proposal presentation, audio-video feedback and transaction of theory.
- Anatomy, physiology, health education and sports medicine laboratory equipment is used by the students and concerned faculty, during teaching-learning process, followed by field experience such as, conducting physical fitness test, anthropometric measurements, physiological variables, and research work in laboratory setting as well as on field.

#### ***iv. Preparation for practice teaching***

The teaching-learning experiences pertaining to the practice teaching are provided by the institution in a systematic and effective manner spreading throughout the academic calendar. Students are well prepared under the guidance of competent faculty, in practice teaching of Physical Education as well as any one out of seven optional teaching methods (viz. Marathi, Hindi, English, History, Geography, Mathematics & Science).

The details regarding the preparation for practice teaching are as follows:-

- ✓ 100 students are divided into seven groups (in case of optional methods & 10 groups for practice teaching in Physical Education).

- **Pedagogic-content analysis**

The content analysis of the school curriculum of Physical Education and optional method is done in the beginning, during the transaction of method course (Paper V, Section I & II) by the students, through which they are well acquainted with the nature of the content of the subject, on which the practice teaching is being done.

- **Lesson planning**

Lesson planning is done well in advance, with prior permission of authorities of about 10-12 schools. The timetable for practice teaching of lessons is prepared with the consent of concern schools from time to time. The students are distributed for practice teaching in different schools on the basis of optional methods, medium of instruction and school time table. The students, with their leaders, approach to the subject teachers of the schools and take units to be taught. Prior to this, the teacher-trainees are taught the procedure of preparing lesson plan with its principles and importance, by the method master / supervisor. In addition they are also prepared with respect to important teaching skills like set-induction, stimulus variation, introductory part, teaching part, re-creative part through micro teaching. Further, they are also prepared through audio-video feedback of peer group/simulation lessons followed by group discussion.

- **Developing core teaching skills in simulated setting (micro teaching) both on the playfield (activity teaching) and in the classroom (teaching of the theory)**

In order to develop important core teaching skills, the institution conducts micro teaching lessons (at least 04) simulation/peer group lessons in Physical Education as well as optional methods, during the transaction of method course by the concern faculty. Further, in order to ensure the development and refinement of core teaching skills, the audio-video feedback of simulation lessons followed by discussion is effectively conducted.

- **Observation of demonstration lessons**

The demonstration lesson is organized for the student-teachers by the concern method masters / supervisors, by explaining its purpose and procedure, in actual school setting. After this demonstration lesson is over, the discussion takes place on the observations made by the student-teachers on the various pedagogical aspects.

v. **Classroom teaching**

In order to make classroom teaching more effective due weightage has been given in the academic calendar for experiences pertaining to the classroom teaching.

- **Observation of peer teaching**

Observation of the peer teaching serves as a useful tool in the process of inculcating important teaching competencies as well as refining the teaching skills of the student-teachers. Through the observations of peer teaching, during microteaching with the help of rating scale, the students are able to understand the teaching skills in an effective manner. Their observations are also discussed at the end of the lesson. During simulation / peer teaching lessons, the student's observations are discussed at the end of the lessons.

- **Peer feedback**

The peer feedback of classroom teaching experiences is provided, formally, to the student-teachers. Every student has to observe 20 practice teaching lessons and record his/her observations in a separate *observation notebook* in which there is a provision of points of observation as well as other details of the lessons including the signature of the pupil teacher. Further, the recorded observations are also discussed at the end of the lesson by the concern supervisors of the schools as well as during the transaction of method course.

- **Teaching on the field - officiating lessons and other activities:**

Students' teaching-learning experiences regarding teaching of Physical Education activities are provided through -

- ✚ The transaction of 38 various Physical Education activities.
- ✚ Microteaching based on the important teaching skills on introductory part, teaching part & recreative part.
- ✚ Simulation / peer group lessons including audio-video feedback & discussion of the same.
- ✚ Demonstration of lessons followed by discussion on observations made by the students.
- ✚ 15 practice teaching lessons with feedback & suggestions for improvement.
- ✚ Observations of 20 lessons in a prescribed observation notebook followed by discussion.
- ✚ Reviewing the teaching performance during the transaction of method course.
- ✚ Officiating lessons under the supervision of the faculty during intramurals & inter-school competitions.

**vi. Internship**

In order to give students the practical / field experiences regarding application of pedagogical knowledge, skills and attitudes in diverse school situations as well as involving them in a variety of school based activities directed at the improvement of teaching, learning and integration of students learning in to the school program and teaching practice, the institution provides the internship for 30 days to student during their practice teaching. 10 to 12 students accompanied by College faculty remain present throughout the school session in the school premises. Under the supervision of the College faculty as well as with collaboration of school supervisors and subject teachers, the students are given exposure to the various strategies for successful teaching-learning process. Prior to that, they are introduced with the school environment during their pre-practice teaching days, by way of visiting schools for planning time-table, discussing the units to be taught with the concern teacher etc.

The field experiences (regarding organization, administration and officiating the Physical Education activities and programmes) are also given to the students during interschool competitions organized by the institution, in every year, for four days in which about 40 schools and 2000 students participate.

In addition, the institution has build-up *tie-up / partnership* for facilitating each other, by the way of collaborations for organizing and conducting various curricular and co-curricular programmes / activities. The said partnership also gives actual school experiences to our students.

**vii. Supervision and evaluation of practice teaching**

100 students of B.P.Ed course are divided in to 8 to 10 groups (each group consist of 10 to 12 students). Each group along with the College faculty goes to *practice teaching schools* as per the pre-determined time table. Maximum 02 *practice teaching lessons*, at a time, are observed by the supervisor. The evaluation of the practice teaching is done by the supervisor with the help of *prescribed evaluation sheet* comprising of various components of teaching-learning viz. *students knowledge, Writing skills, Black board work, use of audio-visual aids, class management etc.* both, in case of optional method as well as Physical Education method.

**viii. Reflection on teaching by trainees**

The reflection on teaching by trainees is obtained by the supervisor as well as concern school teachers through direct observation of the teaching. Further, the concern in-charges (Physical Education practice teaching in-charge & optional method practice teaching in-charge) also come to know reflection on teaching by trainees through their interaction and formal feedback mechanism.



**ix. Interaction with the school/community**

The following various programmes and activities are organized during the academic session for providing experiences pertaining to interaction with the school and community:

- 1) Organization of *Inter school Lezium competition* by the institution, every year (for about 25 schools and 2000 to 2200 students).
- 2) Three days *Inter-school competitions in Indigenous Games and Sports* are organized by the institution, every year, for approximately 90 to 100 teams of 25 to 30 schools and 1000 to 1200 students.
- 3) *Helping in organization* of school competitions, programmes and annual sports as a part of tie-up / partnership with practice teaching schools.
- 4) Participation in the organization and conduct of *International Marathon, organized*, every year, by *Standard Chartered Bank*.
- 5) *Participation in organization* of sports, competitions for physically handicapped children (every year).
- 6) Participation in organization of sports for intellectually disabled (*International event – March 11-12, 2006*).
- 7) Participation of students in *Youth Baton Relay* organized as a *Common Wealth Games* (Sept. 6, 2008).
- 8) *Demonstration* of Indigenous Sports, Games & Cultural activities for preparation indigenous games and related activities on the following occasion :
  - i. *World Cup Kabaddi Tournament*. (Nov. 19-21, 2005).
  - ii. *Maharashtra state Inter University Cultural & Youth Festival*. (Nov. 4-7, 2006).
  - iii. *International Youth Festival* organize by SNTD University (March 7, 2007).
  - iv. *Ek Bano Nek Bano* program based on *National Integrity and Value education* organized by the institution in collaboration with 35 schools in which 2800 students were participated. (Oct. 02, 2007).
  - v. *Participation in a Swayam Siddha Torch Rally* on the occasion of *World Women's Day* (March 8, 2008).
  - vi. *Maharashtra day – Governor office, Government of Maharashtra at Raj Bhavan, Mumbai* (May 1, 2006).
- 9) Participation of all students and teachers as officials in special Olympic, International Cricket Cup (Intellectually disabled), held at Mumbai (in which 08 countries were participated).
- 10) Participation of all students along with faculty in the workshop on pedagogy (PEC-India) organized in collaboration with British Council of India (International linkage October, 2009).



**x. Innovations**

- i. Use of ICT by the students and faculty in teaching-learning process.
- ii. Tie-up/partnership with practice teaching schools for enhancement of quality for teaching-learning process.
- iii. Zero Problem Periods – Effective practice for immediate solution of the problem of the students related to theory, practicals & practice teaching.
- iv. Practice of observation of every 'Thursday' as an 'English Speaking Day' for students.

**4. What are the practices of the institution to impart ethics and values in Physical Education?**

Ethics and values in Physical Education are imparted by the institution through the following practices:

- *Daily **prayer** and display of "thoughts for the day" throughout the year.*
- *Celebration of **Sports day**.*
- *Celebration of **National days**.*
- *Inculcation of team spirit, leadership qualities, followership, discipline, punctuality through **house system**.*
- *Singing prayers of various religions by the students, during **camp**.*
- *Organization of programmes on value education through '**Sports**'.*

**5. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning?**

For ensuring effective learning the institution provides various instructional approaches and experiences such as *group discussion, Zero problem approach, mentoring system, audio-video feedback and discussion, active participation of the students, use of wide range of techniques and material during the transaction of theory and practical, technological support in teaching-learning process, participative learning etc.*

**6. How many hours in a year are allotted to teaching practical activities listed under "skill and prowess" section of the syllabus? Also mention whether allotment of hours for different activities is uniform or content-based.**

The details pertaining to the number of hours allotted to teaching physical activities as per the syllabus have already presented in **Criterion 2.3**. The said allotment of hours for different activity is not uniform. It is based on the nature (content) of the activity.

**7. Which indigenous activities (regional or traditional games or martial arts) are included in the syllabus for skill and prowess and how many hours are spent on them in a year?**

The indigenous activity such as *Lezium* (Baroda Lezium &

Dakkhani Lezium), Wands, Dumbbells, Suryanamaskar, Yoga, Folk dance, Mallakhamb, Kabaddi, Kho-Kho, Langadi etc. are included in the syllabus for skill and prowess. The details regarding number of hours spend on them in a year are already given in **Criterion 2.3**.

## 8. What are the major initiatives for encouraging student-teachers to use / adopt technology in practice teaching?

Major initiatives for encouraging student-teachers as taken by the institution are as follows:

- **Encouraging students** for the use of audio-video aids.
- **By providing** audio-video aids such as Tape recorder, Over Head Projector, LCD, Maps, Charts etc.
- **20 hrs. hand on experiences** of ICT with training and technical assistance in computer added information retrieval and computer application in lesson planning.
- **Zero problem** period through guidance during mentoring system.

## 2.4 Teacher Quality

### 1. How does the Faculty keep themselves and the students abreast and aware of the changing values in health, fitness and performance-oriented competitive sports and games?

The faculties keep themselves and the student abreast and aware of the changing value in health, fitness and performance oriented competitive sports and games **through various ways** including attending the state, national and international seminars / workshops/ conferences as a delegate, resource persons as well as active participation in the organization of the same, active involvement in the organization of various competitions along with students, knowledge updates through computer aided information retrieval and referring available literature (periodicals, journal, encyclopedia etc.) in the library. The faculty at the same time also makes the students aware of the changing values in health, fitness and competitive sports and game during the transaction of theoretical and practical aspects of the programmes.

### 2. Are the practice teaching sessions developed co-operatively in partnership, involving the school staff and mentor teachers? If yes, give details.

Yes, The practice teaching sessions are developed cooperatively in partnership involving the school staff and mentor teachers. As a result of tie-up / partnership between the institution and *practice teaching schools*, there is a good response by way of co-operation and involvement of schools in planning and conducting practice teaching sessions.

The school head, supervisors, the concern subject teachers and the concern method masters are involved in the planning and execution of practice teaching session.

### 3. What is the ratio of students to the identified practice teaching schools? Give the details on what basis the ratio has been decided?

Generally 10 to 12 students are allotted to each school, on the basis of

school time table, various optional methods and language of instructions. Thus, the ratio is 1:10 or 1:12. The ratio, in fact, has been decided on the basis of NCTE norms.

**4. How does the institution ensure that the students are updated on the policy directions and Physical Education needs of the schools?**

The institution ensures that the students are updated on the policy directions and Physical Education needs of the schools through following ways:

- Ensuring through the formal and informal feedback from the Head, Supervisors and subject teachers of the schools.
- Evaluating the feedback from the schools, where the students are already working.
- By taking into consideration the employability of students, their placement and requirement of the schools for filling up the vacancies.
- Through the feedback from alumni and other stakeholders.

**5. How does the institution strengthen the regular academic programmes through non-formal (leadership camps, organizing sports competitions, play days, recreational games etc.,) and practical training in organizational skills such as officiating in sports and athletic meets?**

The institution strengthens the regular academic programme through non formal and practical training in **organizational skills** by **conducting the various programmes** such as *inter-house competitions in Relay, Formal activities, Rhythmics, Patriotic group singing, Intramurals, Athletic Meet and Officiating in sports competitions organized by various schools, Colleges, sports organization of National and International levels.* Further, these skills are strengthened in conducting systematically, the extra curricular and outdoor programmes like *hiking, trekking, picnic, adventures activities and scout and guide training camp* etc.

While conducting the above programmes, details regarding the objectives, educational importance and salient features as well as the detailed organizational set up including various committees involving students with their duties etc. are systematically planned, explained and provided to the students in a written form (Brochure / Pamphlet). Evaluation of the said programme is also done in the light of its relevance with regular academic programmes and organizational skills through feedback.

**6. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

The institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and on the field in numerous ways. Infrastructural facilities and other learning resources including Library, Computer laboratory along with

Internet access, Education technology Lab., Anatomy Physiology & Health education lab., Sports Medicine lab., Human performance lab., Gym facility, Sports equipment etc. are made available to students throughout the academic sessions during and even after the College hours. Moreover, during the transaction of field activities the adequate / enough options are also available for students.

## 2.5 Evaluation Process and Reforms

### 1. Provide details of various assessment/evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

The details regarding the assessment / evaluation processes, used for assessing students' learning for B.P.Ed. & M.P.Ed. courses, are as under:-

#### a) B.P.Ed. Course

- The B.P.Ed. course syllabus of University of Mumbai comprises of two parts

Part A – Theory (External assessment) &

Part B – Practicum (Internal assessment)

The details are the same as under:-

PART A	PART B
<p><b>THEORY – EXTERNAL ASSESSMENT</b> (500 Marks)</p> <p>I) 5 Papers x 100 marks each</p> <p>II) Candidates will be examined in the following subjects:</p> <p><u>PAPER I</u> : Education, Physical Education, Sports &amp; Recreation in emerging Indian Society.</p> <p><u>PAPER II</u> : Psychology of Education, Physical Education and Sports.</p> <p><u>PAPER III</u>: Management, Measurements, Evaluation and Statistics in Physical Education</p> <p><u>PAPER IV</u>: Anatomy, Physiology of Exercise, Kinesiology and Health Education and Officiating and Coaching</p> <p><u>PAPER V</u>: Teaching Methods</p> <p>1. Physical Education (Compulsory)</p> <p style="text-align: center;">AND</p> <p>2. Any one method out of the following (Optional Method)</p> <ol style="list-style-type: none"> <li>1. Marathi</li> <li>2. Hindi</li> <li>3. English</li> <li>4. History</li> <li>5. Geography</li> <li>6. Science</li> <li>7. Mathematics</li> </ol>	<p><b>PRACTICUM - INTERNAL ASSESSMENT</b> (500 Marks)</p> <p>I) <u>PRACTICE LESSONS</u> <b>250 Marks</b></p> <p>a) 10 Practice lessons in Academic subjects. (10 marks each) 100 Marks</p> <p>b) 10 Practice lessons in Physical Education.(10 marks each) 100 Marks</p> <p>c) 5 other simulated lessons in academic subject 25 marks</p> <p style="padding-left: 40px;">(Bridge/Integrated and other innovative methods of teaching of 5 marks each)</p> <p>d) 5 officiating lessons/simulated lessons in Physical Education 25 marks ( 5 marks each)</p> <p>e) 5 micro teaching lesson in academic subject and 5 micro teaching lessons in Physical Educations. (compulsory)</p> <p>II) <u>YEARS WORK</u> <b>200 Marks</b></p> <p>a) Two terminal theory examinations 50 marks</p> <p>b) Two terminal Physical Education Practical Examinations. 150 marks</p> <p>III) <u>PRACTICAL WORK /PROJECT WORK</u> <b>50 Marks</b></p> <p>a) Information &amp; communication Technology 25 Marks</p> <p>b) Play fields marking 10 Marks</p> <p>c) Value Education 05 Marks</p> <p>d) Recreative games/lead up games 05 Marks</p> <p>e) Test &amp; Measurement 05 Marks</p>

- Practical work (Internal assessment)

#### Practical Work – (150 Marks)

The practical work comprises of Major games and sports, athletics, rhythmic, formal activities, yoga and developmental exercises. The activities included in the said heads are taught according to the secondary school syllabus of the Maharashtra State.

The details of the activities for practical work and their distributions of mark are as follows:

**Group I :** Major games and sports (Any twelve) (60 Marks)

Compulsory games/ sports	Optional games/sports (any four)
1. Kabaddi	1. Cricket
2. Kho-Kho	2. Badminton
3. Football	3. Table Tennis
4. Volleyball	4. Teniquite
5. Basketball	5. Softball
6. Hockey	6. Wrestling
7. Handball	7. Judo
8. Gymnastics	8. Malkhamb

**Group II :** Athletics (30 Marks)

Any two events each from running, jumping and throwing events.

**Group III :** Rhythmic Activities (20 Marks).

Baroda Lezium, Dakhani Lezium, Folk Dance, Aerobics, Band Training etc.

**Group IV :** Formal Activities (20 Marks)

Wands, Dumbbells, Table of Exercises and Drill & Marching etc.

**Group V :** Yoga and Developmental Exercises (20 Marks)

Yoga, Suryanamaskar, Sit ups and Push ups (women), Dands and Baithkas (men), Weight Training etc.

**Information and Communication Technology (25 marks).**

To facilitate each student for acquiring ICT competencies, 20 hours of hands on experience are provided. The details of the Practical work are as follows:

- Fundamental of Computer** - Switching - On/Off/Restart, C.P.U., Monitor, Key-board, Mouse etc.
- Basic features of Windows** - The desktop, the Icons, Taskbar, Start button and its different elements, Basic Mouse operation, Starting programme through windows.
- Desktop setting of windows** - Wallpaper, Screen saver, Shut down process of windows.
- Activation of programmes** - Paint, Notepad, Basic editing operation like cut, copy, paste, saving files, naming a file, save as etc. Floppy drive, CD-ROM drive, running, selecting, copying files, explorer- creating a folders and files, loading of software.
- Introduction of MS word** - Editing facilities - Bold, Italic, Underline, type of font, Alignment, Color, Spelling checking, Working with page set-up, preview, Insertion of text, working with tables.
- Starting Excel** - Editing worksheet, function (Mathematical & Statistical)
- Power Point** - Preparation of slides, Slide show.
- Internet** - Logging on to Internet, Internet Explorer, Search engines, Using Outlook express, Browsing the www.

9. **Communication** – Types of Communication (Verbal/Nonverbal), online and offline satellite communication.

*Note:* The present syllabus is subject to revision as per the hardware and software changes due to recent technological explosions.

The practical assessment of ICT (of **25 marks**) comprises of project work related to the following areas –

1. Managing the students' fitness data by using MS Excel and creating the graphs.
2. Develop the Physical Education lesson plan with the help of MS Word.
3. Creating unit support materials with the help of www.
4. Creating student multimedia presentation (Teaching aids).
5. Any other innovative methods related to computer application.

**THE FOLLOWING RECORDS ARE MAINTAINED AND CERTIFIED BY THE PRINCIPAL OF THE INSTITUTION**

- i) A file containing notes of lessons given and criticism made thereon.
- ii) Note book of observation of at least 20 lessons each in special method and Physical Education method out of which in case of special method 10 lessons of own method and remaining 10 lessons from other methods.
- iii) A journal of experiments in Educational Psychology.
- iv) The note books of the project work.
- v) Record of internship.

*N.B.* The Principal of the institution in which the candidate is studying keeps a record of all the work done in the College and practicing school / Junior College, and certifies the work completed satisfactorily.

The additional practical works are done:

- a) Regular attendance is kept for a period of at least one additional term at the College from which they appear for the University examination.
- b) Students complete 15 additional lessons (8 in Physical Education and 7 in Optional Method) under the supervision of the College authorities.
- c) Appear for one terminal examination (Theory and Practical)
- d) Write at least five essays.

*The revised grade in 'Part B' is awarded to the candidates on the basis of average of the marks obtained in 'Part B' Practicum (Internal Assessment) in the first year and marks obtained in 'Part B' Practicum (Internal Assessment) in the additional term. The marks obtained in practical work (out of 50) are carried forward for averaging.*

**b) M.P.Ed. Course**

The scheme of examinations is as follows:

- The Master of Physical Education M.P.Ed. course consists of **1200 marks** in total which are divided into **two parts**:  
 Part I – (First year – 600 marks)  
 Part II – (Second year – 600 marks)



**M.P.ED. PART-I (FIRST YEAR)**

(Five compulsory papers and Practicals)

Theory Examination - 500 Marks.

Practical Examination - 100 Marks.

-----  
600 Marks  
=====

Five compulsory theory papers are as under each of 80 marks and of three hours duration and 20 marks in each paper for term papers and tutorials.

Paper	Subject	University Examination	Internal Assessment	Total Marks
Paper- I	Foundations of Physical Education.	80	20	100
Paper-II	Research Methodology in Physical Education.	80	20	100
Paper-III	Test and Measurement in Physical Education.	80	20	100
Paper-IV	Scientific Principles of Training and Coaching	80	20	100
Paper- V	Sports Biomechanics.	80	20	100

**PRACTICALS - 100 Marks (Internal Assessment)**

	Marks
1. 4 coaching lessons in major game or activity(Any one)	40
2. Assignment/Journal on specialized activity/ game	10
3. Practical examination of the specialized Activity/ game.	50
	-----
	100

**The list of major games and special activities:**

- |              |                |                           |
|--------------|----------------|---------------------------|
| 1. Kabaddi   | 2. Kho-Kho     | 3. Basketball             |
| 4. Badminton | 5. Football    | 6. Volleyball             |
| 7. Hockey    | 8. Judo/Karate | 9. Table Tennis           |
| 10.Yoga      | 11. Cricket    | 12. Gymnastic 13.Handball |

**a. Theory Papers:**

Two papers are as under each of 80 marks and of 3 hours duration and 20 Marks in each paper for term papers and tutorials.

Paper	Subject	University Examination	Internal Assessment	Total Marks
Paper I	Psychology of Physical Education and Sports	80	20	100
Paper II	Professional Preparation and Curriculum Designs in Physical Education.	80	20	100

Any one paper as papers III is selected from the following as optional papers each of 80 marks and 3 hours duration and 20 marks in each papers and tutorials.

A. Yoga and Physical Education	80	20	100
B. Management of Physical Education and Sports.	80	20	100
C. Sports Medicine	80	20	100
D. Health Education	80	20	100
E. Exercise and Sports Physiology	80	20	100

**b. DISSERTATION (200 Marks)**

Each dissertation is examined by an external examiner appointed specifically for the purpose by the Board of Examinations on the recommendation of the Board of Studies in Physical Education. Viva-voce examination on the dissertation is held jointly by the external and internal examiners and the mark for the dissertation is awarded jointly by the external and internal examiners on the basis of dissertation and viva-voce performance.

**c. PRACTICALS : 100 Marks (Internal Assessment)**

1. 4 coaching lessons on athletics (Track and Field events)	40 Marks
2. Assignment/Journal on athletics	10 Marks
3. Practical examination of the Track and Field events	50 Marks
	-----
	100 Marks
	-----

**2. Is ICT used in assessment and evaluation processes? If yes give details.**

Yes, the details are already given in **Criterion 2.5.1.**

**3. How are the assessment/evaluation outcomes communicated and used in improving the curriculum transaction and performance of the students?**

Evaluation **out comes** are communicated and used for furtherance of curriculum transaction and improvement of student performance in the following ways:

- **Evaluation in Practice Teaching**

The outcomes of evaluation of practice teaching are communicated continuously throughout the academic session during the practice teaching lessons in optional subjects as well as in Physical Education.

The outcomes are also used for improving and maintaining the student progress in practice teaching. The cumulative outcomes regarding the practice teaching are used for improving the transaction of methods course by the concern faculty.

The outcomes of evaluation of the officiating/ simulation lessons are used for maintaining and improving student's progress.



- **Evaluation of Theory**

The outcome of internal theory examinations (mid-term and annual) are communicated to them through feedback, immediately, after the evaluation by the concern faculty. The suggestions for the further improvement in the academic performance are also communicated to them.

- **Evaluation of Physical Education Activities (Practical)**

The outcomes of the evaluation of the practical examination in 38 various Physical Education activities are also communicated and used for maximization of the students' performance in final examination.

**PS-** Similar steps are followed for M.P.Ed Part I and Part II course, where the outcomes of the internal evaluation of pertaining to theory and practicals are communicated continuously and used for maintaining and improving the student progress.

**4. What level of proficiency is expected of the students in each of the practical component of the activity/event/sport? (Detail on the activity and specify the level for each of them on the scale given below)**

Details of the activities specifying the expectations of the level of proficiency of the students are as follows:

Sr. No.	Name of the Activity	Level of Proficiency expected				
		Fair	Good	Very Good	Excellent	Outstanding
1	Kabaddi				√	
2	Kho-Kho					√
3	Football					√
4	Volleyball				√	
5	Basketball				√	
6	Hockey				√	
7	Handball					√
8	Gymnastics				√	
9	Cricket			√		
10	Badminton			√		
11	Table Tennis			√		
12	Teniquite				√	
13	Softball				√	
14	Wrestling					√
15	Judo					√
16	Malkhamb					√
17	Running_100 meter				√	
18	Running_200 meter			√		
19	Running_400 meter				√	
20	Running High Jump			√		
21	Running Broad Jump				√	
22	Hop Step Jump			√		
23	Shot Put Throw					√
24	Discuss Throw				√	

Sr. No.	Name of the Activity	Level of Proficiency expected				
		Fair	Good	Very Good	Excellent	Outstanding
25	Javelin Throw				√	
26	Baroda Lezium					√
27	Dakhani Lezium					√
28	Folk Dance					√
29	Aerobics					√
30	Band Training				√	
31	Wands				√	
32	Dumbbells				√	
33	Table of Exercises				√	
34	Drill & Marching					√
35	Yoga,					√
36	Suryanamaskar,					√
37	Situps and Pushups (women)				√	
38	Dands and Baithkas (men)				√	

**5. How does the institution monitor the overall performance (including theory, skill and prowess, teaching ability and organizational ability) of students to ensure the achievements of the course objectives?**

The overall performance of the students pertaining to their abilities related to theory, Practicals, Practice teaching and organization of tournament is monitored and maintained by the institution through its faculties for every academic session. A separate register with details of the achievement of each student with respect to practicals, theory and practice teaching is maintained.

In the faculty meetings, the overall performance of the students is discussed frequently and measures for the future improvement of the students with reference to objectives of the course are decided and communicated through faculty as well as mentor. Further overall achievement of the students is taken in to consideration after mid-term evaluation and the same is used for maintaining as well as ensuring the achievement of the course objectives.

## **2.6 Best Practices in Teaching-Learning and Evaluation Process**

**1. Detail on any significant innovations in teaching /learning / evaluation introduced by the institution?**

- Learners-centered teaching method such as *assignments, tutorials, project works, participatory learning etc.* are used for making teaching-learning process effective and successful.
- The students are encouraged for the use of education technology and ICT.
- Provision of **zero problem** period in the time table for resolving the problems of students.
- The institution conducts certificate courses of technical officials of various Games and Sports Viz. Kabaddi, Kho-Kho, Lungadi, Athletics, wrestling etc., every year, with the collaboration of District Level Sports

Organizations for developing their proficiency in practicals.

- Tie-up/ Partnership with the practice teaching schools to augment the quality of practice teaching and Internship.
- Providing field/practical experiences by way of conducting school programmes / competitions.
- Tutorial classes to augment of the performance of theory.
- Rotation of group of *practice teaching* from one school to another school, in order to give them experiences of varied school environment.
- Provision of theory periods for communicative skill development.
- Mutually and strictly observing every Thursday as an 'English Speaking Day'.
- House system as well as Mentoring system.

**2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

The institution reflects on the best practice in the delivery of instructions are as follows:-

- Use of technology in teaching by the faculty and students.
- All the faculties use laptops with wi-fi system, during the transaction of teaching-learning process.
- The faculty delivers instruction with the help of power point.

**ADDITIONAL INFORMATION FOR RE-ACCREDITATION / RE-ASSESSMENT**

**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching-learning and Evaluation and how have they been acted upon?**

During the last and the first peer team visit the *members were happy* with respect to the teaching-learning and evaluation process. Some of their major observations/suggestions as well as the actions taken by the institution, during last five years are as under-

***Evaluative observations of NAAC Peer Team***

- The curriculum transaction and evaluation is being done as outlined in the revised curriculum.
- The feedback is provided using tape recorder and observation by the peer and teacher. Normally, teachers of the College use lecture method but *they also make use* of teaching aids like, OHP and PowerPoint to create effective and motivating environment for curriculum transaction. Whenever possible, teachers do use seminar, discussion and demonstration methods for curriculum transaction. For quality of teaching, the whole class is divided into two groups each group having 50 students. Academic calendar of various activities is prepared in the beginning of the academic

session and given to students and *is strictly followed*.

- The quality of *teaching practice is being enhanced* by providing vigorous feedback, received from the schools, regularly.
- Majority of the College teachers have *attended Orientation and Refresher Courses*. They occasionally do attend seminars and conferences. The College provides *financial support* for the same.

### ***Suggestions of NAAC Peer Team***

- *The B.P.Ed. students need be trained in making Power Point presentations. They should be encouraged to use it during their teaching. INTERNET facility should be extended to the students.*
- *The College should organize the English speaking classes for the students. It will improve the job opportunities for them.*

### ***Action taken by the Institution***

- *As per the revised syllabus ICT is a compulsory part of internal assessment for which 20 hours hand on experience of ICT are given by the competent and trained faculty.*
- *The students are well trained in making power point presentation as well as computer application during their teaching. Internet facility is also extended to all the students.*
- *Provision has been made by the institution for communicative skill development and English speaking by allotting separate periods in the time table as well as by following the practice of observing every Thursday as English speaking day.*

## **2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

In addition to the measures and actions taken, on the basis of suggestions of the peer team members visited earlier, the institute has undertaken various measures with reference to the quality sustenance and enhancement in teaching-learning and evaluation process of the institution. The details of which are already given in **Criterion 2.6.1**.

## Criterion III: Research, Consultancy and Extension

### 3.1 Promotion of Research

#### 1. Describe how the institution promotes research in health, Physical Education, sport, recreation, and allied sport sciences?

Institution promotes research in health, Physical Education, sports recreation and allied sports science in the following ways:

- **Approved Research Center:**

Ours is the only institute in the University of Mumbai, which has been permitted to enrol 10 students to undertake *doctoral research studies* in Physical Education and sports sciences from the year 1996. Till today, the following **14 scholars** of the institution have been *awarded Ph.D. degree* in Physical Education by the University of Mumbai.

Sr.	Name of the Teacher	Title / Area of research in brief	Year
1.	Dr. (Shri) M. M. Gharote	Contribution and Swami Kuvalayananda to Physical Education and Yoga	1998
2.	Dr. (Shri) S. D. Chavan	Exercise, schedules, Relaxation Programmes and Psycho-Physical Profiles of Kabaddi Player	2002
3.	Dr. (Shri) G. V. Pargaonkar	Norms of Health related Physical Fitness and Athletic event	2003
4.	Dr. (Shri) S. A. Sonawane	Physical Fitness and Psychological Factors	2003
5.	Dr. (Shri) J. M. Dhope	Resistance, Aerobics, exercise morphological Constituent Athletics ability	2003
6.	Dr. (Shri) J. K. Dhokrat	Assertion and Commercialization in Sports in India	2004
7.	Dr. (Mrs) M.T. Waghchoure	Construction and Kho-Kho Skill Test	2005
8.	Dr. (Shri) S. K. Ganguli	Yoga and Cardiovascular fitness	2005
9.	Dr. (Mrs.) K. Vasanthi	Yoga and Exercise for Urban House wives	2007
10.	Dr. (Shri) Dino Varghese	Psycho-Physical Profile and Handball Performance	2007
11.	Dr. (Mrs) S. S. Jinturkar	Evaluation in Physical Exercise	2008
12.	Dr. (Shri) K. K. Asai	Health Related Fitness Norms	2008
13.	Prin. Dr. (Mrs.) N. D. Nimkar	Health Related Fitness	2008
14.	Dr. (Shri) D. T. Shendkar	Teaching-learning Methods In Athletics	2008

#### PS-

1. Shri. R.R.Dhakne has recently submitted his thesis and Smt. Linda Denis has submitted her synopsis of the thesis.
2. Presently, all the above scholars are leading various organizations and actively involved in to the research activities.
3. At present 10 scholars are pursuing their Doctoral Research.

- **Research Committee:**

For the smooth functioning, the **research committee** comprises of the following members:

- |                                                    |                  |
|----------------------------------------------------|------------------|
| 1) Shri. A. N. Naik (Chairman of the Management):  | Chairperson      |
| 2) Shri. S.B. Shete (Secretary of the Management): | Member           |
| 3) Dr. J.M.Dhope (Sr. teacher of the College):     | Member           |
| 4) Dr. T.K. Bera (Hon Professor of the collage)    | Member           |
| 5) Dr. G.K. Dhokrat (Sr. teacher of the College):  | Member           |
| 6) Dr. K.K Asai (Teacher of the College):          | Member           |
| 7) G.V. Pargaonkar (Principal of the College):     | Member Secretary |

The research committee meets minimum twice in a year or as and when required in connection with the admissions as well as other related issues pertaining to research activities.

- **Guiding faculties for doctoral research:**

At present the following faculties have been accorded University recognition as research guide:

1. **Dr. G. V. Pargaonkar (Principal)**
2. **Dr. T. K. Bera (Hon. Professor)**

*PS. The recognition of other two teachers viz. Dr. J. M. Dhope and Dr. G. K. Dhokrat is under consideration of the University.*

- **Masters' Research:**

The institution conducts Post Graduate Programmes (M.P.Ed) since 1986, in which dissertation is the compulsory for the partial fulfillment of the requirement of the course. Till today about 300 students have successfully completed their dissertations on the various research topics related to Physical Education approved by the University of Mumbai.

- **M.Phil Programme:**

The institution also conducts M.Phil degree course under distance education mode of the Yashwantrao Chavan Maharashtra Open University (YCMOU, Govt. of Maharashtra). Since the year 2007, 20 students are admitted every year by the said university.

The said degree is a research-based degree having dissertation, term papers and assignment as well as theory papers related to research processes in Physical Education and sports sciences.

- **Major/Minor Research Project:**

The institution has conducted various major and minor research projects on the topics related to various social and national issues *financially supported by University Grants Commission.*

- **Research Training Drive (RTD)**

In order to promote research and create research culture by imparting training to the researchers (M.P.Ed, M.Phil, Ph. D scholars) as well as for faculty improvement, the institution has started *innovative programmes* known as Research Training Drive (RTD). The said drive is

nothing but continuous efforts for inculcating the competencies required for a good researcher, by way of organizing Lecture Series of the eminent experts, organizing workshops and seminars on the topics related to research process. The said drive (RTD) is designed by combining the *restructuring of the present realities* of the field, with a dream of future expectations with reference to the *excellence in research* in Physical Education and Sports Sciences. Further, it is also expected through the said drive that it will finally form its own nucleus and serve as centre for excellence in research.

- **Organization** of conferences/workshops/seminars by the institution for the promotion of research.
- **Encouraging faculties** for the participation in conference/ workshops/seminars organized by the other organizations with financial support.
- **Collaboration** with other organizations/institutes for research.
- Providing required *technological support* for undertaking research studies including laptops with internet facility (wi-fi) to the faculties involved in research, *free internet access* to all scholars in computer lab, laboratories with sophisticated equipments, *licensed software* for statistical analysis (SPSS) as well as library resources having reputed Journals, Periodical, reference books, encyclopedias etc.

## 2. How does the institution motivate its teachers to take up research in Physical Education?

- By providing financial support through University Grants Commission (under Major and Minor research projects).
- By encouraging and financially supporting to researcher for attending conference, seminars and workshops related to research.
- By providing research facilities in terms of laboratory equipments, research journals, library resources etc.
- By remission of leading work load.
- By providing technological support including laptops with (wi-fi) internet facility, software for statistical analysis (SPSS) etc.

## 3. What are the thrust areas of research prioritized by the institution?

Thrust areas of research priority of the Institution are:

- Indianization of norms of various tests of H.R.P.F (Health Related Physical Fitness) and sports skills.
- Experimental studies on health status and promotional aspects of school children, exercise system modules for the well-being of society e.g. *house wife, people suffering from geriatric disorders, postural deformities of children, intellectually disable person, police trainees, descriptive studies on various important sport related areas like commercialization in sports, scouting sports talent, problem faced by sports organizations* etc.
- Action research on teaching methodology for curricular aspects etc.



**4. Give details of the Minor / Major research projects (if any) Completed by staff members of the institution in last five years (2005-2009).**

Sr. No	Name of the teacher	Title of the Research Project	Nature of Project	Financial Assistance	Year
1	Dr. G.V. Pargaonkar	Effect of Yoga Training on Health Related Fitness Problems of Police Trainees in Maharashtra	Major	2,45,560/-	2005
2	Dr. K.K. Asai	Development Of Norms Of Health Related Physical Fitness And Body Composition For The Children Of Primary Education In Maharashtra	Minor	95,000/-	2007
3	Dr. S.D. Chavan	Effects Of Different Exercise Schedules On Health, Neuro-Psycho-Physiological And Biochemical Status Of Urban Indians Sufferings From Selected Geriatric Disorders	Major	6,65,402/-	2008
4	Mr. R.R. Dhakne	Progressive Muscular Stretching And Relaxation Programmes For Psycho-Physical Performance And Skill Abilities Of Elite Volleyball Players	Minor	55,000/-	2009
5.	Dr. G.V. Pargaonkar	Development Of Norms Of Health Related Physical Fitness For Secondary School Students In Maharashtra	Major	4,14,200/-	Ongoing
6	Dr. G.K. Dhokrat	Remedy Of Postural Defects Through Yoga Exercises In School Children	Major	1,87,500/-	Ongoing

**5. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

**A) Organized by the Institution in which Faculties are involved**

Sr. No	Level of the Conference / Seminar / Workshop	Title of the Conference / Seminar / Workshop	Duration
1	National level Conference	Physical Education, Sports And Yoga Research For Human Performance And Health Care (Sponsored by UGC)	18-19 December, 2007
2	State level Seminar-Cum-Workshop	Computer Application And Statistical Analysis In Physical Education And Sports Research (Sponsored by UGC)	6-8 March, 2009
3	National level Workshop	Data Analysis In Physical Education And Sports Using SPSS (Collaboration with LNUPE at Nainital, Uttarakhand.)	8-10 July, 2009



Sr. No	Level of the Conference / Seminar / Workshop	Title of the Conference / Seminar / Workshop	Duration
4	State level Seminar-Cum-Workshop	Fitness Testing And Exercise Training In Physical Education And Sports Research <b>(Sponsored by UGC)</b>	2-4 October, 2009
5	Regional Level Workshop	Physical Education Training Camp for Secondary Teachers of Thane and Nashik Dist. <b>(Sponsored by Govt. of Maharashtra)</b>	16 -19 December 2004.
6	Regional Level Workshop	SET Examination <b>(Sponsored by SET Office, Pune)</b>	4 - 6 January, 2008
7	Regional Level Lecture Series cum Workshop	Physical Education Research & Sports Psychology (Research Lecture series) by Dr. M. L. Kamlesh	19 - 21 January, 2008
8	Regional Level Workshop	Patriotic Group Singing Training Programme (Value education Series) by Shri Somnath Parab	September, 2008
9	State Level Workshop	State level Secondary & Higher Secondary Teacher workshop for Physical Fitness Norms development	11 January, 1009
10	Regional Level Workshop	SET Examination workshop <b>Sponsored by SET Office, Pune)</b>	6 - 9 November, 2008
11	Regional Level Lecture Series cum Workshop	Physical Education Research Methodology and Statistical Analysis(R. T. D.) by Dr. D. N. Sansanwal	21 - 25 January 2009
12	Regional Level Lecture Series cum Workshop	Physical Education Research Methodology and Statistical Analysis(R. T. D.) by Dr. D. N. Sansanwal,	25 -29 February, 2009
13	International Collaboration with British Council Workshop	PEC India (as a part of UK-India Sports Development Programme)	30-31 October, 2009

### B) Participated by the Staff

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year 2005-2006:

Sr. No	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
1	Dr. G. V. Pargaonkar. Principal	<ul style="list-style-type: none"> <li>Assessment &amp; Accreditation training camp</li> <li>Assessors training programme organized by NAAC</li> </ul>	Participant	March 22-23 2005	2 Days Indore
			Participant	May 20 – 24. 2005	5 Days Gwalior
2	Shri R.N. Shelke. Lecturer	Workshop on University Sports.	Participant	June 26 2005	1 Day Mumbai

Sr. No	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
3	Dr. G. V. Pargaonkar. Principal	1 <sup>st</sup> International conference on Revival of traditional yoga.	Resource Person & presented paper	January, 17 -18, 2006	2 Days International conference at Lonavla.
4	Shri J. M. Hotkar. Lecturer	1 <sup>st</sup> International conference on Revival of traditional yoga.	Participant	January, 17 -18, 2006	2 Days International conference at Lonavla.
5	Smt. R. C. Kawade. Lecturer	1 <sup>st</sup> International conference on Revival of traditional yoga.	Participant	January, 17 -18, 2006	2 Days International conference at Lonavla.
6	Dr. K. K. Asai. Lecturer	National Workshop on Data Analysis in Physical Education.	Participant	January 23 to 27, 2006	4 Days at Gawalior

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year 2006 - 2007:

Sr. No	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
1	Dr. K. K. Asai Lecturer	National Workshop on Advanced computing Techniques In Physical Education and Research	Participant	December 7-9, 2006	3 Days, Udaipur
2	Shri R. R. Dhakne Lecturer	National Workshop on Advanced computing Techniques In Physical Education and Research	Participant	December 7-9, 2006	3 Days, Udaypur
3	Dr. G. V. Pargaonkar Principal	International Conference on 'Advances in Yoga Research, Education and Therapy	Resource Person	December 28-31, 2006	4 Days Kaivalyadhama Lonavla.
4	Dr. K. K. Asai Lecturer	International Conference on 'Advances in Yoga Research, Education and Therapy	Resource Person	December 28-31, 2006	4 Days Kaivalyadhama Lonavla.
5	Dr. G. V. Pargaonkar Principal	National level seminar on Management of Physical Education and Sports benefits and challenges	Resource Person	January, 10-12, 2007	3 Days Mulund, Mumbai
6	Dr. S. D. Chavan Lecturer	National level seminar on Management of Physical Education and Sports benefits and challenges	Resource Person	January, 10-12, 2007	3 Days Mulund, Mumbai

Sr. No	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
7	Dr. J. M. Dhope Lecturer	National level seminar on Management of Physical Education and Sports benefits and challenges	Resource Person	January, 10-12, 2007	3 Days Mulund, Mumbai
8	Mrs. R. C. Kawade Lecturer	Workshop on Writing Skills of Dissertation/ Thesis for M. Phil and Ph. D.	Participant	February 17, 2007	1 Day Malad Mumbai
9	Miss. S. N. Chaugule Lecturer	Workshop on Writing Skills of Dissertation/ Thesis for M. Phil and Ph. D.	Participant	February 17, 2007	1 Day Malad Mumbai
10	Dr. G. V. Pargaonkar Principal	SET Examination Preparatory workshop (state level)	Resource Person	January 5 - 8 2007	4 Days Aurangabad

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year 2007 - 2008:

Sr. No.	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Duration and Venue
1	Shri. G. K. Dhokrat	National Conference on Management in Physical Education and Sports	Participant	October 5-6, 2007	2days Amravati
2	Shri K. K. Asai	National Conference on Management in Physical Education and Sports	Participant	October 5-6, 2007	2days Amravati
3	Dr. G. V. Pargaonkar	Annual Conference of 'Marathi Manasshasrta Parishad'	Participant	Ocober 27-29 2007	3Days Raipur
4	Shri. G. K. Dhokrat	Annual Conference of 'Marathi Manasshasrta Parishad'	Participant	Ocober 27-29 2007	3Days Raipur
5	*Dr. G. V. Pargaonkar *Dr. S. D. Chavan *Dr. J. M. Dhope *Sri R. R. Dhakne *Miss. S. N. Chaugule	First National Conference on Physical Education and Sport for Human Performance & Health care.	Participant & paper presented	December 18-19 2007	2 Days Wadala Mumbai
	Sri J.M. Hotkar Mrs.R.C. Kawade Dr.K.K.Asai Mrs. N.O. Joshi	First National Conference on Physical Education and Sport for Human Performance & Health care.	Participant	December 18-19 2007	2 Days Wadala Mumbai

Sr. No.	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Duration and Venue
6	*Dr. G. V. Pargaonkar *Dr. S. D. Chavan	SET Examination workshop	Resource Person	January 04-06	3 Days Wadala Mumbai
7	Dr. G. V. Pargaonkar	State level workshop on fitness and wellness for Principals	Participant	February 12-15	3 Days CACPE, Pune
8	Dr. J. M. Dhope	4 <sup>th</sup> National Conference NAPESCON	Resource person	February 08-10	3 Days Amravati
9	Sri R. R. Dhakne	III International Congress on sports medicine Exercise Science, Physical Education and Yogic science.	Participant	February 12-15 2008	3Days LNIPE Gawalior
10	Shri K. K. Asai	III International Congress on sports medicine Exercise Science, Physical Education and Yogic science.	Participant	February 12-15 2008	3 Days LNIPE Gawalior

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year 2008 – 2009:

Sr. No.	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
1	Mrs. N. O. Joshi Lecturer	International Conference on Stress Management	Participant	October 20-22. 2008	3 Days Gawalior
2	Sri R. N. Shselke Lecturer	International Conference on Stress Management	Participant	October 20-22. 2008	3 Days Gawalior
3	Mrs M. A. Samant Librarian	International conference on ' Knowledge for all: Role of libraries and information center	Participant	November 12-15 2008	4 Days Mumbai
4	Dr. G. V. Pargaonkar Principal Dr. J. M. Dhope Reder Smt. R. C. Kawade Lecturer	International Conference on ' Application of yoga in Day To Day Life'	Participant	January 17 2009	1 Day Lonavla
5	Mrs M. A. Samant Librarian	State level Seminar on Re-accreditations and quality enhancement in Library service	Participant	February 18 2009	1 Day Mulund Mumbai

Sr. No.	Name of the Staff and Designation	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Duration and Venue
6	Mrs. N. O. Joshi Lecturer	State level workshop on "Self Confidence through Fitness and Sports	Resource Person	March 25-26 2009	2 Days Lonavla
7	Dr. G. V. Pargaonkar Principal	Workshop cum seminar on Management of Physical Education and allied sciences	Resource Person Presented key note address	March 31 2009	1 Day Mumbai
9	Mrs. N. O. Joshi Lecturer	Workshop cum seminar on Management of Physical Education and allied sciences	Resource Person Presented key note address	March 31 2009	1 Day Mumbai
10	Dr. G. V. Pargaonkar. Principal	Assessors training programme organized by NAAC	Participant	June 18 - 19. 2005	2 Days Bangalore

### 3.2 Research and Publication Output

#### 1. List the journals in which the faculty members have published papers in the last five years.

Dr. Pargaonkar, G. V., *Yoga for Hematological problems of female Police Trainees in Maharashtra*, Yoga Mimamsa, vol. xxxix no 3 & 4: 95-107, oct-2007 & Jan 2008, Kaivalyadham, Lonavala, Maharashtra.

Dr. Pargaonkar, G. V., *Experimental effect of Gym training on Bio-Chemical Variables of urban House Wives*, Vyayam-Vidnyan, vol. 41:3, August 2008, HVPM, Amaravati, Maharashtra.

Shri Shelke, R.N., *Indigenous activity of Mallakhamb for youth*, Entire Research, vol. 1,-Issue-III, July 2009, Thane, Maharashtra.

Shri Hotkar J. M., *Yoga for Agility Balance of Slum School Students*, Yoga Mimamsa, vol.XLI No.3 :264-270 Oct, 2009, Lonavla, Maharashtra.

Smt. Kawade, R. C., *Yoga is a Key of Social well being Health and Spiritual Spirit*, Entire Research, Vol. -I, Issue-IV, October 2009. Thane, Maharashtra.

Dr. Asai, K. K., *Personality Profile of Physical Education Teachers*, Vyayam-Vidnyan, vol. 42:4, November 2009, HVPM, Amaravati.

Shri. J. M. Hotkar, *Judo Training Programme on Certain Motor Fitness Components of School Girls*, Entire Research, vol. 1,-Issue-V, Thane July 2009, Mumbai.

Dr. Asai, K. K., *Effect of Yogic Exercise on Physical fitness of Girls*, Yoga Mimamsa, Lonavala (In Press).

Smt. Kawade, R. C., *Suryanamaskara Ek Adhunic Sanjivani*, Entire Research, Mumbai. (In Press).

Miss Chaugule, S. N., *Yoga, Aerobics and Combined stimulus for School Girls*, Entire Research, Mumbai. (In Press).

Dr. Asai, K. K., Shri Shelke, R.N. & Miss Chaugule, S. N., *Resistance Exercise for the Promotion of Motor fitness of Footballers*, *Scientific Journals of Sports and Exercise*, New Delhi (In Press).

Shri. Hotkar, J. M., *Suryanamaskara for the promotion of School Student's Fitness*, Yoga Mimamsa, Pune (In Press).

Dr. Asai, K. K., *Sand Running Training Programme For The Promotion of Motor Fitness of School Boys*, *Indian Journals of Sports Science and Physical Education*, Patiala-India (In Press).

Dr. Asai, K. K., Shri. Dhakne, R. R., Joshi, N. O. & Dr. Dhope, J. M., *Asanas And Lezium Programme on Selected Physical Fitness Variables of School Boys*, *Journals of Sports & Sports Science*, SAI, Patiala-India (In Press).

## 2. Give details of the awards, honors and patents received by the faculty members in last five years.

- The Principal Dr. G. V. Paragaonkar has been awarded "**Krutadynata Puraskar**" of the Mumbai District Kabaddi Association for his contribution for the promotion of indigenous games.
- The Principal Dr. G. V. Paragaonkar has been awarded a Certificate of *Appreciation* by the Organizing Committee **Chung Cheang University, Korea**, for promoting Taekwondo on 5<sup>th</sup> Nov. 2004.
- The Principal Dr. G. V. Paragaonkar has been awarded a Certificate of *Appreciation* by the Organizing Committee of **International Cricket Cup Tournament** organized for SPECIAL CHILDREN during Nov.4-13, 2006.
- The Principal Dr. G. V. Paragaonkar has received *Appreciation* letter from His Excellency the **Governor of Maharashtra** 'Shri S.M. Krishna' for his contribution during the Inter-University Cultural Festival (Indra Dhanushya) held Nov. 4-7, 2006.
- The Principal of the institution has received *Appreciation* from **Gandhi Smarak Nidhi** for the Contribution of the College to National Integrity Camp, held on Feb.26, 2009.

## 3. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

During last three years the faculty of the institution has developed some of the following instructional and other material as well as used the same for the enhancement of the quality of teaching-learning process.

### • Postural deformities measure

One of the faculty Dr. G. K. Dhokrat has developed foot angle measuring instrument for knowing the foot deformities of children which can be also used for research purpose.

- Prof. J. M. Hotkar has prepared out line of the standard track with important indications for understanding effectively and easily the



track marking method.

- The faculties of the institute have developed handbook for the private circulation among the students consisting of latest amendments in rules and regulations of the games and sports with other details such as tips on important activities and score sheets as well as information on important functions such as opening, closing and victory ceremonies of athletic meet, flag hoisting ceremony on national days etc.
- The said hand book has been modified, every year and is provided to all students. All the faculties developed various power point presentations for enhancement of the quality of teaching for knowing the academic achievements by the students at a glance.
- The institution has modified the mark list of theory evaluation wherein the teacher has to mention the important tips for feedback (student wise as well as high and low achievers in that subject).
- For effective teaching of Physical Education activities, the concern faculty has developed various supportive materials such as boxes of various height useful for teaching long Jump, triple jump etc.

**4. To what extent does the institution prepare and use audio-visual (AV) materials, ICT and other teaching aids? Give details on the following.**

**i. Any special Physical Education and sports related AV materials prepared or procured and used by the College.**

The College has *procured* various Audio Video materials such as TV, tape recorders, over head projector, slide projector, LCD, various sports skills video, charts, maps, pictures required for effective teaching of Physical Education and sports. Computer lab with *free internet access* is also made available and used by the faculties of the College for teaching. The institution has also recently procured and used various Video Cassettes / CDs containing skills and techniques of different activities of Physical Education and Sports for effective teaching.

**ii. Any Physical Education and sports related AV materials used by the faculty for teaching/learning/training of students.**

The faculty uses frequently various charts, power point presentation sports skill videos, audio cassettes, clippings including computer aided information retrieval for effective teaching-learning and training.

**iii. Any other innovative approaches adopted or used by the faculty.**

Audio-video recording of techniques are used to get feedback of execution of skills of various games/sports from the students, during their training as well as practice teaching at pre, initial, middle and post stages of motor skill learning.

**5. Give details on various training programs and/or workshops.**

The details of various training programmes/work shops organized by the institution and attended by the staff are already discussed in **Criterion**

3.1.5. In addition, the students of M.P.Ed., M.Phil. and Ph.D. have attended the following programmes / workshops / Seminar in last five years:

Sr. No.	Theme of the Conference/ Workshop/ Seminar	No. of Students Participated	Date	Duration and Venue
1	1 <sup>st</sup> International Conference on Revival of traditional yoga.	49	17 to 18, January, 2006	2 Days Lonavla.
2	International Conference on 'Advances in Yoga Research, Education and Therapy	50	28 to 31, December 2006	4 Days Kaivalyadhama Lonavla.
3	National Conference on Management in Physical Education and Sports	07	5 to 6, October 2007	2days, Amravati
4	Annual Conference of 'Marathi Manasshasrta Parishad'	22	27 to 29, October 2007	3Days, Raipur
5	First National Conference on Physical Education and Sport for Human Performance & Health care.	147	18 to 19 December 2007	2 Days, Wadala
6	SET Examination workshop	149	04 to 06, January 2008	3 Days ,Wadala Mumbai
7	Physical Education Research & Sports Psychology (Research Lecture series) by Dr. M. L. Kamlesh	50	19 to 21 January 2008,	3 Days, Wadala Mumbai
8	International Conference on Stress Management	16	20 to 22, October 2008	3 Days, Gawalior
9	SET Examination workshop	60	6 to 9 Nov, 2008,	4 Days, Wadala Mumbai
10	International Conference on 'application of yoga in Day To Day Life'	50	January 17, 2009	1 Day, Lonavla
11	Workshop on Physical Education Research Methodology and Statistical Analysis(R. T. D.) by Dr. D. N. Sansanwal,	49	21 to 25, January 2009, 5 Days	5 Days, Wadala Mumbai
12	Workshop on Physical Education Research Methodology and Statistical Analysis(R. T. D.) by Dr. D. N. Sansanwal,	50	1 to 6, June 2009,	5 Days, Wadala Mumbai
13	Workshop cum seminar on Management of Physical education and allied sciences	07	March 31, 2009	1 Day, Mumbai
14	National Workshop in Data analysis in Physical Education and Sports using SPSS	50	8 to10, July 2009	3 Days, Nainital
15	Workshop on UK-India Sports development Initiative to promote Physical Education in Schools.	144	30 to 31 October, 2009	2 Days, Wadala Mumbai,



### 3.3 Consultancy

#### 1. Did the institution provide any consultancy services during last five years? If yes, give details.

Yes, the institution provides its consultancy services, the details regarding the consultancy services provided by the institution during last five years are as under:

- **Health and Fitness**

The institution provides consultancy services at the nominal rates to the students and outside community people for fitness assessment, maintenance and promotion by making available sophisticated testing tools and exercise equipments as well as expertise. The institution gives wide publicity about the services through newspaper, cable TV as well as brochures, handouts and pamphlets. The said consultancy is made available on every day from 6.30 am to 9.30 am and 6.00 pm to 8.30 pm (excluding Holidays) throughout the year.

- **Yoga and Yoga Therapy**

Consultancy services regarding yogic practices for students and community is made available throughout the year, **thrice** in a week by charging nominal rates through expertise, with respect to preventive, curative and promotional aspects of yogic practices. The said consultancy is provided on every Tuesday, Thursday and Saturday from 6.30 am to 8.00 am. The institution also publicizes this service widely.

- **Research**

The institution has provided unpaid consultancy services to many research scholars for undertaking various research studies by way of making available its expertise, laboratory facilities, literature and research tools as well as helping them in data collection and data analysis by using SPSS software.

- **Organization of teacher training programmes**

The institution provides its consultancy services to government organizations by way of organizing *in-service teachers programme* for updating their knowledge and skills with respect to Physical Education and sports. The details of which are already explained in **Criterion 3.1.5**. The said consultancy is provided on *no profit no loss* basis.

- **Consultancy for sports organization**

The unpaid consultancy services have been provided to many sports organization during last five years such as, Standard Chartered Bank (NGO), District Sports office, Education office (GOs), Special Olympics etc. The institution has provided its services for organizing (planning) and conducting (officiating) the various sports events. The consultancy is being also provided to the practice teaching schools as a part of tie-up activities.

2. **Are the faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise. Some of the areas where the Physical Education institutions provide (paid or unpaid) consultancy services are listed below. You may specify any other, which you have taken up beyond the listed examples.**

Yes, all the faculty/staffs members of the institution are competent and already undertaking consultancy services in various areas, the details of which are already given in **Criterion 3.3.1.**

3. **How much revenue has been generated through consultancy in the last five years?**

The revenue of about Rs. 3.5 lac., has been generated during last five years by way of consultancy services in health and fitness assessment, development and management, through exercise and yogic practices.

4. **How does the institution and the faculty share and use the revenue generated through consultancy?**

The revenue generated as stated above has been deposited (from time to time) **in the bank account**, and same has been utilized for maintenance as well as providing T.A., D.A. and honorarium to faculty and experts.

5. **Apart from the normal teaching work, do the teachers (who are competent) give extra sports coaching to the talented sports-persons in a specific game/sport of their interest? If yes, give details.**

Yes, almost all the teachers are competent to give extra sports coaching to the talented sports person of various games and sports, the details are as under:

- All the faculties provide extra sports coaching to the College teams for inter-collegiate sports events after College hours.
- Prof. R.R. Dhakne gives extra sports coaching in table tennis, on honorary basis, to special children of Special Olympic organization at St. Xeviors College, Mumbai, during May vacation, as well as to Young Men Christian Association (Y.M.C.A) at Andheri branch, during May vacation.
- Prof. R. N. Shelke renders training in Gymnastic, Mallkhamb and Skating to school children throughout the year after College hours.
- Dr. G.K. Dhokrat gives training to hockey team at Dombivali.
- Prof. Mrs. N. O. Joshi provides sports coaching in aerobics for school children, during summer camp.

### 3.4 Extension Activities

1. **What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

The institution is already fully engaged in various programmes

and activities, through which community orientation to students is being provided.

In addition, the institution would like to take up the following future plan and activities which are relevant to the curriculum of teacher education and contributing to social and national development:

- Undertaking more research projects related to community welfare.
- The institution has already established **international linkage** with British Council of India, recently, by organizing workshop as part of Indo-British collaborative sports development programme for selected school teachers and Principals (Pilot Study). The British Council has now also authorized us as **resource center** for the purpose. Hence, in coming future the institution would like take up further initiative to extend its services to *raise awareness about health and fitness and well being* in schools and community.
- To undertake more *value added programme*/activities in order to orient our students with reference to organization of sports and implementation of Physical Education activities especially for *physically handicapped and intellectually disabled persons*.
- To strengthen the *tie-up*/partnership between the institution and practice schools, by way of organizing various programmes/activities such as ICT orientation for teachers, Physical Education and sports training for teachers, workshop on evaluation system, as well as cultural programmes and other programmes related to value education and national integration.
- Since the Tata Memorial Cancer Hospital is very close to the institution and the institution has already conducted some *recreational activities for children suffering from cancer*, the institution started to establish *tie-up with the hospital* for providing sports and recreational services as well as undertaking therapeutic as well as scientific investigations for the wellbeing of the patients.
- To formulate a separate body for *providing research training* to other institutions and individuals as outcome of the research training drive (RTD) which has been already started by institution from last two years, by way of conducting various action programmes for inculcating the required research competencies among selected scholars, so that the said research center would serve as *center of excellence in research* in Physical Education and sports sciences.

## 2. What are the efforts of the institution to bring in "community orientation" in its functioning?

At present the institution is taking following efforts in order to bring in "Community Orientation" in its functioning:

- Organization of inter-school competition in Lezium (indigenous activity) for about 30 schools and 2500-3000 children participate every year.
- Organizes inter school competition in kabaddi, kho-kho, Langadi (popularly known as **Hind Karandak**) in which about 50 schools and 2-3 thousand students participate, **every year from last 32 years**.

- Regular Sports Training centre for school children belonging to 5 to 15 years age group of nearby locality, **every year from last 32 years.**
  - Conducts **summer camps** in sports training for personality development, **every year, from last 32 years.**
  - **Yoga center** for local community.
  - **Gymnasium** facility and **fitness center** for local community.
  - Organization of programs such as **Aids awareness, civil defense course, and blood donation camp**, sports for handicapped and **intellectually disabled** and also recreative sports for **cancer patients** etc.
  - Participation of all student and faculty in organization of **International Marathon** held in Mumbai, **every Year, since last five years** organized by standard chartered bank.
  - Community orientation and rural services as well as orientation in corporate life and practical experiences pertaining to natures preservation, good citizenship by doing good turn daily as well as following the principles of avoiding wastage of food, water and electricity, during the six days **scout and guide** training camp.
  - Organization of need based activities such as, **demonstration of indigenous and cultural activities** on the various occasions of inter university events, world cup competitions, government functions and international events.
  - Organizing cleanliness drive 4-5 times in a year inside and outside of the campus.
3. Does the institution offer courses in First Aid, Life Saving / handling emergency etc.? If yes, list them giving the objectives of the courses offered.

Yes, the institution offers courses in various aspects as mentioned below:

- **First-Aid Course:** It is the part of curriculum having its objective to train the teachers in prevention and curative aspects of sports injuries as well as the rehabilitation of the same by using exercise therapy. Further, the practical experiences relating to first-Aid for general incidences occur in daily life such as, injuries, dislocations, fire, snake bite, etc. are given during six days scout and guide training camp.
  - **Life Saving Activities** such as river crossing, rapling, swimming, rescue demonstration etc. are given during the training of adventure activities.
  - In order to train students in **civil defense** the institute also conduct civil defense crash courses with help of concern department of civil defense of State Govt.
4. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The local community has been benefited from various extension activities of the institution, in numerous ways, as mentioned below:

- The schools and students participated in the various competitions organized by institution have been benefited by way of creating health and sports awareness.
- The parents of the school children attending regular sports training are happy with their childrens' all-round development including the development of qualities such as leadership, discipline, health habits, behavior etc.
- Every year, about 15-20 students reaches up to state level, 8-10 students up to national level and above all, today there two girls who will be *participating in international Common Wealth Games* to be held in 2010.
- The summer camp in sports training, every year, proves beneficial for school children in providing basic as well as fundamental skills, in various games and sports.
- **Yoga study center** and **fitness center** helping local community including men and women for maintaining their health.
- Through **blood donation camps** the needy people are also being benefited.
- The extension activity such as sports for handicapped children and intellectually disabled is appreciated by the concern organizations (GOs and NGOs) due to getting help through the activity.
- Various schools, sports organizations are being benefited due to extension services being rendered by the institution.
- During the scout and guide camp, rural community is being benefited by way of recreation activities and social work.

**5. How has the institution benefited from the community? (Community participation in institutional development, institution community networking, institution school networking, etc.)**

Institution has a good reputation in community, due to its significant contribution to education, Physical Education, sports and national development. The institution and its faculties have received various *appreciation letters* and *awards* from the **renowned** organizations and individuals on many occasions e.g., *appreciation letter from governor of Maharashtra* for excellent demonstration on the indigenous activities and the *award* received by Dr. G.V. Pargaonkar from Mumbai city District Kabaddi Association for his outstanding extension services.

There is always good support of community for achieving institutional objectives and goals. The local community, school children, various GOs and NGOs and practice teaching schools are co-operating the institution, by way of participating in the institutional activities as well as supporting the institution for the activities.

**6. Indicate the broad areas of various extension activities of the institution/ department and the objectives of the activity (s)**

The broad areas of various extension activities of institution and its objectives are as under:

- **Inter-school competitions** to create health, fitness and sports awareness

through indigenous activities.

- **Sports training center** to provide basic and advance sports training for excellence as well as health and personality development of school children including inculcation and various health habits and hobbies.
- **Participation** in the organization Yoga study center and fitness center to create fitness awareness among local community including men, women, adult and old people.
- **Blood donation camp**, sports for physical handicapped and intellectually disabled with objective of social work.
- Participation in the organization of **International Marathon** and sports and programmes organized by GOs and NGOs for creating fitness awareness, community recreation, collaboratively.
- Scout and Guide camp for personality development, environmental awareness, health and hygiene awareness and good citizenship.
- Demonstration of indigenous and cultural activities for community recreation and fitness awareness.
- HIV, AIDS awareness programmes.
- Civil defense crash course to help community.

**7. How does the institution develop social and citizenship values and skills among its students?**

The institution develops various social as well as civic values and skills among its students through various curricular, co-curricular, extra-curricular and extension activities throughout the year. The details of which have been already given in **Criterion 3.4**.

**8. Is there any specific project completed by the institution relating to the community development in the last five years? If yes, give details.**

**Yes**, the institution has been implementing various projects for community development in last five years:

- There are 3 research project undertaken by College faculty related to community development have been completed in last five years the detail of which are as under:
  1. *Dr. S.D. Chavan (SR. teacher of the College recently retired in June 2009) has completed his major research project on the topic entitled "Effects Of Different Exercise Schedules On Health, Neuro-Psycho-Physiological And Biochemical Status Of Urban Indians Suffering From Selected Geriatric Disorders " during the year 2005 to 2008.*
  2. *Dr. G.V Pargaonkar has completed his major research project "Effect of Yoga Training on Health Related Fitness Problems of Police Trainees in Maharashtra" during the year 2002 to 2005.*
  3. *The major research on "Development of Norms of Health Related Physical Fitness for Secondary School Students in Maharashtra state" undertaken by Dr. G. V. Pargaonkar is in the last stage of its completion, undertaken for the period 2006 to 2009.*



### 3.5 Collaborations

**1. Are there NSO programmes in the institution besides NCC and NSS? If yes, give details on the NSO programmes.**

Yes, The following programmes and activities are conducted in collaboration with *national sports organization* (NSO):

- State and national level technical official classes and certificate examination of Maharashtra state wrestling federation – (NSO).
- State level technical official classes and certificate examination of Maharashtra Kabaddi Association – (NSO).
- District level technical officiating certificate examination in Kabaddi in collaboration with Mumbai City District Kabaddi Association (affiliated to State Association).
- District level technical official certificate examination in Athletics in collaboration Mumbai City District Amateur Athletic Association.
- State Level technical official certificate examination in Athletics in collaboration with Maharashtra Amateur Athletic Association.
- District level technical officiating certificate examination in wrestling in collaboration with Mumbai city Wrestling Association (affiliated to State Association).
- District level technical official certificate examination in Kho-Kho in collaboration Mumbai City Kho-Kho Association (affiliated to State Association).
- The various District level, state level as well as national level sports competitions of the above mentioned all organization are conducted, every year, in the institution.
- The International level competition of Kabaddi (World Cup) was also held in the institution in year 2006.

**2. Name the national and/or international level organizations, if any, with which the institution has established linkages in the last five years and detail the benefits resulted out of such linkages specifically to the following**

The institution has established linkage with the following national and international level organization during the last 5 years. The details including the benefits out of it are as under:

- **Curriculum Development**

Linkage with National Fitness Society of India, SPSS South Asia Pvt Ltd. (presently known as PASW) for conducting state level workshop on Data Analysis for research in Health, Physical Fitness and Sports during 8-10 July, 2009. All faculties, research scholars including students of Master Degree, M. Phil and Ph. D have received training.

- **Teaching**

Linkage with British Council of India (International) for conducting the workshop on PEC India (Physical Education pedagogy) during

October 30-31, 2009 as a part of UK-India collaborative/innovative programme of teaching Physical Education in schools with holistic approach, for selected schools in Mumbai. All the faculty and students were actively participated in the programme.

- **Training**

Linkage with LNUPE, National Fitness Society of India, Kumaun University of Nainital for organizing National level workshop on “Data Analysis by using SPSS,” during July 8-10, 2009. In the said workshop all the faculties and Postgraduate students were participated and learnt various techniques in data analysis.

- **Practice Teaching** – International linkage with British Council for conducting sports development programme (PEC India) as a part of UK-India collaboration.

- **Research -Linkage** with LNUPE, National Fitness Society, Bharati Vidyapeeth University (Pune), Bhupal National College of Physical Education (Rajasthan) for FACULTY EXCHANGE PROGRAMME, which is already initiated by the institution.

- **Publication**

Research articles/papers of our faculty have been accepted for publication as well as published in various national and international level journals such as Yoga Mimansa of Kaivalyadham (Lonawala), Research Bi-Annual of HVPM (Amravati), Indian Journal of sports science and Physical Education of Punjab University (Patiala), Scientific journal in sports and exercise of Laxmibai Sports Education and welfare Society (New Delhi), Journal of sports and sports science of NSNIS (Patiala) and Entire Research Association, Thana.

- **Consultancy**

Linkage with Maharashtra primary teacher council for organizing teachers training for 54 teachers of Thane and Nasik district Physical Education curriculum, during Dec 16-19, 2004.

- **Extension**

- Linkage with Education department of Government of Maharashtra for teaching training workshop on Physical Education curriculum for secondary teacher of 50 schools during February 21 to November 3, 2005 (10 Days).
- Linkage with education department Government of Maharashtra (Serva Shiksha Abhiyan) workshop on Physical Education curriculum for 250 Physical Education teachers in the month of March 2009.

- **Student progression to higher studies and research**

Linkage with State Eligibility Test examination office of University of Pune, for conducting workshop on SET examination on the following dates:

- January 4-6, 2008
- November 6-9, 2008

*Ten students passed set examination till today.*



- Linkage with Yoga Vidya Dham, Dadar, for conducting summer Yoga camps of one month duration for Men, Women, Adults and Old age people, every year.
- Linkage with Mhatma Gandhi Seva Mandir (Nasha Bandi Saptaha Mandal) of Govt. of Maharashtra, for organizing elocution and essay competitions every year in first week in the month of October.
- Organization of 'Ek Bano Nek Bano' programme of 35 schools and 2800 students by establishing linkage with Sane Guruji Katha Mala on 2<sup>nd</sup> October 2007.
- AIDS awareness programme with linkage of KEM Hospital, Mumbai.
- Organization of Swayam Sidhha rally on 8<sup>th</sup> and 15<sup>th</sup> 2008 (World Women's Day) with linkage of Govt. of Maharashtra in which all the faculties and students are participated.
- Linkage with about 20 to 25 practice teaching schools for conducting practice teaching in optional subjects as well as Physical Education subject and collaborative activity as apart of tie-up with them.
- **Student Placement**  
Job opportunities to our students through placement cell in various CBSE, ICSE schools in the vicinity of Mumbai.

### 3. Give details of institution-schools-community/institutions-industry networking.

Details pertaining to the nature of linkage and collaborative activities and programmes have been already given in **Criterion 3.5.1 and 3.5.2.**

At present, the institution has linkages/ collaborations with the following local/ regional/National/International agencies:

Sr. No.	Name of the Agencies/Organizations	Detail Regarding Linkage/Collaboration
1	Mumbai City District Kabaddi Association	For conducting technical officiating classes and certificate examination (Local level)
2	Mumbai Shahr Taluka Sangha	
3	Mumbai City District Amateur Gymnastics Association	
4	Mumbai Kho-Kho Association	
5	Mumbai City Amateur Athletic Association	
6	Mumbai City Volleyball Association	
7	Mumbai City Lungadi Association	
8	Maharashtra State Kabaddi Association	Conducting competition at Local, State and National level
9	Maharashtra State Amateur Gymnastics Association	
10	Maharashtra State Wrestling Association	
11	Maharashtra State Taikwando Association	
12	Standard chartered Bank Ltd	Organization and Officiating International Marathon Road Race (International level)

Sr. No.	Name of the Agencies/Organizations	Detail Regarding Linkage/Collaboration
13	Director of Sports and Youth Services, Govt. of Maharashtra	For conducting various schools and State level completion through DSO Office as well as other State, National and International Programmes (Regional level)
14	National fitness Society of India	For Conducting research activities (National level)
15	SPSS	
16	LNUPE	
17	Kumaun University Nainital	
18	Yoga Vidya Dham, Dadar	For conducting Summer Yoga Camp (Local level)
19	SET Office, University of Pune	For conducting workshop on SET Examination (Regional level)
20	Mahatma Gandhi Seva Mandir, Govt. of Maharashtra	For conducting elocution, Essay writing competition (Local level)
21	Education Department, Government of Maharashtra	Workshop for conducting teachers (Local level)
22	British Council of India (International Linkage)	workshop on Physical Education Pedagogy (Sports development programme)
23	Police training School, Khandala	For Research
24	Human Study center, Mumbai	For conducting scientific programmes and awareness on environment, Value Education, wild Animals (local level)
25	Civil Defense, Grater Mumbai, Government of Maharashtra	For organizing Civil defense coeres (local level)
26	Ministry of Information and Broadcast, government of India	For organizing programme on AIDS Awareness Programme (National level)
27	Social Work Dept, KEM Hospital, Mumbai	For organizing AIDS Awareness Programme (local level)
28	Municipal corporation of Greater Mumbai	For organizing various sports competitions (local level)
29	Sane Guruji Rastriya Smarak, Dadar	For organizing scout guide camp curricular and co-curricular activities (local level)
30	Priyadarshini Academy, Malbar Hill	For organizing training in Athletic on International Synthetic Track
31	Sane Guruji Katha Mala, Dadar	For organizing programme for school children (local level)
32	Social Welfare Department of Government of Maharashtra	For organizing sports for physically Handicapped
33	Special Olympic	For organizing sports for Intellectually Disabled (International level)
34	Convent of Jesus and Merry Special School	For organizing sports for handicapped children (local level)
35	TATA Memorial Hospital, Mumbai	For conducting recreative sports for children suffering from cancer

Sr. No.	Name of the Agencies/Organizations	Detail Regarding Linkage/Collaboration
36	University of Mumbai, Mumbai	For organizing cultural and youth festival on all India level
37	SNDT University, Mumbai	For organizing international youth festival(International level)
38	Mumbai School Sports Association (MSSA)	For organizing inter-school Gymnastics competition (State level)
39	Mumbai Shakar Board, Kulaba , Mumbai	For organizing lectures on cooperative movement in India (local level)
40	Bharti Vidyapith University, Pune	Faculty Exchange Programme (State level)
41	Bhupal Noble College of Physical Education, Udaypur, Rajasthan	
42	Shri Sarvajanik Balmandir School, Kalachwki, Mumbai	
43	Kranti Singh Nana Patil Vidyalay, S.S Wagh Marg, Naigon, Mumbai	
44	Dnyaneshwar Vidyalay, Wadala, Mumbai	
45	Abhudya Secondary and Higher Secondary (Marathi and English Medium) , Abhudya Nagar, Kalachowki, Mumbai	
46	Saraswati High School (Marathi and English Medium), Mahim	
47	Vidya Mandir High School (Marathi, Hindi and English Medium), Vikroli	
48	S.S.M Heigh School Kalachowki (Marathi Medium), Kalachowki	
49	Ahilya Vidya Mandir (Marathi Medium), Kalachowki	
50	Korba Mithaghar Municipal School(Marathi, Hindi and English Medium), Korba Mithaghar, Wadala(E)	
51	Sahkar Nagar Municipal School (Marathi, Hindi and English Medium), Sahakar Nagar, Wadala (W)	
52	Municipal Secondary School (Marathi, Hindi and English Medium), Lalbag, Mumbai	
53	Byculla Municipal Secondary school (Marathi), Byculla (W)	
54	St. Bridge Municipal School (Marathi), Byculla (W)	
55	Naigaon High School (Marathi), Naigaon	
56	Auxilium Convent School for Girs, Wadala (W)	
57	Bansidhar High School (English Medium), Wadala (W)	
58	Ganpatrao Kadam High School (Marathi, Hindi and English Medium), Off Worli Naka , Lower Parel	
59	Nadkarni Park Municipal (Marathi) Nadkarni Park, Wadala (w)	

For conducting Practice Teaching Lessons in optional subjects & Physical Education as well as Tie-up activities and programmes including sports competitions, Sports coaching, Organization of Annual Sports etc. (local level)

Sr. No.	Name of the Agencies/Organizations	Detail Regarding Linkage/Collaboration
60	St. Joseph's High School (English Medium), Vikroli (W)	For conducting Practice Teaching Lessons in optional subjects & Physical Education as well as Tie-up activities and programmes including sports competitions, Sports coaching, Organization of Annual Sports etc. (local level)
61	Saibaba Path Municipal School (Marathi and Hindi Medium), Parel	
62	Woolen Mill Municipal School (Marathi Medium), Dadar	
63	S.I.W.S High School (English Medium), Wdala (W)	
64	J.B. acha Girls High School (English Medium) Dadar	
65	Antinio D'silva High School (English Medium) Dadar (W)	
66	St. Joseph's High School (English Medium), Wadala	

#### 4. Does the institution have

- Twining programmes
- Student Exchange Programmes
- Collaboration with institutions and organizations like LNIPE, SA1, NSN1S, NCTE State/National Sports Associations, Sport Science Societies, etc. for professional development of staff and students. (Give details wherever applicable)

Besides the above collaborative networking, the institution has the collaboration with the following organizations for professional development of staff and students:

- **Collaboration with LNUPE:** For organizing workshop, participation in refresher courses for career advancement of faculty.
- Sharing expertise for conducting workshop and reviewing literature.
- **Sports Authority of India:** for attending sports training certificate courses for faculty improvement, publication of research papers in SAI Journal.
- **NSNIS:** for attending Sports training certificate courses for faculty improvement and publication of research paper in scientific journal in sports science and Physical Education.
- **NCTE:** Dr. G.V. Pargaonkar (Principal) worked as a peer team member for NCTE inspection and Dr. J. M. Dhope senior teacher as invited for NCIE visit.
- **State/National Association:** Details are given in **Criterion 3.5.1 and 3.5.2.**
- **NAAC:** Dr. G. V. Pargaonkar (Principal) has attended the assessment and accreditation training camps at Indore (during 22-23 March, 2005) and at Gwalior (during 20-24 May, 2005). As well as Assessor interaction meeting at Bangalore (during 18-19 June, 2009). Further, he has also worked as a peer team member of NAAC.
- **UGC:** Dr. G. V. Pargaonkar (Principal) worked as a member of the expert committee of UGC for interface meeting with Principals of 79 Colleges in

the State at Meghalaya, Tripura, Arunachal Pradesh, Mizoram and Nagaland to evaluate 11<sup>th</sup> plan development grants requirement.

## 5. How does the faculty collaborate and interact with the faculty of schools, other Physical Education College and Universities?

- *Collaboration and Interaction of the faculty with the faculty of school.*

The faculties of the College interact with the school teachers at the time of practice teaching in optional subject and Physical Education, for the purpose of obtaining permission, preparing time tables as well as collecting feedback from them. Further, as a part of tie-up between the institution and practice teaching schools, faculty of the College helps the schools along with the students in conducting various activities.

- *Collaboration and Interaction of the faculty with the other Physical Education Colleges.*

Every faculty works for the Maharashtra State Aided College Association. Dr. G. V. Pargaonkar (Principal) is the president of the Association, whereas another faculty Dr. J.M.Dhope is the Secretary of the Association. As a member, our faculty attended the meetings and the programmes of the said association. They interact with the other faculties in connection with the professional development. Our faculties deliver visiting lectures to other Colleges of Physical Education as well as university departments of Physical Education. Similarly the faculties of other College are also invited for delivering lectures in our College.

- *Collaboration and Interaction of the faculty with the University.*

1. **Dr. G. V. Pargaonkar** (Principal) worked as Chairperson of the Board of Studies in Physical Education of the University of Mumbai and SNDT University, Mumbai. His collaboration and interaction with other universities are as follows:

- Worked as a member of the academic council University of Mumbai and SNDT University.
- Working as Chairperson of the M.Phil committee, University of Pune.
- Member of Research and Recognition Committee (RRC) of the University of Mumbai, Solapur University, and North Maharashtra University.
- Worked as a subject expert in the selection committee of the post of Lecturer, Reader, Professor, Director of Physical Education of the University of Mumbai, SNDT Women's University, Pune University, Osmania University, and Panjabi University.
- Worked as Chairperson and examiner of SET Examination in Maharashtra.
- Worked as member of committee for revision of syllabus in the University of Mumbai, SNDT University and University of Pune.
- Working as Ph. D guide of the University of Mumbai.
- Ph. D Examiner for the University of Pune, Shivaji University, Dr. Babasaheb Ambedkar Marathwada University, and Swami Ramanand

Tirtha Marathwada University, Yashwantrao Chavan Maharashtra Open University, Amaravati University and Nagpur University.

**2. Dr. J. M. Dhope**

- Worked as member of sub committee for revision of syllabus in the University of Mumbai.
- Worked as member of subject expert in the selection committee for the selection grade, University of Mumbai.
- Working as a Chairman of examinations of University of Mumbai.
- Worked as external examiner of Amravati University, Nagpur University, University of Pune, Y.C.M.O. University for M.Phil course.

**3. Dr. G. K. Dhokrat. Dr. K.K. Asai, Shri R.R. Dhakne**

They worked as member of sub-committee for revision of syllabus in the University of Mumbai.

**6. Are the faculty actively engaged with teachers and other school personnel to design, evaluate and deliver various Physical Education activities including teaching in the Schools? If yes give details.**

The faculty is actively engaged with teachers and other school personnel to design, evaluate and deliver various Physical Education activities including teaching in the schools.

**7. Does the institution work and plan the extension activities along with NGO's and GO's? If yes, give details of the tie-ups and the activities.**

**Yes,** The Institute has worked and planned the extension activities along with NGO's and GO's from time to time the details of which are already given in **Criterion 3.5.1 and 3.5.2.**

In addition, the institution has established partnership with practice teaching schools for the following tie-up activities:

1. *Providing staff/faculty for the organization of school programmes/activities/annual sports.*
2. *Providing teaching aid prepared by the student-teachers.*
3. *Arrange workshop/training for school teachers.*
4. *Providing Library services.*
5. *Issuing sports equipment and Laboratory instruments.*
6. *Sharing knowledge such as fitness, sports administration, managements etc.*
7. *Data (information) collection for assessment and policy decisions e.g. IQ, fitness, sports skill testing etc.*
8. *Providing student-teachers during leave vacancy or any other such difficulty in schools.*
9. *Sports coaching (during and after school hours).*
10. *Infrastructure, ground and other facilities subject to availability.*
11. *Any other such services on demand of the schools.*

### 3.6 Best Practices in Research, Consultancy and Extension



**1. What are the major measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities during the last five years?**

For the quality enhancement in research, in addition to the various measures adopted by the institution by way of organizing conferences, seminars, workshops, lecture series, our institute is encouraging faculty and students for their active participation in the same. The institution has also provided additional facilities such as SPSS software (Latest Version 18.0) for statistical analysis, additional computers with internet facilities, laptops with wi-fi facilities to the faculty and initiation of the Research Training Drive (RTD) for the enhancement of the quality of research activities done by the institution.

With reference to quality enhancement in consultancy and extension activities, the institution has adopted various measures, as already mentioned in **Criterion 3.4 and 3.5**. It is revealed from the same that the institution has added number of consultancy services and extension activities by the way of yoga study center, gymnasium center, sports training center, tie-up/partnership with practice teaching schools etc. during last five years.

**2. What are significant innovations/good practices in Research, Consultancy and Extension activities of the institution?**

Significant innovations/good practices in research, consultancy and extension activities of the institution are as under:

1. Organization of various programmes such as conferences, workshops, seminars, lecture series of eminent experts in the field.
2. Innovative practice of Research Training Drive (RTD) with a vision of quality enhancement in research.
3. Partnership tie-up with the practice teaching schools.
4. Use of technology in research.
5. Formal mechanism of quality enhancement through research committee, extension activity committee, partnership activity committee.
6. Major and minor research projects on topics related to social, community and National issues.
7. Linkage and collaboration with many local, National and International organizations (GO's and NGO's)
8. M.Phil Programme (research degree).
9. Faculty involvement and representation in research consultancy and extensive services.

**ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT**

**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how have they been acted upon?**



- During the last and first peer team visit of NAAC, the members were **quite happy** with respect to the *Research, Consultancy and Extension*. Some of their major observations/suggestions as well as the actions taken by the institution during last five years are as under:

***Evaluative observations by NAAC pear team:***

- Pre-practice preparation days are 30 and total practice teaching days are 30.
- For quality of teaching, the whole class is divided into two groups, each group having 50 students. Academic Calendar of various activities is prepared in the beginning of the academic session and given to students and is **strictly followed**.
- The desirable values, civic responsibilities, community orientation, etc. are developed through various activities including Blood Donation Camps, AIDS awareness programme, value education, snake exhibition, sports for cancer patients, social service, community service (Ganapati Emersion Duty), organizing sports tournaments, etc.
- Four staff members, including the principal, hold Ph. D. degree and rest are in the process of acquiring Ph. D.
- The College undertakes major and minor research projects financially supported by UGC. The UGC has sanctioned one major project recently, in addition to the one already in progress, providing a grant of Rs. 6,92,800.00

***Suggestions by NAAC pear team***

- The teachers should be encouraged to publish papers and do some innovation.
- The teachers need to be trained in Research Methodology, Statistics and use of Statistical Package for Social Sciences (SPSS)

***Action Taken by the Institution***

1. Almost all the faculties have **published their papers** in various reputed journals. The list of which already given in **Criterion 3.2.1**. In addition, **two books** entitled "Krida Prashna Manjusha" and "Lezim" written by Dr. G. V. Pargaonkar, have been published in the year 2007.
  2. The teachers along with students were **trained** by conducting various workshops, lecture series, seminars on **research methodology and statistical analysis** by using SPSS during last five years. The details of which are already given in **Criterion 3.2.5**.
  3. The institution also has **purchased licensed software** for statistical analysis known as PASW (latest version 18.0 of SPSS).
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

In addition to the measures and action taken on the suggestions of the peer team members visited earlier, the institution has undertaken various measures with reference to the quality sustenance and enhancement in research, consultancy and extension services.

The details of which are already given in **Criterion 3.2., 3.3., 3.4., and 3.5** respectively.

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities

- Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the institution has the required physical infrastructure as per NCTE norms. The details of the facilities of institution are as under:

#### INFRASTRUCTURE

Sr. No.	Particulars	Area (in sq. mts.)	Quantity
1	Total Land Area	7669.04 sq. mts.	-
2	Total Plinth Area	1191.66 sq. mts.	-
3	Open space	6455.37 sq. mts.	-
4	Principal's office	20 sq. mts.	01
5	Office room	43 sq. mts.	01
6	Staff room	40 sq. mts.	01
7	Store room	40 sq. mts.	01
8	Girls common room	65 sq. mts.	01
9	Class room (Lecture hall)	130 sq. mts.	01
10	IQAC -Cum -Placement cell	18 sq. mts.	01
11	Multipurpose / Gymnasium Hall <ul style="list-style-type: none"> <li>Hall No.- 1 (Ground floor)</li> <li>Hall No.- 2 (2<sup>nd</sup> floor)</li> <li>Hall No.- 3 (4<sup>th</sup> floor)</li> </ul>	350 sq. mts. 280 sq. mts. 360 sq. mts.	01 01 01
12	Students Hostel	26 sq. mts. (each room)	11
13	Staff quarters (for Principal)	42 sq. mts.	01
14	Sports medicine & Health Education Laboratory	40 sq. mts.	01
15	Education Technology & Psychology Laboratory	54 sq. mts.	01
16	Computer Laboratory	40 sq. mts.	01
17	Library and Reading room	110 sq. mts.	01
18	Play ground	6000 sq. mts.	01
19	Covered Stadium (Gallery)	1333 sq. mts.	01
20	Toilets (Men) (Women)	20 Sq. mts.	04 04
21	Changing room (for class IV )	10 sq. mts.	01
22	Security room (at the entrance)	06 sq. mts.	01
23	Changing room (for fitness centre)	06 sq. mts.	01

**PS:** The copies of the master plan of the institution indicating the existing building and facilities is enclosed. (Appendix No.4 )

## 2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

In order to meet out the future need of infrastructural facilities the institution has already prepared master plan for projected expansion in future. The copies of the same are enclosed. (Appendix No.5)

- At present the College runs one year **B.P.Ed.** course for an intake of 100 students, two years **M.P.Ed.** course for an intake of 25 students as well as **research centre** by enrolling 10 students to undertake research studies for the **Ph.D. degree in Physical Education**. The college has, all the required infrastructure including classrooms, laboratories, library, playground, store room, indoor halls, sports stadium for conducting said programmes.
- Recently, the College has also offered M.Phil degree in Physical Education of YCMOU under distance education mode, for which the existing facilities are being utilized during vacation and holidays.
- Considering the easy flow of academic growth, the College has **extended wings** to many room-facilities for staff and students, which were not utilized previously.
- The present body of the institution provides outright **financial support** to the institution in order to meet with additional expenditure, if any, **for academic growth**. Financial assistance from U.G.C as well as State Govt. helps a lot to the institution for the **augmentation of Library, computerization, equipments etc.** The institution also approaches to some of the **charitable trusts** as and when required in order to meet the need for augmenting the infrastructure to keep *pace with academic growth*.

## 3. What are the various play fields and sports and games infrastructure available with the institution and how does the institution ensure their optimum use?

The institution has all the required infrastructure and facilities for the transaction of various Physical Education activities included the syllabi of B. P. Ed. and M. P. Ed courses.

- Play ground – 6000 sq. mts.
- Indoor hall-I (Ground floor) – 350 sq. mts.
- Multipurpose hall-II (2<sup>nd</sup> floor) – 280 sq. mts.
- Multipurpose hall-III (4<sup>th</sup> floor) 360 sq. mts.
- Gym 66 sq. mts.
- Covered Stadium – 13333 sq. mts.  
(used for conditioning exercises and formal exercises)
- Long Jump Pit – 18 sq. mts.

The **optimum utilization** of the infrastructure of the institution is done as under:

- *Library facilities* are availed by the *students (present & past), the faculties* as well as outsiders attend everyday from 10.30 a.m. to 8.00 p.m. on all working days. This facility is also available *during Diwali Vacation, Winter break* as well as *Summer vacation* periods. The library facility is also extended to *research scholars of the University of Mumbai as well as S.N.D.T. University* for referring research literature.
- The *play ground* as well as *activity hall* of the institution are extended to various organizations/Associations /Schools/ Colleges for conducting their various sports and games competitions. The infrastructure of the College is mainly utilized for various courses and Research centre from 7.30 a.m. to 8.00 p.m., every day excluding Sundays and holidays.
- Moreover, our *playground facility* is also being utilized for conducting regular *sports training for school children aged 5 to 15 years* from 6.30 p.m. to 8.30 p.m. throughout the year.
- Along with busy schedule of theory lectures, the *class rooms and lecture halls* of the institution are fully utilized by many other organizations/ institutions for conducting *seminars, workshops, and meetings* for the social and educational purposes.
- Gym facility and multipurpose halls are also being utilized for conduction counseling services, and training purpose (Fitness & Yoga) for the community during 6.30 am to 7.30 am and 6.00pm to 8.30 pm.
- Our *sports stadium* is utilized throughout the year during intramural competition and other competitions being organized as per the course of study. This facility is also optimally used for conditioning programmes of the College students during rainy season. The stadium facility is availed by *Maharashtra Police* for selection of *Police trainees*. It is fully used during *National, State, District level competitions in Kabaddi, Wrestling* etc. During the vacation period this infrastructure is utilized for conducting various *sports training camps and competitions*.

**4. Give details on the availability and use of multi-purpose/ special purpose halls, (if available).**

There are three multipurpose and special purpose halls as mentioned in **Criterion 4.3**. The said halls are fully utilized for the transaction of practical activities of the institution including expansion activities.

**5. What are the various general and specialization laboratories/facilities available with the institution?**

The institution has the following laboratories with sophisticated facilities and equipments.

1. Information and communication technology lab/computer lab.
2. Anatomy, Physiology and Health education/sports medicine and human performance lab.
3. Education technology and sports psychology lab.

## 4.2 Maintenance of Infrastructure

### 1. What efforts are made to keep the campus beautiful and pollution free? (It should include information on keeping sport infrastructure in fine, trim and hazard free condition.)

The College makes conscious efforts to keep the campus clean, beautiful and pollution free. For this, the faculties and *student-teachers* are also given responsibilities. In fact, both the human as well as physical resources of the College are utilized. Moreover:

- A *separate portfolio* for 'Beautification' is maintained for keeping the College premises clean and green. All the rooms are provided with *dustbins*. The corridor is decorated with *indoor plants*, which helps to reduce the level of *pollution*.
- Environment and pollution *messages are regularly displayed* on the notice board.
- *Parking of vehicles* is not permitted in the campus.
- *Talking loudly* in the corridor and library, is strictly *prohibited*.

### 2. What is the budget allocation and utilization in the last five years for the maintenance of the following?

The maintenance of infrastructure and the facilities of the institution is done by the allocating the budgetary provision as per the requirements from time to time. The facilities such as building play fields are maintained by the Governing Body. On the basis of last five years statement of Income & Expenditure and balance sheet, the allocation of budget for the various heads was as under:

Particulars	Year	Budget Allocation	Amount Utilized	Unspent Balance
<b>Building</b>  Maintained by the Governing body	2004-05	12,00,000	11,88,785.	11,215.
	2005-06	32,40,000.	32,37,882.	2,118.
	2006-07	39,65,000.	39,64,225.	775.
	2007-08	16,40,000.	16,40,029.	-29.
	2008-09	6,00,000.	5, 97,596.	2,404.
<b>Play Field.</b>	Maintained by the Governing Body			
<b>Laboratories</b>	2004-05	20,000.	20,000.	-.
	2005-06	21,875.	21,875.	-
	2006-07	25,000.	25,000.	-
	2007-08	25,000.	25,000.	-
	2008-09	70,000.	67,395.	2,605.
<b>Furniture</b>	2004-05	35000.	34,342.	658.
	2005-06	4,000.	3,825.	175.
	2006-07	1,15,000.	1,13,977.	1023.
	2007-08	--	--	--
	2008-09	33,000.	32,617.	383.

Particulars	Year	Budget Allocation	Amount Utilized	Unspent Balance
<b>Equipment</b>	2004-05	40,000.	42,215.	(-) 2215
	2005-06	35,000.	34,130.	870.
	2006-07	45,000.	46,339.	(-) 1,339.
	2007-08	48,000.	48,618.	(-) 618.
	2008-09	55,000.	55,981.	(-) 981
<b>Computers</b> (Maintenance as well as up-gradation.)	2004-05	120,000.	120,250.	(-) 250
	2005-06	130,000.	130,543.	(-) 543
	2006-07	130,000.	129,450.	(-) 550.
	2007-08	150,000.	151,887.	(-) 1887.
	2008-09	3,70,000.	3,68,040.	1960.

### 3. How does the institution maintain the available infrastructure facilities?

#### i) Buildings

#### ii) Play fields

#### iii) Others

The management and the College maintain its infrastructure in conjunction. The maintenance of the infrastructure of the institution is carried out with the help of *Government Grants*. The *management* of the institution also looks after the maintenance of the infrastructure and *spends money* every year.

- The institution always emphasizes on a *clean and hygienic environment* in its campus. *Annual physical verification* of library, laboratory, sports equipment, furniture and electrical equipment takes place, every year. The non-usable things are disposed off after the verification, every year.
- The *students' hostel* is also provided with all necessary things as well as services to keep it neat and clean.
- The *sweepers* carry out regular cleaning and dusting of the classrooms and toilets.
- *Annual contracts* are given to the various persons and organizations for the maintenance of water purifier, water cooler, computer, Xerox machine, intercom facility, cyclostyle machine, typewriters, gym equipments, CC TV Camera etc.
- *Works* regarding *plumbing, civil work, electricity, water supply, carpenter* etc. are being done as per the requirement throughout the year.
- The *teaching and non-teaching staff, students' council* as well as students are given various assignments for keeping the premises of the institution neat, clean and tidy.

### 4. Is there a sport infrastructure development and management committee in the institution/department? If yes, give the details of its composition and its achievements over the years.

The governing body of the College has its representation on the LMC (Local Managing Committee) as per the Maharashtra University Act.,



1994, in which there are six representatives including president and secretary of the Governing body (out of 11) included in LMC. Therefore, the matter pertaining to the development of infrastructure and its management is discussed in the meeting of the LMC of the College and accordingly further steps are being taken by the executive committee of the governing body (Bombay Physical culture Association) of the College through different committees as follows:

1. Campus Beautification committee.
2. Cleanliness campaigns committee.
3. Furniture and fixture committee.
4. Department wise (through head) committees.
5. Furnish the details of non-consumable and consumable sport, games and activity equipment available with the institution and give the break-up of the amount spent during the previous year on the up-keep and replenishment of equipment.

#### DETAILS REGARDING THE GAMES AND ACTIVITY EQUIPMENTS

Sr. No.		Name of the Sports Equipment	Quantity
<b>1)</b>		<b>FORMAL ACTIVITIES</b>	
	1.1	Lezium	146
	1.2	Wands	60
	1.3	Dumbbells	102 Pair
	1.4	Drill Flag	139
	1.5	Jambia	34
	1.6	Latthi	50
	1.7	Hoopia Rings	48
	1.8	Tipari	25
<b>2)</b>		<b>ATHLETICS EQUIPMENT</b>	
	<b>2.1</b>	<b>DISCUSS</b>	
	a	Rubber 2 kg.	05
	b	Rubber 1 kg.	05
	c	Wooden 2 kg.	09
	d	Wooden 1.5 kg.	03
	e	Wooden 1kg	10
	<b>2.2</b>	<b>JAVELINE</b>	
	a	Men	09
	b	Women	12
	<b>2.3</b>	<b>SHOT-PUT</b>	
	a	16 lbs	02
	b	12 lbs	14
	c	08 lbs	10
	d	04 lbs	07
	e	7.26 lbs	01
	f	Shot put Toe board	01

Sr. No.		Name of the Sports Equipment	Quantity
	<b>2.4</b>	<b>HIGH JUMP</b>	
	a	Stand	02
	b	Cross bar	04
	<b>2.5</b>	<b>LONG JUMP</b>	
	a	Take of board	01
	b	Measuring tape 30m.	03
	<b>2.6</b>	<b>TRACK EVENTS</b>	
	a	Hurdles	10
	b	Batons	12
	c	Gun	01
	d	Red, Yellow and White flags	30
	e	Starting Blocks	12
	f	Clappers	02
<b>3)</b>		<b>GAMES EQUIPMENT</b>	
	<b>3.1</b>	<b>BASKET BALL</b>	
	a	Basket ball net	04
	b	Basket ball board	02
	c	Basket ball pole	02
	d	Basket ball	21
	e	Basket ball rings	06
	<b>3.2</b>	<b>CRICKET</b>	
	a	Bat	07
	b	Batsman pad	03
	c	Stump	06
	d	Wicket keeper pad	02
	e	Wicket keeper gloves	03
	f	Ball	37
	g	Abdominal guard	02
	h	Bells	02
	i	Bat handle grip	01
	j	Helmet	02
	k	Batsman gloves	02
	l	Arm guard	02
	m	Cricket practice net	01
	<b>3.3</b>	<b>FOOT BALL</b>	
	a	Foot BALL	26
	b	Corner flags	04
	c	Goal post	02
	d	Goal keeper's gloves	04
	<b>3.4</b>	<b>HAND BALL</b>	
	a	Balls (men)	14
	b	Balls (women)	13
	c	Goal-post net	02
	d	Goal keeper's gloves	02

Sr. No.		Name of the Sports Equipment	Quantity
	<b>3.5</b>	<b>HOCKEY</b>	
	a	Hockey Sticks	34
	b	Hockey ball	35
	c	Goal Keeper Pad	01 Pair
	d	Goal Keeper Gloves	02
	<b>3.6</b>	<b>SOFT BALL</b>	
	a	Bat	06
	b	Ball	07
	c	Soft Base Mat	04
	<b>3.7</b>	<b>VOLLEY BALL</b>	
	a	Volley Ball	14
	b	Net	03
	c	Antina	02
	d	Volley Ball Pole	02 Pair
	e	Fiber Glass Antina With Side Marker	02 Pair
	<b>3.8</b>	<b>TENI-COIT</b>	
	a	Teni-coit net	02
	b	Teni coit rings	29
	c	Pole	02
	<b>3.9</b>	<b>RUGBY- BALL</b>	
	a	Rugby Ball	01
	<b>3.10</b>	<b>TABLE TENNIS</b>	
	a	Racket	30
	b	Ball	14(Box)
	c	Net	08
	d	Table	03
	e	Table Cover	02
	f	Stand	04
	g	Ball Bag	05
	<b>3.11</b>	<b>NET BALL</b>	
	a	Net Ball	01
	<b>3.12</b>	<b>BALL BADMINTON</b>	
	a	Racket	02
	<b>3.13</b>	<b>WRESTLING</b>	
	a	Wrestling Costume	02
	b	Wrestling Mat Cover	02
	c	Wrestling Official Scoring Pad	08
	d	Wrestling mats	72
	e	Wrestling shoe	01pair
	<b>3.14</b>	<b>JUDO</b>	
	a	Judo Dress	10
	<b>3.15</b>	<b>KHO-KHO.</b>	
	A	Kho-Kho Pole	03pair
	<b>3.16</b>	<b>BADMINTON</b>	
	a	Racket	56
	b	Shuttle cock	04Boxes

Sr.No.		Name of the Sports Equipment	Quantity
	c	Net	02
	d	Badminton pole	02
	e	Racket case	10
	<b>3.17</b>	<b>TENNIS</b>	
	a	Tennis racket	04
	b	Tennis ball	07
	c	Tennis net	01
	d	Tennis pole	01 Pair
	<b>3.18</b>	<b>CARROM</b>	
	a	Carom board	02
	b	Stand	02
	c	Cover	02
<b>4)</b>		<b>GYMNASTICS EQUIPMENT</b>	
	4.1	Parallel Bar	01
	4.2	Balancing Beam	03
	4.3	Spring Board	03
	4.4	Mattress	30
	4.5	Crash Mat	03
	4.6	Roman Ring (with structure)	01
	4.7	Mushroom Horse	01
	4.8	Trampoline	02
	4.9	Wall bar	01
	4.10	Pommel Horse	01
	4.11	Uneven Bar	01
	4.12	Horizontal Bar(Simple Bar)	01
	4.13	Board Mat (wooden)	05
	4.14	Vaulting Horse	01
<b>5)</b>		<b>YOGA EQUIPMENT</b>	
	5.1	Yoga Mats	50
<b>6)</b>		<b>WEIGHT TRAINING EQUIPMENT</b>	
	6.1	Smith Machine	01
	6.2	Leg Curl	01
	6.3	Leg Extension	06
	6.4	Shoulder Press	04
	6.5	Chin/Pull ups	06
	6.6	Bench Press Machine	05
	6.7	Seated Row	01
	6.8	Pec Dec	01
	6.9	Curling and Tricep pulley	03
	6.10	Calf Machine (seated)	03
	6.11	Preacher curl	02
	6.12	Bench Press (Flat-Plates Loaded)	12
	6.13	Universal/ Adjustable Bench	04
	6.14	Abs Bench	01
	6.15	Treadmill	01
	6.16	Cycle	02

Sr.No.		Name of the Sports Equipment	Quantity
	6.17	Dumbbell Rack	02
	6.18	High/Lat Pulley	01
	6.19	Barbell	04
	6.20	E-Z Bar	01
	6.21	Dumbbells	24
	6.22	Wt. Plates -	
		(2.5 lbs)	06
		(05 lbs)	06
		(7.5 lbs)	02
		(10 lbs)	06
		(15 lbs)	06
		(20 lbs)	03
		(45 lbs-New)	10
		(45 lbs-Old)	08
	6.23	Dips Stand	01 set
	6.24	Step Board (plastic)	03
	6.25	Step Board (Wooden)	02
	6.26	Weighing Machine (new)	01
	6.27	Swiss/ Exercise Ball	04
	6.28	Weight Lifting Belt	04
	6.29	Skipping Rope	01
	6.30	Ankle Weight/ Weight Belt	04
	6.31	Matt	09
	6.32	Medicine Ball	01
	6.33	Stick	02
	6.34	Table	02
	6.35	Rod	03
	6.36	Rowing	01
	6.37	Curling Grip	03
<b>7)</b>	<b>MUSICAL INSTRUMENT</b>		
	7.1	Drill Base Drum	03
	7.2	Drill Side Drum	08
	7.3	Lezium Dhol	04
	7.4	Tasha	03
	7.5	Halgi	05
	7.6	Lezium Music Zanz	06
	7.7	Small Band Zanz	05
	7.8	Medium Band Zanz	06
	7.9	Large Band Zanz	02
	7.10	Playing Zanz (Western Maharashtra Folk)	25
	7.11	Dholki	01
	7.12	Dholak	01
	7.13	Harmonium	02
	7.14	Triangle with Rod	01
	7.15	Tutari	01

Sr.No.		Name of the Sports Equipment	Quantity
	7.16	Tabla	1 pair
	7.17	Ghumka	02
	7.18	Damroo	01
	7.19	Flute (Plastic & Pital)	100
	7.20	Khanjeri	03
<b>8)</b>	<b>SCOUT AND GUIDE EQUIPMENTS</b>		
	8.1	Bigul	01
	8.2	Drum sticks	02
	8.3	Big Scissors	01
	8.4	Big Hammer	02
	8.5	Karvat	01
	8.6	Hand Pump	04
	8.7	Iron Rod (Pahar)	02
	8.8	Carpet Big	05
	8.9	Tikav Big	02
	8.10	Favada	02
	8.11	Ghamela	02
	8.12	Flag Pole (Iron)	02
	8.13	Flag Pole (Aluminum)	02
	8.14	Torch stand	01
	8.15	Leg pump	01
	8.16	Skating	03
	8.17	Frees be disk	06
	8.19	Small Hammer	01
	8.20	Kurhad	01
<b>9)</b>	<b>TOOLS</b>		
	9.1	Pakkad	02
	9.2	Fixpana	08
	9.3	Screw Pana	02
	9.4	Screw Driver (Big)	01
	9.5	Screw Driver (small)	01
	9.6	File	01
	9.7	Chinni	01
	9.8	Alenkey (L.N.Key)	01
<b>10)</b>	<b>SCOUT AND GUIDE CAMP EQUIPMENT</b>		
	<b>10.1</b>	<b>Cooking articles of scout &amp; guide camp</b>	
	1	Pateli (Big)	02
	2	Pateli(Small)	03
	3	Small Pateli	19
	4	Dande Pateli (Chahaci)	02
	5	Polpat (Woodwn)	06
	6	Polpat (Aluminum)	05
	7	Latni	11
	8	Big Parat	01
	9	Small Parat	02
	10	Big Zakani	02

Sr.No.		Name of the Sports Equipment	Quantity
	11	Small Zakani	03
	12	Steel Tat	39
	13	Gol Thalya (Steel)	02
	14	Gol Tat (Aluminum)	07
	15	Gol Watya (Steel)	10
	16	Watya	11
	17	Wadge Wati (Big)	01
	18	Wadge Wati (Small)	09
	19	Watya Gol	03
	20	Pele	02
	21	Steel Glass	22
	22	Aluminum Glass	04
	23	Dal Patr (Davale)	06
	24	Server Spoon(Aluminum )	06
	25	Kavilte (Aluminum)	01
	26	Kavilte (Steel )	05
	27	Bhatwadi (Steel)	04
	28	Bhatwadi (Aluminum )	01
	29	Lokhandi Kavilte (Big)	02
	30	Lokhandi Kawilte (Small)	05
	31	Chimte (Lokhandi)	04
	32	Tambya (Steel)	01
	33	Tave (Lokhandi)	10
	34	Kisnya (Square)	03
	35	Kisnya (Andakruti)	02
	36	Galnya (Plastic)	02
	37	Nalachi Toti	02
	38	Nalacha Filter	01
	39	Tea Cup (Plastic )	09
	40	Zare ( Lokhandi)	02
	41	Jarman / Aluminum Jug	02
	42	Kerosin Pump	01
	43	Punel	02
	44	Tea Cup (Chinimati)	12
	45	Chamche (Steel)	27
	46	Chamche (Plastic )	07
	47	Suri	09
	48	Solani (Skin Remover of Potato)	07
	49	Khalbatta/ Musali	01
	50	PavBhagi Tava	01
	51	Kadhai	01
	52	Tutalele Polpat	03
	<b>10.2</b>	<b>GENERAL EQUIPMENT OF SCOUT &amp; GUIDE CAMP</b>	
	1	Begul	01
	2	Flag (Blue Scout)	01



<b>Sr.No.</b>		<b>Name of the Sports Equipment</b>	<b>Quantity</b>
	3	Flag (Tri Color )	08
	4	Tent	06
	<b>10.3</b>	<b>STATIONARY OF SCOUT &amp; GUIDE CAMP</b>	
	1	Flag Real	11
	2	Flag Rope	01
	<b>10.4</b>	<b>ELECTRIC EQUIPMENT OF CAMP</b>	
	1	Holder	05
	2	Adapter	05
	3	Scrue Driver	05
	4	Helogen	03
	5	X-tention Board	01
	6	Wayer Bundalr	15
	7	Bulb	14
	8	Helogen Tubs	03

5. State whether or not the equipment acquired by the institution is adequate to carry out the activities of the programme. If no, give details on how the deficiency is met.

Yes, the equipment acquired by the institution is adequate to carry out the activities of the programme.

### 4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library - materials collection and media/computer services?

YES, The Institution has a qualified Librarian and other technical staff including Library Assistant and a peon (Library Attendant) to the support to library materials collection and media /computer services.

2. Is there an advisory committee for the library? If yes, give details including the composition, functioning and the major decisions (during last three years) of the library committee.

YES, the advisory committee for Library comprises of the following members:

- |    |                                                   |     |     |                  |
|----|---------------------------------------------------|-----|-----|------------------|
| 1. | Dr. G. V. Pargaonkar (Principal) -                | ... | ... | Chair person     |
| 2. | Dr. J. M. Dhope (Reader) -                        | ... | ... | Member           |
| 3. | Dr. G. K. Dhokrat (Sr. Teacher) -                 | ... | ... | Member           |
| 4. | Mrs. N.O. Joshi (Teacher) -                       | ... | ... | Member           |
| 5. | Mr. Hitesh Rane (Secretatry - Student Council)... |     |     | Member           |
| 5. | Mrs. M. A. Samant (Librarian)-                    | ... | ... | Member Secretary |

*Functions and Major Decisions of the Library Committee during last 3 years*

1. To ensure relevant and ample collection of books, Journals to support all the programmes and activities offered by the institution.
2. To allocate appropriate Budget to procure the Library resources and to offer Library Extension Services to the Students, Faculties and outsiders including external agencies (Govt. Organizations and Non-Governmental Organizations).
3. To modernize and update Library Infrastructure and Services.

During last three years, the **Library Committee has taken the following Major Decisions** for sustenance and enhancement of quality of learning resources:

1. To make availability of Internet.
2. Online Subscriptions of e-Journals.
3. To provide additional Journals / Periodicals and Books as recommended in the Syllabus.
4. To provide additional Cupboards as well as C.C. T.V. facility for monitoring the Library Services such as open Access to Students and Faculty.

**3. What is the mechanism adopted by the institution to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions.**

Library adopts following two methods for purchasing New Titles of Books/Journals:

- **Firstly** Library procures the Books which are duly recommended by teachers and students through Teacher/ Students Requisition Form.
- **Secondly** Library procures Books on approval from various Publishers and Vendors considering the requirements of Books. Then the teachers are invited to approve the Books. **Finally**, their recommendations are forwarded to the Library Committee to make the selections.

**4. Are the library processes (issue, acquisition etc.,) computerized? If yes, give details.**

Yes, Following three sections are computerized which are the main areas:

1. **Library House Keeping Operations:** The technical section is fully computerized which comprises of Accessioning, Cataloguing, Serial Control etc.
2. **Circulation Desk:** We are maintaining computerized record of Books issued and returned.
3. **Online Public Access Catalogue (OPAC):** Two computers dedicated for OPAC where in the Students and teachers retrieve the bibliographic details of document of documents to locate the Books.

**5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Library has three computers in LAN and out of which two computers are available for students' OPAC.

- **Internet:-** The Library provides Internet facility with the help of cable net. Three PCs having internet facility i.e., one for /library staff and two for students with high bandwidth (/ 100mbps). The students can avail this facility by entering their names and purpose to access the internet in the register. Likewise, the teachers also can avail this facility. Students can write CDs for preserving the retrieved information.
- **Online Journals:-** At presents various links are given for online free e-journals on Sports on our College website.

6. Does the institution make use of Inflibnet /Delnet /IUC facilities? If yes, give details.

No

7. How do the staff and students come to know of the new arrivals?

- **Display Rack:-** A display rack is available for new arrivals of books in the Library near the entrance as it attracts the students and staff to have a glance on new arrivals in their interested subject area.
- **Library Notice Boards:-** Books Jackets / reviews published in Newspapers are displayed on the Library notice board that also attracts the students and staff about the arrival of new books
- **New arrival List:-** List of new arrival of books is prepared and is placed on the notice board too, according to subjects' classification e.g. Sports Psychology, Biomechanics etc.
- **Separate Book cupboard Rack:-** New arrival books are kept in separate cupboards for that academic year.

8. Does the institution's library has book bank facilities? If yes, give details on the use of the book bank facility by the students?

Book bank facility is available for M.Phil. students only.

#### 4.4 ICT as Learning Resource

1. How does the institution incorporate the new technologies into its programmes?

The institution incorporates the new technologies into its programmes in the following ways:

- i. ICT is an important component at the programmes conducted by the institution. Therefore, the institution makes conscious efforts to invest in hardware and software as well as to train the faculty suitably from time to time in order to prepare them for making use of information and communication technology.
- ii. At least 20 clock hours hand on experience is given to B.P.Ed students in order to literate them in use of technology in teaching-learning and evaluation as well as management aspect of education.

- iii. Students of B.P.Ed course are using new technology for their practice teaching and learning.
- iv. M.P.Ed students are also trained in various aspects of technological support in their teaching-learning and research.
- v. Power Point presentation, use of LCD, computer aided information, retrieval, print, electronics resources etc. are being extensively used by the faculties and students.
- vi. Moreover, the institution using technology for documentation, data management as well as managing the activities in a technology-enabled way that, in fact, ensures effective institutional functioning.

**2. Does the institution have a dedicated computer lab facility available in the institution? If yes give details of the hardware, software, number of computers, access hours per student, etc. and how the institution ensures the optimum use of the facility.**

Yes, the institution has set-up an computer lab from last eight years, which is updated every year, based on the new arrival of technological innovations. The said facility is being optimally used by the institution throughout the year.

The students and faculties are using computer laboratory facility for their effective teaching-learning. The students prepare their lesson plans, practice teaching as well as advance coaching. The research scholars are using computer lab facility for making Power Point presentation, data analysis as well as retrieval of information. The faculties are also using computer lab facility on day to day basis to facilitate their teaching as well as for carrying out the other activities of the institution.

1. The details regarding **hardware, software and number of computers available** in the ICT labs, Sports Medicine Lab, Library, Office and with senior faculties of the institution are as under:

**ICT Lab (Computer Room)**

Configuration	Quantity	Total
<b>Intel P IV 2.8 GHz / 512 MB HDD /CD DRIVE/LOGITECH KBD MOUSE /10/100 MBPS LAN CARD/ SAMTRON 15" COLOUR MONITOR</b> <b>P-CELERON 1.7 GHz / 512 MB HDD /CD DRIVE/LOGITECH KBD MOUSE /10/100 MBPS LAN CARD/ SAMTRON 15" COLOUR MONITOR</b> <b>COMPAQ PRESARIO 238 1TU</b> <b>INTEL CENTRINO @ 1.6 GHz / 512 MB RAM /COMBO DRIVE/BLUETOOTH/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/ SAMSUNG 15" COLOUR MONITOR/40 G HDD</b> <b>IBM THINKCENTRE DESKTOP SYSTEM (MSSE) WITH INTEL PENTIUM DUAL CORE PROCESSOR @ 2.8 GHz /Intel 946 z MOTHER BOARD/512 MB DDR 2 RAM/ 160 GB HARD DISK DRIVE / DVD WRITER/OPETICAL MOUCE/17" TFT COLOUR DISPLAY</b>	20 + 1 Server	<b>21</b>

PS: out of 21 computers 3 computers are kept in **Sports Medicine Lab** (Nearby)

### (Sports Medicine Lab)

Configuration	Quantity	Total
<b>Intel Core 2 Duo</b> 1 GB Ram/500 GB HDD /DVD Writer10/100 MBPS LAN CARD/ HCL 17" COLOUR MONITOR / OPETICAL MOUCE/HCL KBD	1	1

### Library

Configuration	Quantity	Total
<b>Intel Core 2 Duo</b> 2 GB Ram/320 GB HDD /DVD Writer10/100 MBPS LAN CARD/ HCL 17" COLOUR MONITOR / OPETICAL MOUCE/HCL KBD	1	3
<b>P-CELERON 1.7 GHz / 512 MB HDD /CD DRIVE/LOGITECH KBD MOUSE /10/100 MBPS LAN CARD/ SAMTRON 15" COLOUR MONITOR</b>	+	
	2	

### Office

Configuration	Quantity	Total
<b>Intel Core 2 Duo</b> 2 GB Ram/320 GB HDD /DVD Writer10/100 MBPS LAN CARD/ HCL 17" COLOUR MONITOR / OPETICAL MOUCE/HCL KBD	2	5
<b>Intel P IV 2.8 GHz / 512 MB HDD /CD DRIVE/LOGITECH KBD MOUSE /10/100 MBPS LAN CARD/ SAMTRON 15" COLOUR MONITOR</b>	+	
	3	

### Personal computers (Laptop with wi-fi) to Faculty

Configuration	Quantity	Total
<b>HP Laptop 238 1TU</b> INTEL CENTRINO @ 1.6 GHz / 512 MB RAM /COMBO DRIVE/BLUETOOTH/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/ SAMSUNG 15" COLOUR MONITOR/ 40 G HDD	1	6
<b>HCL Laptop</b>	+	
<b>Intel Core 2 Duo T6400</b> 2 GB Ram/250 GB HDD /DVD Writer Bluetooth/ web camera, /14" TFT COLOUR DISPLAY	4	
<b>LENOVO Laptop</b> 1 GB Ram/250 GB HDD /DVD Writer Bluetooth/ 14" TFT COLOUR DISPLAY	+	
	1	
<b>Total Number of Computers:</b>		36

2. The details regarding software are as under:

Sr. No.	Software description	Version
1	Statistical Packages for social Sciences (SPSS i.e. -PASW)	18.0
2	Queck Heal Total Security	2009

Sr. No.	Software description	Version
3	Kasper sky Total Internet Security	2010
4	Office 2003	XP
5	Coral-draw Professional	14
6	Adobe Photoshop	07
7	Adobe Page Maker	07
8	Acrobat Professional	07

**3. How and to what extent does the institution make use of the new technologies/ ICT in curriculum transactional processes? (Computers, internet, audio visual and other media and materials)**

- ICT is an integral part of B.P.Ed and M.P.Ed curriculum.
- The students are trained in use of computers and information technology by way of teaching them MS Word, MS Excel, MS Power Point, software installation, internet browsing, burning of CD, data analysis by using SPSS, planning their practice teaching as well as using LCD, OHP for their presentation.

**4. What are major areas for which student-teachers use /adopt technology in practice teaching? (Developing lessons plans, physical fitness and other sports and games related activities, evaluation, preparation of teaching aids)**

The student teacher adopts technology in practice teaching for the following purpose.

- Developing lesson plans.*
- For preparing teaching aid information.*
- Retrieval of computer aided information.*
- Retrieved of information from internet regarding various skills and techniques of games and sports including movement analysis and various drills for maximizing the performance and retrieving the skills and using the same in their practice teaching in advance coaching lesson.*

**5. Is there a provision in the curriculum for imparting computer skills to all students? If yes, give detail on the modalities and the major skills imparted.**

Yes, there is a provision in the curriculum for computer skills to all students.

As per the curriculum there are 25 marks for internal assessment of ICT, for which the practicals as mentioned below are conducted in order to acquire ICT competencies. The details regarding the provision are already given in **criterion 2.5**.

#### 4.5 Other Facilities

**1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information**

**technology resource in Physical Education to the institution (beyond the program), to other institutions and to the community, provide support facilities to other institutions, organisations and so on.**

The instructional infrastructure is being optimally used by the faculty, students, alumni and outsiders.

- The students from other Colleges and University departments are called to use library resources including books, journals, periodicals, encyclopedia and resources of reprographic facilities.
- The computer laboratory including internet facility is also utilized by the outside research scholars, alumni for their research and counseling purpose.
- The institutional infrastructure e.g., class rooms, sports psychology lab, anatomy, physiology and health education lab, sports medicine and Human performance lab with its equipments are being shared by the outsiders for teaching-learning evaluation and research point of view,
- without disturbing the daily time table.
- The various practice teaching schools are also utilizing the institution's infrastructure, facilities for educational purpose as a matter of tie- up/ partnership with them.

**2. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

The classrooms of the institutions are well equipped and well furnished. The provisions for using latest technologies TV, VCR, Computer, LCD, OHP etc. are also made available in the classrooms. The institution is trying its level best to modernize it, step by step.

**3. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center etc.)**

The facilities in connection with health and hygiene of staff and students including common rooms, rest rooms, changing rooms, wash rooms, canteen, gym, purified water etc. are made available.

**4. How does the institution consider the environmental issues associated with the infrastructure? (Energy saving devices, using environment friendly naturally degrading materials, water conservation etc.)**

The general entrance of the institution is neat and clean, approach road, gardens, security aspects etc. are adequately maintained by the institution.

**5. Does the institution allow the use of sport infrastructure by external**



agencies such as neighborhood sports clubs, sports associations, corporate sector, business houses, sports enthusiasts and the like? If yes, give details.

Yes, the details regarding the use of sport infrastructure and facilities by external agencies (GO's and NGO's) are given in Criterion 4.2.

**6. Does the institution has its 'website'? If yes, what is the information posted on the site and how often is it updated?**

Yes, the institution has its official website ([www.bpcacpembai.org](http://www.bpcacpembai.org)). The information posted on the website is updated from time to time.

#### **4.6 Best Practices in Infrastructure and Learning Resources**

**1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

The faculty adopts various teaching methods including project method, demonstration method, lecture method, field experiences, assignment and projects during the transaction of theoretical and practical aspects of curriculum. While doing so, they are adequately accessing the instructional facilities and infrastructure including learning resources and technologies in diversified teaching-learning programmes.

**2. List innovative practices related to the use of ICT, which contributed to quality enhancement of the institutional provisions.**

Innovative practices related to the use of ICT:

- i. Use of ICT in practice teaching
- ii. Computer application for teaching
- iii. Use of LCD. Power point presentation for effective teaching-learning process
- iv. Use of statistical software for analysis of Data for evaluation and assessment for health and fitness as well as research studies.
- v. Use of ICT in teaching-learning evaluation, assessment, research documentation and management point of view.

**3. What innovations/best practices in Infrastructure and Learning Resources are in vogue or adopted/adapted by the institution?**

- Proper maintenance of infrastructure and learning resources.
- Access of infrastructure and learning resources to all stake holders and external agencies (GO's and NGO's).
- Cleanliness Campaign.
- Regular pest control is done by using pesticides.
- The faculties have been provided laptops with free internet facility.

## ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT

### 1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

- During the last and first peer team visit of NAAC, the members were **satisfied** with respect to the *Infrastructure and Learning Resources*. Some of their major observations/suggestions as well as the actions taken by the institution during last five years are as under:

The evaluative observations made under Infrastructure and Learning Resources:

#### *Evaluative Observation by peer team of NAAC*

- The College of Physical Education has its independent office, principal's room, staff room, separate common rooms for boys and girls, multipurpose halls, lecture hall, method rooms, laboratories, computer room, library room, boy's hostel, stadium, etc. All laboratory rooms are big enough to accommodate about 20 students. The library has a reading room where about 45 students can sit and read. There is a hostel for boys.
- The beautification of the campus and building is maintained by the College and the Management. The Infrastructure is as per the norms of NCTE. The whole building is neat and clean.
- The College has a computerized library with about 5,051 books, 130 reference books, 32 periodicals/journals, 39 CDs. And a collection of 146 theses and dissertations of M.P.Ed., M. Phil. And Ph.D. There is a space in the library for 45 students to sit and read.
- The College has a well-equipped Educational Technology laboratory and sports medicine, and health education laboratory with computer facility.
- The College environment is neat and clean and conducive to learning.
- The library is well equipped

#### *Suggestions by peer team of NAAC*

- The College has computer laboratory. Looking at strength of College, there is a need to purchase more computers.
- The B. P. Ed students need to be trained in making PowerPoint presentation. They should be encouraged to use it during their teaching. Internet facility should be extended to the students.
- Hostel facility for the girls should be provided.

#### *Action taken by the Institution*

- ✓ The institution has established up to date computer laboratory **with adding enough number of computer**. At present there are 22 computers available in computer lab with internet facility for a

total 150 students of the College.

- ✓ Hostel facility is provided for girls by the institution.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Infrastructure and Learning Resources?**

**Other quality sustenance and enhancement measures were undertaken by the institution since the previous assessment and accreditation.**

In addition to the measures and action taken on the suggestions of the peer team members visited earlier, the institution has undertaken the following measures with reference to quality sustenance and enhancement in Infrastructure and learning Resources.

- Added more number of books and journals and other reference materials to enrich library resources including subscription of e-journals and internet accesses in library.
- The library is fully automatized.
- The Laboratories are added with more sophisticated equipment, tools and infrastructural materials.
- Addition of sports skills video CDs, cassettes, tape recorders, public address system, video camera etc. have been procured.
- In addition, different sport/activities equipments including gymnastic mats, trampoline, fencing equipment etc. are procured.
- Purchased various software's including PASW (SPSS).
- Intercom telephone and internet facility for students and staff.
- Laptops with wi-fi facility are provided to faculties.
- Installation of CC TV Camera facility for safety and security purpose.

## Criterion V: Student Support and Progression

### 5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre requisite knowledge and skill to advance) to completion?

The students are admitted to B.P.Ed and M.P.Ed courses on merit basis through the **entrance test**, that comprises of physical fitness test, written test, last academic and sports achievement as well as oral interview conducted by the **admission committee** constituted **as per state government rules and regulations**. By taking into account the merit of the students as well as other aspects such as gender, arts, culture, music, they are classified in to various homogeneous groups (house formation) before the actual commencement of the course. These steps ensure the students' preparedness for the programme.

Further, throughout year, the students are systematically assessed for the performance in various activities and programmes. This ensures that they received appropriate academic and professional advice from time to time by the concern faculty as well as through mentor.

Skillful players are advised to participate in various competitions by preparing them accordingly. Feedback on their academic and practical achievement is provided time to time, with advice for further improvements in their performance by the faculty.

2. Does the institution have any direct relationship with state sport associations for deriving various benefits for the students and coaching facility under the NSO programme? If yes, give details.

Yes, the institution has relationship with the following sports association for deriving various benefits for the quality improvement of the student.

1. Mumbai District Amateur Athletic Association.  
*For conducting technical official classes and certificate examination as well as coaching in athletics.*
2. Mumbai City Kabaddi Association  
*For conducting technical official classes and certificate examination as well as coaching in Kabaddi.*
3. Mumbai City Kho-Kho Association  
*For conducting technical official classes and certificate examination as well as coaching in Kho-Kho.*
4. Mumbai City Wrestling Association  
*For conducting technical official classes and certificate examination as well as coaching in Wrestling.*
5. Maharashtra State Wrestling Association

*For conducting technical official classes and certificate examination as well as coaching in Wrestling.*

6. Mumbai City Langadi Association  
*For conducting technical official classes and certificate examination as well as coaching in Lungadi.*
7. Maharashtra State Tug of War Association  
*For coaching.*
8. Greater Mumbai Judo Association  
*For coaching.*
9. Mumbai city Gymnastic Association  
*For coaching.*
10. Maharashtra State Government coaching through D.S.O.  
*For coaching Gymnastics*

**3. Give details on the achievement-oriented incentives provided by the institution to motivate students in general and talented sports-persons in particular to participate and win laurels in extramural sport competitions beyond inter-College, and inter-university level contests. For example:**

- a) Marks reserved for achievement in particular sport/activity.
- b) High achievement is publicly commended.
- c) Cash awards are provided according to the level of achievement.
- d) High achievers' names are inscribed on the honor boards displayed in the institution/department.
- e) The institution/department provides rewards such as blazers, monograms, ties etc., for outstanding performance.
- f) The institution/department ensures through special efforts that the outstanding sports-persons get better placement.

The institution provides conducive environment for the students for their achievement in various games and sports by way of providing **necessary support** to them in terms of motivation, infrastructural facilities, equipment, financial support, coaching facilities etc.

- There is a provision for grace marks for the achievement in sports as per the university rules.
- Students are encouraged to participate at state level and national level competitions with necessary support.
- Appreciation and felicitation of good achievers from time to time (formally by giving prizes and informally too).

**4. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

Through formal and informal feedback about the performance of the students, while monitoring and supervising the activity and on the basis of result, the institution ensures the promotive environment of the campus.

**5. Describe the possible reasons of drop out (if any) and the measures adopted by the institution for minimizing the drop out?**

There is no drop out, therefore the question of minimizing the dropout does not arise.

**6. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education?**

The institute provides the following various additional services to the students for enabling them to compete for the jobs and progress to higher education:

- The guidance cell.
- Counseling cell.
- Placement cell.
- By conducting various value-added programmes and certificate courses in civil defense courses, technical official *certificate* examinations in athletics, Kabbaddi, Kho-Kho, Langadi and Wrestling (along with the course during holidays).
- Development in communicative skill, certificate courses in health and fitness management (during vacation along with the course).
- Campus interview.
- By conducting SET examination preparatory workshop, from time to time, in collaboration with SET office, University of Pune.
- By providing higher courses of study viz. M.P.Ed, M.Phil, Ph.D.

### 5.3 Student Support

**1. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

The institution has made the following provisions in order to support and enhance the effectiveness of faculties, in teaching and mentoring the students:

- Provision of ICT lab, different laboratories with sophisticated equipment and learning resources.
- Instructional facility such as LCD, OHP.
- Provided laptops with wi-fi facility for their preparation and use for teaching
- Availability of various charts, models.

- Internet facility in computer lab as well as in library with e-subscription.
- Provision of Zero problem period that helps the faculty for mentoring the students.
- Provision of feedback on their teaching from students.
- Teachers' active involvement in various committees as a in-charge, member or coordinator supporting to the students.
- Providing exposures to the faculty to participate in various seminars, conferences, lecture sessions etc.
- Faculties are sent to attend faculty improvement programmes.

**2. Does the institution have remedial programmes for academically low achievers? If yes, give details.**

Yes, The Academic low achievers are identified from time to time through evaluation of their terms papers, tutorials and assignment, during which their weakness in various academic aspects is recorded. On the basis of the same the concern faculty gives extra time for their academic improvement.

**3. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

There is a Grievance Redressed Committee working in the institution for students. The composition of the same is as under:-

Dr. G.V.Paragonkar (principal)	chairman
Dr. J. M. Dhope	Member
Dr. G. K. Dhokrat	Member
Dr. A. K. Asai	Member
Mrs. N. O. Joshi	Member co-ordinator

There are no major or minor grievances of the students from last five years.

**4. How is the progress of the candidates at different stages of programme monitored and advised?**

The progress of the students at different stages of programme is monitored by providing with necessary advice. The details are as follows:

- The programme in practice teaching is monitored continuously during practice teaching lessons in schools and the necessary written as well as oral feedback and suggestions are given to them for their improvement.
- Audio-visual feedback with group discussion at the initial, middle and final stages is given for further improvement in practice teaching.
- The students' progress in Physical Education activities is monitored



continuously at the time of transacting the curriculum. The feedback with necessary suggestions for improvement is given during tutorial and theory examinations by the concerned faculty.

**5. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field provided to the students during practice teaching in schools?**

The students are well prepared with respect to various competencies of teaching, before the commencement of actual practice teaching in schools by the following ways:

- Content analysis of the subjects.
- Guidance pertaining to lesson plan and preparation.
- Mastery over the important teaching skills such as set induction, stimulus variation, black board work, questioning, through conducting microteaching, simulation lessons, demonstration lessons and audio-video feedback and discussion on simulation lessons.
- Before the actual practice in schools, full support of guidance by the concerned faculty as well as technical support is provided.
- During actual practice teaching days the concern faculty personally visits and supervises and supports the students during practice teaching in schools.

**6. Give details on the student counseling facilities available to the students of the institution?**

- a) General career counseling
- b) Sports-specific counseling to talented sports-persons
- c) Academic counseling
- d) Personal counseling to low achievers
- e) Therapeutic counseling on health, fitness, behavior etc.
- f) Placement services
- g) Any other (specify and indicate)

The institution provides the counseling facilities to students with respect to various aspects for their academic and professional career development; the information in brief is as under:

- The counseling pertaining to the general aspects of their career is provided in a whole class by the faculties at the time of transaction of curriculum as well as through guest lectures.
- Sports specific counseling is provided to talented sports person through the faculty for having proficiency concerned sports.
- Academic counseling is done during the transaction of theory as well as tutorials and terminal examinations.
- Low achievers are treated separately by the concern faculty after the

College hours for their counseling in the light of their weakness and for exploring the possibility of their improvement.

- On the basis of performance as well as through daily observation, the problems related to their health, fitness and behavior are tackled by the faculties and accordingly the counseling for the therapeutic purpose is done by taking into account the nature of problems faced by the students.
- There is placement cell actively works for providing jobs to the students in Schools and Colleges. The placement cell displays the availability of various job opportunities on the College notice board as well as making announcement and communication to the needy students on demand of various schools and institutions. The job requirement applications are received by placement cell. Sometimes placement cell organizes the campus interview as well as recommends candidates for interview in other institutions, on their request. Most respectfully, we put it on record that no student of this institution has left without a job from last 31 years.
- The students counseling is also made available, formally, through Zero Problem Period and Mentoring System.

**7. Does the institution provide sports coaching to students/trainees? Are students encouraged to qualify as sport officials (referees, umpires, table officials) so as to add to their competency? If yes, give details thereof.**

Yes, the details pertaining to sport coaching and qualifying as sports officials have already been presented in **Criterion 5.1.2.**

**8. Are the students from the institution encouraged to join specialized coaching courses provided by the various National Institutes and other organizations? If yes, give details for the last three years.**

Yes, Students are encouraged, from time to time, by considering their proficiency in particular games and sports, for joining certificate and diploma courses in sports coaching conducted by various sports organizations.

The institution provides the necessary infrastructure as well as supports them for pursuing the same. As the result of the same, **17 students** of ours have successfully completed their certificate course in specialized coaching in various games and sports and yoga.

**9. Does the institution publish 'its' updated prospectus/handbook annually? If yes, what are the aspects on which information is provided in the prospectus/ handbook.**

- Yes, the institute publishes its prospectus annually which contains all the required information including infrastructure of institutes, various courses offered, eligibility, admission procedure, fees and scholarship, timings, nature of course as well as rules and regulation of the College.

- The institution also publishes update/modified hand book on the important details about the various games and sports including playfield marking, specifications of equipments, latest rules and score sheets, as well as other information regarding important tasks to be carried out by them in future such as flag hoisting, sports day etc.

**10. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available in the institution to the student-teachers after graduating from the institution? If yes give details on the same.**

Yes, The institution is always, supporting and helping its alumni (after graduating from the institution) as and when required, with respect to any help and support for their professional needs including instructional and infrastructural facilities.

### 5.4 Student activities

**1. Does the institution have an Alumni Association? If yes,**

- List the current office bearers
- Give the year of establishment and the last election held
- List of Alumni Association activities of last two years
- Details of the top 10 alumni occupying prominent positions/excelled in sports and games
- Give details on the contribution of alumni to the growth and development of the institution

Yes, the institution has Alumni Association.

**(a) List the current office bearers: (up to 15<sup>th</sup> Jan 20013)**

Dr. G.V. Pargaonkar (Principal)	President
Shri D.D. Shinde	Secretary
Shri Sharad Wabale	Jt. Secreary
Dr.G.K. Dhokrat	Treasurer
Dr.K.K. Asai	Jt. Treasurer

**Members**

Shri Paste Yashwant	Smt. Linda Denis
Shri Omprakash Joshi	Smt. Uma Baiskar
Shri Sambhaji Sawant	Smt. Sonal Patil
Shri Kateshiya Rajesh	Smt. Arati Chorpade
Shri Pires Thomas	Smt. Mery Benson
Shri Limbkar Jitendra	Smt. Kalpana Gunde
Shri Patil Devendra	Smt. Khawale Veena
Shri Sunil Pawar	Shri Prasant Bangale
Shri Sandeep Shirke	Shri Mahendra Karale
Shri Choudhari Yatin	Shri Sumeet Kamble
Shri Jaywant Rakhe	Shri Prashant Shinde
Shri Jitendra Raut	Shri Sharad Shirgaonkar

**(b) Year of Establishment: 15<sup>th</sup> December 2002**

Last Election Held: 15<sup>th</sup> January 2008

**(c) List of Alumni Association activities of last two years: 2007-2008**

**Activities during 2007-08**

- **Conducted**

- Summer Sports Training Camp for school children (5-15 yrs.) in Gymnastics, Mallakhamb, Yoga, Aerobics, Skating, Weight Training (10<sup>th</sup> April to 25<sup>th</sup> April 2007) in which 130 school children participated.
- Regular Sports Training for School children (5-15 yrs) in Gymnastics, Mallakhamb, Yoga, Acrobatics, Suryanamaskar (15<sup>th</sup> June 2007 to 31<sup>st</sup> March 2008) in which 175 school children (girls=85, boys=95).
- Through the Sports Training Centre, following activities were conducted:
  - Demonstration of indigenous activities on the occasion of 'EK BANO NEK BANO' organized for 5000 school children on 2nd October 2007.
  - Demonstration of indigenous activities on the occasion of -
    1. School National Cricket Competition (16<sup>th</sup> Nov. 2007, Hindu Gymkhana, Mumbai);
    2. National Conference (18<sup>th</sup> Dec. 2007, Wadala);
    3. National Inter-School Lawn Tennis Competition (21<sup>st</sup> Dec. 2007, Bhavans College, Andheri);
    4. Mumbai Mayor Trophy (18<sup>th</sup> Feb. 2008, Wadala, Mumbai);
    5. Football Match - Mahendra-Mahendra Vs Mohan Baugan (19<sup>th</sup> March 2008, Mumbai).

- Achievement of Sports Training Centre -

Name	Gender	Event	Level
1. Shantam Lone	M	Artistic Gymnastics	State
2. Prithviraj Fadnis	M	Artistic Gymnastics	State
3. Prasad Awere	M	Gymnastics	State
4 Jasmit Kaur D.	F	Acrobatics Gymnastics	State
5. Shivani Daund	F	Acrobatics Gymnastics	State
6. Samruddhi Kelaskar	F	Acrobatics Gymnastics	State
7. Madhavi Patil	F	Yoga	State
8. Shital Mhoprekar	F	Yoga	State
10. Akshata S. Shete	F	Rhythmic Gymnastic	National
11. Asmita Raje	F	Rhythmic Gymnastic	National
12. Shonan Padate	F	Artistic Gymnastics	National
13. Shweta Pednekar	F	Yoga	National
14. Pragati Lawane	F	Acrobatics Gymnastics	National
15. Akshat Vaidya	M	Gymnastics	National
16. Jayesh Kurkure	M	Gymnastics	National

- Apart from the achievements through sports training, the alumni Association has conducted two meetings followed by workshop on Latest Amendments in School Curriculum, on the last day of Ist term as well as on the day of annual prize distribution function of the college.
- The Alumni Association is also supporting to the 'Earn and Learn Scheme' implemented by the Institution.

**Activities during 2008-09**

- **Conducted**

- Summer Sports Training Camp for school children (5-15 yrs.) in Gymnastics, Mallakhamb, Yoga, Aerobics, Skating, Weight Training (16<sup>th</sup> April to 25<sup>th</sup> April 2008) in which 130 school children participated.
- Regular Sports Training for School children (5-15 yrs) in Gymnastics,

Mallakhamb, Yoga, Acrobatics, Suryanamaskar (15th June 2007 to 31st March 2008) in which 175 school children (girls=85, boys=95).

- Through the Sports Training Centre, following activities were conducted:
  - Demonstration of indigenous activities on the occasion of State Level Seminar-cum-Workshop on March 6-8, 2009.
  - Achievement of Sports Training Centre –

Name	Gender	Event	Level
1. Akshata S. Shete	F	Rhythmic Gymnastic	National
2. Asmita Raje	F	Rhythmic Gymnastic	National
3. Shantam Lone	M	Artistic Gymnastics	State
4. Prithviraj Fadnis	M	Artistic Gymnastics	State
5. Shonan Padate	F	Artistic Gymnastics	National
6. Jasmit Kaur D.	F	Acrobatics Gymnastics	State
7. Shivani Daund	F	Acrobatics Gymnastics	State
8. Samruddhi Kelaskar	F	Acrobatics Gymnastics	State
9. Madhavi Patil	F	Yoga	State
10. Shital Mhoprekar	F	Yoga	State
11. Tanmay Ghanekar	M	Mallakhamb	State

- Apart from the achievements through sports training, the alumni Association has conducted two meetings followed by workshop on Rules Regulation of different Games and Sports, on the last day of I<sup>st</sup> term as well as on the day of annual prize distribution function of the college.
- The Alumni Association is also supporting to the 'Earn and Learn Scheme' implemented by the Institution.

(d) **Top ten Alumni** occupying prominent positions/excelled in sports games.

- i. **Dr. S. A. Sonawane**,  
Prof. and Head/Department of Education, University of Pune.
- ii. **Dr. Mrs. Nayana Nimkar**  
Principal, Chandrashekhar Agashe College of Physical Education, Pune; former Director of BCUD, University of Pune, and I/C head, Department of Physical Education, University of Pune.
- iii. **Dr. Manmat Manohar Gharote**  
Director, Lonavla Yoga Institute (*International Institute of Yoga*), Lonavla (India).
- iv. **Dr. Mrs. Sandhya Jinturkar**  
Special Officer, Health and Physical Education, Maharashtra State Board of Text Book Production and Curriculum Development (Balbharati), Pune.
- v. **Prof. (Dr.) Ratan Kumar Pande**  
Head, Department of Hindi, University of Mumbai.
- vi. **Dr. Mrs. Vasanthi Kadhavan**  
Reader, and I/C head, Department of Physical Education, University of Mumbai.
- vii. **Miss. Linda Denis**  
Assistant Director, Physical Education and Sports, S.N.D.T. University Mumbai.
- viii. **Dr. Deepak Shendkar**

- Director of Physical Education and Sports, Morden College, Pune.
- ix. **Miss Raksha Maharao**  
Maharashtra State Shivchatrapati best Player Awardee, Police Inspector Maharashtra Police, Mumbai.
  - x. **Prof. C.M. Pawar**  
Director of Physical Education and Sports, Agricultural University, Dapoli.
  - xi. **Mrs. Vina Khawale**  
Maharashtra State Shivchhatrapati best Player Award winner, a Physical Education Teacher, Shivaji Vidyalay, Kalachakki, Mumbai.
  - xii. **Mr. Harish Mulya**  
Maharashtra State Shivchatrapati best Player Award winner, working as Physical Education Teacher in Garodia International School.
  - xiii. **Mr. Kalpesh Jadhav**  
Maharashtra State Shivchatrapati best Player Award winner, Physical Education teacher, presently working as a sports coach in Germany
  - xiv. **Mr. Chikhale**  
Head Master, N.M.K High School, Kala Chawki, Mumbai.
  - xv. **Dr.S.K. Ganguly**  
Former Principal, G.S. College of Yoga & C.S., Kaivalyadhama Yoga Institute, Lonavla-410 403 (India).

## 2. How does the institution encourage students to participate in extra curricular activities including sports and games?

The institution encourages the students for participation in extracurricular activities including sports and games in the following ways:

- All the students are explained about the benefits of certain extracurricular activities and made them compulsory to participate. The extra curricular activities being organized by the College are as hiking, trekking, camping, picnic, educational tour, essay writing, cultural activities etc.
- About 60% to 70% students participating in inter-collegiate sports and games of University of Mumbai.
- The annual calendar of the intercollegiate sports is displayed on the notice board and the students are explained the usefulness and benefit of making entries for the competition. This ensures them to participate in such sports competitions. Separate faculty is working as in-charge / co-ordinator, for the same.
- The selected teams are provided with infrastructure and coaching facilities for their preparation.
- About 10-15 students participate in state, national and all India inter-university level competitions every year.
- About 35-40 students, every year, get the benefit of **grace marks** (as per university rule) in their final examination, for their significant achievement in sports and games.
- Almost all the students participate in the various national and international events such as International Marathon, youth festivals, international cultural festival, and baton relay of youth common wealth games etc.



**3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, College magazine, etc.**

- Annual Magazine of the College is published, every year, in which the students are actively involved in the Editorial Board and different Committees of the sections of Magazine.
- The students are encouraged to write their articles on different topics related to the teaching profession. The other details including highlight of the major events and achievements of various departments are also published in the College magazine.

**4. Does the institution have a student council or any similar body? Give details on - constitution, major activities and funding.**

Yes, every year a **student council** as per the **university guidelines** is constituted by the institution. The details are as follows:

- *The Principal of College* Chairman
- One teacher recommended by Principal Member
- One Student on the basis of *Academic achievement* Member
- One Student (Academic achievement) Member
- One Student (Sports Achievement) Member
- One Student (NCC) Member
- One Student (NSS) Member
- One Student (Cultural Activity) Member
- *Two female students* (Nominated by the Principal) Member
- One Secretary elected by students Member Secretary

The said student council takes initiative and play active role during the academic session for carrying out the various activities and programmes effectively.

**5. Give details of the various bodies (academic and administrative) which have student representation on it.**

Details of the various academic and administrative bodies having students representation.

- **Practice teaching committee (Optional Subject)**
  1. Principal (Chairman)
  2. One faculty (In-charge/coordinator)
  3. 1<sup>st</sup> and 2<sup>nd</sup> student leaders for each practice teaching schools (Members)
  4. School Supervisors (Invited Member)
- **Practice Teaching Committee (Physical Education Subject)**
  1. Principal (Chairman)
  2. One faculty (In-charge/coordinator)
  3. 1<sup>st</sup> and 2<sup>nd</sup> student leaders for each practice teaching schools (Members)
  4. School Supervisors (Invited Member)
- **Intramural Committee-** one faculty as a co-ordinator and House leader



- **Picnic Committees (Organization committee)**  
Subcommittees
  - Transport Committee
  - Recreation Committee
  - Traveling Committee
  - First Aid Committee
  - Food and Water Committee
- **Hiking and Trekking Committee (Organization committee)**  
Sub committees are same as above.
- **Scout and Guide camp committees**  
Camp council committee
  - Troop Committee
  - Patrol Committee
  - Food and Water Committee
  - Traveling Committee
  - First- Aid Committee
  - Recreation Committee
  - Prayer committee
  - Morning jerk committee
  - Thought Committee
  - Transportation Committee
  - Food serving Committee
- **House committee**

1. Principal	(Chairman)
2. Practical In-charge	(Coordinator)
3. 1 <sup>st</sup> and 2 <sup>nd</sup> leaders of all Houses	(Members)
- **Annual Athletic Meet Committee**
  - Record Committee
  - Official Committee
  - Refreshment Committee
  - First Aid committee
  - Opening and Closing Ceremony Committee
  - Victory Ceremony Committee

**6. Does the institution have a mechanism to seek and use data and feedback from its graduates and current students to improve the preparation of the programme and the growth and development of the institution? If yes give details.**

The institution receives feedback, time to time, from alumni association and incorporates necessary changes for quality enhancement of the institute. Further, feedback is obtained from the current students at the end of year, regarding the following major areas:

1. feedback about teachers.
2. feedback about the College management, facility and programmes.

Further, the said feedback is analyzed systematically and necessary measures are adopted for the quality enhancement of the institution.

### 5.5. *Best Practices in Student Support and Progression*

#### 1. Give details of institutional best practices in Student Support and Progression.

- Provision of **zero problem** periods, in time table, helps to know about the difficulties/problems faced by the students in connection with theory, practical, practice teaching and evaluation.
- Practice of **House system** inculcates team spirits, leadership, fellowship, cooperation, discipline, and sportsman spirit through healthy competition.
- **Participation of students** in various intercollegiate, university, national, all India inter-university and international games and sports.
- About 40% to 50% students become eligible for additional 10 marks due to their significant achievement in games and sports, every year.
- **Financial aid** (Loan facility) of maximum Rs. 5000/- for three years (without interest) for educational purpose.
- **Earn and Learn scheme** for financially weak students - for each students twice in a week and 2 hours in a day at the rate Rs. 50/- each time; work related to administration, maintenance, data management etc. is allotted to such students.
- Quality improvement through various value added programmes as stated in **Criterion 5.1.2.**
- Life long association/attachment of alumni.

### *ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT*

#### 1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

- During the last and the first peer team visit the members were **happy** with respect to the Student Support and Progression. Some of their major observations/suggestions as well as the actions taken by the institution, during last five years are as under-

##### Evaluative observations by peer team of NAAC:

- There is a formal mechanism of obtaining feedback from the students about the teaching competencies of teacher. On the basis of this evaluation, each teacher receives feedback from the principal. It has helped teachers in improving the quality of their performance both in the classroom and on the field. The government gives the

scholarship to SC, and ST Students. Students are quit satisfied with the quality guidance and counseling given by the teacher educators.

- There is good report among teachers, students, supportive staff and Principal. So normally there are no complaints. The College has a Grievance Cell both for students and staff.
- It has good infrastructure, laboratories and facilities for different sports and games.
- It develops values, decision-making ability, and all around personality of students as desired by the community and parents.
- The College environment is neat and clean and conducive to learning.
- There is good relationship among teachers, students and principal.
- There is a democratic and motivating environment, which is good for academic development.
- The College arranges extension lectures for the benefits of the students and teachers.

#### **Suggestions by peer team of NAAC**

- The College can run short duration training programmes for teachers of schools, alumni, Physical Education personnel etc.
- The College should organize the English speaking classes for the students. It will improve the job opportunities for them.

#### **Action Taken by the Institute**

- The College has conducted various short duration training programmes for teachers of schools, alumni, and Physical Education personnel, from last 5 years. The details are already given in **Criterion 3.5** as well as partnership activities of practice teaching school (Vide **Criterion 3.5.7**).
- In order to improve the job opportunities, the College has started English speaking classes. The necessary provision for the same has been made in the time table.

## **2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Student Support and Progression?**

For quality sustenance and enhancement the institution has undertaken various measures from last 5 years. The details of which are already given in **Criterion 5.4**.

## Criterion VI: Governance and Leadership

### 6.1 Institutional Vision and Leadership

#### 1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution has come into existence with specific reasons and purposes. The details of which have already been presented in the *Executive Summary*, as well as in **Criterion 1.1**, which focuses on the alignment of mission and vision of the institution with its objectives. In addition, the details pertaining to the emblem, which serves as a heart of the institution, have relevance with its vision, mission, and values as under:

- **Our Vision:**

Our vision is 'बलम् राष्ट्रस्य वर्धनम्' *that means strength for nation building ... by empowering youth with physical, mental, intellectual, emotional and social fitness blended with integrity and harmony.*

- **Our Mission:**

Our mission is *Facilitating Physical Education, par excellence, preparing a cadre of professionals matching global standards who are not only physically fit but have quest for intellectual excellence through world class research and above all have ability to produce good citizens with healthy body and sound mind having human values with civic responsibilities.*

- **The Emblem:**

The emblem, showed above, encompasses the vision with the arrow indicating upward direction, the wheel around it is the sign of continuous progress and leaves of Olive tree represent the victory.



This emblem, along with institution's vision and mission, is exhibited at the college campus, especially in the entrance of the College, on each floor of the College building, library, activity hall, lecture hall etc. Further, they are also put up in the official website of the College, the annual magazine, the instructional materials provided to the students, prospectus etc. The official documents, too, contain the emblem of the institution.

In addition, on every occasion / programme, throughout the year the vision and mission of the institution are highlighted. This will automatically communicate to the various stakeholders about the vision and mission of the institution.

#### 2. Give information on how the mission include the institution's goals and objectives in terms of addressing the needs of the society, the

**students it seeks to serve, the school sector, Institution's traditions and value orientations?**

The goal and objectives of our institution are aligned with its *mission and vision*. The goals and objectives of the institution clearly reflect its mission. Considering the objectives the institution is preparing qualified professionals by rendering excellence services, taking into account the needs of the schools, colleges and various organizations. Further, the objective of providing vocational guidance and to serve as centre of excellence also supports our mission with respect to inculcating global competencies to become an efficient teacher, which is an important need of our society. Along with such objectives, this institution traditionally aims at the need of producing good citizen with human values to build up a healthy nation.

**3. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

The implementation plans of the institution are continuously monitored throughout the year, with the step wise outcomes of routine programmes as per the framed time table. After successful completion of implementation of programmes for a total session, the outcomes are evaluated and, if deemed necessary, the programme is revised from time to time with respect to vision and mission. This, in fact, explores further possibilities and ways for enhancement of quality of teacher education and the progress too.

**4. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

As stated above, self-analysis is done every session which, in turn, helps the institution to identify barriers in achieving its mission, vision and goals. The monitoring as well as evaluating the feedback received from its stakeholders also help to locate the barriers that create obstacles in achieving the vision/mission and goals of the institution.

**5. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and Board of Management (BOM), BOG, etc.)**

The governing body of the College/management is highly committed and dedicated to achieve institutional vision/mission and goals. It actively involves in making effective and efficient transaction of teaching-learning process in the following ways:

- Representation of the president of the management as the Chairperson of the LMC (Local Managing Committee) of the College.
- Representation of General Secretary of the BOM (Board of Management) as the Member of the LMC.
- Representation of other four members recommended by the BOM in the LMC.
- The BOM recommended the members to represent the Research

Committee of the institution. The above stated representation of the BOM is directly involved with the major functions of the College such as Budget and financial matter, creation of funds, formulation of proposals for new expenditure, advice to the head of the institution with respect to time table, workload, internal discipline, consideration of annual report and inspection report of the institution.

The composition of the BOM of the institution is as under:

#### Office Bearers

• Shri. A. N. Naik	President
• Shri. V. B. Bhalekar	Vice-President
• Shri. S. B. Shete	General Secretary
• Shri. B. S. Ghag	Joint Secretary
• Shri. D. B. Shete	Treasurer

#### Members

• Mrs. J. Mane	• Shri. D. Kandalgaonkar
• Miss. N. Phadnis	• Shri. A. Patkar
• Shri. P. Amrute	• Shri. R. Pawar
• Shri. S. More	• Shri P. Kawali
• Shri. P. Pansare	• Shri. R. Gurav
• Shri. A. Shelatkar	

### 6. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management gives sufficient freedom to the Principal, who is the academic head of the institution to function in order to fulfill the vision and mission of the institution.

The responsibilities are communicated to the faculty members through Regular Staff Meetings.

### 7. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Our institution has a duly constituted Local Management Committee, College Committee etc. which enable the management/head of the institution to get adequate information to review the activities of the institution.

## 6.2 Organisational Arrangements

### 1. Give the organizational structure and the details of the different committees (academic and administrative bodies) constituted by the institution for management of different institutional activities? Give details of the meetings held and the major decisions made and

implemented regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the previous year.

### *Organizational Structure*

The governing body of the institution is *Bombay Physical Culture Association* (BPCA) that looks after the overall management of the trust as well as the institution. However, the academic administration and financial transactions of the College is controlled by the principal who is the head of the institution and is accountable as well as responsible to the parent body i.e., BPCA. The Principal is the member (invitee) of the executive committee of the parent body and attends the meetings and represents the major concerns of the institution for discussion, decisions and also reporting the progress of the institution from time to time.

### *LMC of the Institution:*

For an *efficient internal co-ordinating and monitoring* purpose there is a *Local Managing Committee* (LMC) or advisory committee constituted in the College as per the Maharashtra University Act, 1994. The local managing committee of the College comprises of the following members:

1	Shri. A.N. Naik	Chairperson
2	Shri V.B. Bhalekar	Member
3	Shri. B.S. Ghag	Member
4	Shri. S.B. Shete	Member
5	Shri. D.B. Shete	Member
6	Dr.(Shri) T.K. Bera	Member
7	Dr. (Shri) J.M. Dhope	Representative of teaching staff
8	Dr.(Shri) G.K. Dhokrat	Representative of teaching staff
9	Shri R.R. Dhakne	Representative of teaching staff
10	Shri. S.L. Ghate	Representative of non-teaching staff
11	Dr. (Shri) G.V. Pargaonkar	Principal & Member Secretary

The members enlisted above are elected or nominated for a term of five years. The committee meets at least twice in a year. The powers and duties of the Local Managing or advisory committee are as under:

- a) Prepare the budget and financial statements.
- b) Recommend to the management for creation of the teaching and other posts.
- c) Determine the programme of instruction and internal evaluation and to discuss the academic progress in the College.
- d) Make recommendations to the management for the improvement of the standard of teaching in the College.



- e) Formulate proposals of new expenditure not provided for in the College budget.
- f) Advise the principal regarding the intake capacity of various classes, preparation of time-tables, distribution of the available teaching workload and such other matters relating to the internal management of the College and discipline of the College students as may be referred to it by the principal, from time to time.
- g) Consider and make recommendations on the inspection report, if any.

### **Various Departments and Committees**

#### **i. Teaching Staff Committee**

It comprises of all teaching faculties for carrying out the academic and administrative duties and responsibilities. With the coordination in decision making, planning and functioning, the said committee meets throughout the year whenever required, at least once in a week for the purpose.

#### **ii. Other Committees/Departments/Cells**

- *Internal Quality Assurance Cell*: Comprises of 8 members as per the guidelines of NAAC, for looking at the quality sustenance and enhancement of the institution and Total Quality Management (TQM).
- *Student Council*: The details pertaining to constitution and functions are given in **Criterion 5.4**.
- *Grievance Redressal Committee*: Comprises of following members -
 

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Dr. G. K. Dhokrat (U. G. Coordinator)	Member
- Shri. R. R. Dhakne (P. G. Coordinator)	Member
- Mrs. N. O. Joshi (Women Representative)	Member
- Shri. S. G. Ghate (Office Representative)	Member
- Dr. J. M. Dhope (Senior most Teacher)	Member-Coordinator
- *Carrier Guidance / Counseling/ Consultancy / Placement cell*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Smt. S. N. Chougule (Teacher)	Member
- Smt. Samant (Librarian)	Member
- Dr. G. K. Dhokrat (Sr. Teacher)	Member-Coordinator
- *Sexual Harassment Committee*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Dr. J. M. Dhope (Sr. Teacher)	Member
- Smt. S. N. Chougule (women representative)	Member
- Mrs. N. O. Joshi (faculty)	Member-Coordinator
- *Library Committee*  
The details regarding its composition and functioning are given in **Criterion 4.3.2**.

- *Research Committee*  
Its composition and function are given in **Criterion 3.1.1.**
- *Purchase Committee*  
Department wise Purchase Committees under the Chairmanship of Principal including head/in-charge/coordinator of the department and office representative
  - Library Purchase committee
  - Sports Equipment Purchase Committee
  - Laboratory wise Purchase Committee
- *Mentoring Committee*  
Consisting of all Members (house advisors) & the principal
- *Extension Activity Committee*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Secretary student council	Member
- House leaders	Members
- Dr. K. K. Asai	Member-coordinator
- *College Beautification Committee*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- House Leaders	Members
- Secretary of student council	Member
- Shri J. M. Hotkar	Member-coordinator
- *Hostel Committee*

**Men**

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- One representative from each room	Members
- Student council secretary	Member
- Shri R.N. Shelke	Member-coordinator

**Women**

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- House leaders	Members
- Women representative of student council	Member
- Mrs. N. O. Joshi	Member coordinator
- *Student Alumni Association:*  
Refer **Criterion 5.1/2**
- Following other committees under the Chairmanship of Principal involving the concern faculty member as coordinator and concern students selected for the purpose:
  - Practice teaching committee
  - Intramural committee
  - Hiking, tracking and picnic committee
  - Athletic meet committee
  - Camp council
  - Magazine committee (Editorial Board)
  - Student support committee (earn while learn and loan facility)
  - Inter collegiate participation committee
  - Discipline committee
  - Internal assessment co-ordination committee
  - Partnership, tie-up with practice teaching school co-ordination committee

- Attendance committee
- Annual calendar committee
- Feedback analysis committee

**2. To what extent is the administration decentralized? Give the structure and details of its functioning.**

All most all the activities and function of the institution are carried out by the various *administrative and academic committees* involving teachers and students of the College. The coordination of the activities, controlled by the committees, is done well under the administrative head of the College by conducting the meeting of the teaching faculties and non-teaching from, time to time. For running various academic and administrative functions efficiently and effectively, the decision taken by the concern committees and sub-committees are considered in the staff meetings.

**3. How does the institution collaborate with other sections/departments of the institution and school personnel to improve and plan the quality of educational provisions?**

The institution collaborates with other institution through its concern faculties depending upon the nature of the activity/task to be collaborated. Accordingly the plan for the collaboration and its implementation is done.

**4. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Yes, the institution obtains the information through formal mechanism as well as informally from its stakeholders. The formal feedback is obtained from students, alumni and practice teaching schools, through concern faculty/committee, with respect to practice teaching, teachers' performance, institutional facilities and overall functioning. These feedback is further analyzed and interpreted as well as discussed in the IQAC (Internal Quality Assurance Cell) meetings for taking further necessary steps for decision making and performance improvement in relevant quality parameters.

**5. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

The institution has provided all the facilities for the improvement of the faculties (teaching and non-teaching). The faculties are encouraged and financially supported from time to time to update their knowledge and skills through participation/association, in their respective areas as required for carrying out their duties, more efficiently and effectively.

**6. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the**

## institutional processes?

The management is very co-operative, supportive, and dedicated as well as committed for achieving vision, mission, objectives and goals of the institution. Any support for the institution progress is always well considered by the management. The management members, formally as well as informally, appreciate the staff involvement in the process of quality sustenance and enhancement of institution.

## 6.3 Strategy Development and Deployment

### 1. How does the institution allocate resources (human and financial) for accomplishing and sustaining the changes resulting from the action plans?

The changes resulting from the action plan are accomplished and sustained by providing necessary requirements from time to time, and for this **funds are generated** through collection of fees, grants, donations, development fund and outright grants from the management. **Human resources** (if required additionally) are made available with the consultation and approval of management on temporary / Ad hoc/contract basis.

### 2. How are the objectives communicated and deployed at all levels to ensure individual employee's contribution for institutional development?

The objectives of the institution in its relevance with vision and mission are communicated to the employees from time to time, while planning and carrying out all activities and programmes of the institution. The work/duties assigned to individual employee are well explained in term of its relevance with the objective as well as individual contribution for institutional development. Due to which every individual employee get inspired and feel proud of having his own contribution in the process of institutional development.

### 3. Describe the procedure of developing and deploying the institutions academic plan.

Academic planning is done by the various committees and concern faculties under the leadership of the head of the institution. The procedure of developing and deploying the academic plan is as follows:

- The **academic calendar** for every academic session is prepared, well in advance, at the end of previous session and well before the commencement of next session. It is prepared by the faculty concern with theory, practical, practice teaching and extension activities, with taking in to account preplanned programmes and activities.
- Further, separate annual plan is developed for theory, practicals, practice teaching and ICT, by taking into account its place in the annual calendar and relevant various components of the said activities.

4. **Has the institution an MIS in place? If yes, give details on how it is used to select, collect, align and integrate data and information on academic and administrative aspects of the institution.**

The information and data pertaining to various administrative aspects such as exam results, internal assessment of various reports and achievement of the students teachers as well as feedback obtain from stakeholder is gathered and aligned, in advance, according to the objectives of the programmes, activities and functions as well as integrated and interpreted for further necessary actions. This enriches the *management information system* and ensures towards systematic academic and administrative functions of the institution.

5. **Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of administrative and professional activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

Although the faculties are engaged with variety of administrative as well as professional activities, in addition to their academic duties. The teachers' workload is assigned as per the rules and regulation of university and government. The work pertaining to administration and relevant professional activities are given to them on the basis of their experience and abilities. Almost all the faculties of the institute are actively involved with institutional functions, with a team spirit, by providing healthy, democratic and conducive environment.

## 6.4 Human Resource Management

1. **How are the needed resources (human and financial) planned and obtained to support the implementation of the mission and goals?**

In order to support the implementation of goals and mission, the human and financial resources are planned and obtained by taking into consideration the nature and requirement of the need. Since' the institution is an aided one, the management of human resource and finance is done by following the rules and regulation of the government.

The structure of human resources available with the institution is as per the rule of government. However, the Board of Management provides funds, if needed, for the implementation of activities and programme.

2. **Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff? If yes, give details.**

Yes, the service record of non teaching staff is well maintained by the institution. The evaluation and check on the work efficiency is done by the head of the institution, from time to time. The record of their work efficiency, confidential reports is monitored by the institution.

In addition, their attendance muster with timing, leave records are

also well maintained.

3. **Is there a grievance redressal mechanism in the institution for the staff? If yes, how does it handle the grievances of the employees and others? Give details of last three years.**

Yes, the grievances of the employee are handled by the principal and the governing body (appointing authority) of the institution. There are no grievances as such from last five years.

4. **Does the institution have the freedom and the resources to appoint and pay temporary/adhoc/part-time faculty? If yes, give details. If no, state how the workload resulting from additional programs/courses/expansions is managed?**

Yes, the institution has the freedom to appoint faculty on part time/temporary basis and pay to them. Further, the institution also manages the workload resulting from additional programme/ courses/expansion with the existing faculty in providing additional pay, proportionately.

5. **What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching and non-teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)**

The detail pertaining to the initiative of the institution for the professional development has already been given in **Criterion 3.1.2 and 3.2.5.**

In addition, the institution also follows the career advancement schemes /professional development policies of UGC, University and Government for the teaching and non-teaching staff of the institution. The non-teaching staff is also encouraged for their personal and professional development by way of providing them necessary training as well as supporting financially for attending seminars/workshops/training programmes.

6. **What are the mechanisms in place for performance assessment (teaching, research, service) of faculty? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluation outcome to improve teaching, research and service of the faculty? If yes, give details.**

The following mechanisms are in vogue for the performance assessment of the faculties:

- *Self-appraisal by the faculty*
- *Performance appraisal by the head*
- *Feedback from the students*
- *Service books*
- *Leave records*
- *Attendance muster with timing*
- *Confidential report (if any)*

The institution provides outcomes of the evaluation to improve



teaching, research and work efficiency of the faculty by way of communicating the outcome as well as by adopting the necessary measures for improvement.

**7. What are the various health, insurance and first-aid services available to the students/ trainees and members of the teaching and non-teaching staff of the institution?**

- First aid service is available with the institution.
- The College provides medical facility incase of emergency as and when required.
- The institution keeps its campus neat, clean and pollution free to prevent health hazards.
- Purified water is provided on every floor of the building.

**8. What are the welfare measures for the staff and faculty, which affect and improve, staff well-being, satisfaction and motivation?**

The institute undertakes following **Welfare measures for of the staff and faculty**, which improves staff-wellbeing, satisfaction and motivation:

- Measures to facilitate Interest and capability of staff.
- Encouragement and financial support for professional improvement.
- Peaceful and congenial environment.
- Well furnished staff room and other instructional facilities.
- Laptop with wi-fi facility to faculty.
- Gym facility.
- Health checkup facility.
- Providing uniforms and sports ware to non-teaching and teaching staff, respectively.
- Appreciation, encouragement and felicitation of the staff for their achievement, time to time.

**9. How does the institution ensure that the statutory and regulatory requirements pertaining to human resources are fulfilled? (NCTE norms, University/State Govt. regulations). How many faculties have been recruited without the essential qualifications prescribed by the regulatory body?**

The requirements of human resource are fulfilled by following the rules and regulation of the university and state government. Prior and after the requirements the institution is obtaining the necessary approval of the university and government.

There is no faculty recruited without essential qualification prescribed by the regulatory body.



**10. Does the institution follow any testing methods to periodically evaluate the physical fitness of the faculty? If yes, give details.**

Yes, the faculties are instructed to test their physical fitness, from time to time, with the instruments available in health and sports medicine laboratory of the institute.

**11. Is there a mechanism in the institution to reward and motivate staff members? If yes, give details.**

Yes, the institution felicitates its staff member with awards and appreciation letter. In special cases of highest academic achievement, as per Govt. rule, the staff are given additional increments.

### **6.5 Finance Management and Resource Mobilization**

**1. What are the budgetary resources to fulfill the vision and mission and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

The institution receives the grants from the Grant-in-aid authority (i.e. state govt.) as well as University Grants Commission (developmental grants). In addition, the institution also receives fees from the students as prescribed by the University and Government. The budget allocation is done on the basis of Income & Expenditure of the institution. The budget allocated for the past five years for various programmes is as under.

**B.P.Ed. course**

Year	Income	Expenditure	Deficit
2004-05	45,63,114.00	45,33,434.07	(+) 29,679.93
2005-06	50,98,474.00	53,33,721.99	(-) 2,35,247.99
2006-07	57,25,002.00	57,14,999.02	(+)10,002.98
2007-08	62,90,020.00	65,20,738.31	(-) 2,30,718.31
2008-09	81,65,745.61	83,30,379.58	(-) 1,64,633.97

**M.P.Ed. course (Self Finance course)**

Year	Income	Expenditure	Deficit
2004-05	-	-	-
2005-06	6,79,429.00	3,34,290.50	(+)3,45,138.50
2006-07	12,21,704.00	6,01,754.29	(+)6,19,949.71
2007-08	11,95,140.00	14,53,353.44	(-) 2,58,213.44
2008-09	12,60,553.00	14,26,693.72	(-) 1,66,140.72

**Ph.D. course (Self Finance course)**

Year	Income	Expenditure	Deficit
2004-05	26,588.00	26,194.00	(+) 394.00
2005-06	9,676.00	30,545.00	(-) 20869.00

2006-07	14,489.00	24,905.00	(-) 10,416.00
2007-08	8,092.00	14,900.00	(-) 6,808.00
2008-09	39,990.00	11,469.00	(+) 28,521.00

**M.Phil. course (Self Finance course)**

Year	Income	Expenditure	Deficit
2007-08	1,24,258.00	45,046.00	(+)79,212.00
2008-09	1,39,829.00	84,152.20	(+) 55,676.80

2. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details on the sources of revenue and income generated by the institution.

Yes, the institution gets financial support from the government for B.P.Ed. course only. The institution also receives developmental grant from the University Grants Commission. The detail of grants received for the past three years is as under.

Year	Name of the Grant-in -aid authority	Head	Amount Rs.
2006-07	Director of Sports, Poona.	Salary Grant	49,51,570/-
2007-08	Director of Sports, Poona U.G.C.	Salary Grant Development Grant	53,29,309/- 90,168/-
2008-09	Director of Sports, Poona U.G.C.	Salary Grant Development Grant	66,83,224/- 3,19,056/-

The institution also runs self finance courses like M.P.Ed./ M.Phil./ Ph.D. for which it does not receive the grant from the Government. These postgraduate courses are conducted with collected of Fees from the student as well as advances and outright grants given by the Governing Body of the College.

3. How does the institution decide on fee and other charges to be paid by the students? (Give the detailed break-up of fee and other charges and the total amount collected from the students annually for each of the programmes) Have there been any changes in the tuition and other fees during the past three years. If yes, give details.

The institution charges the fees for different programmes as per the fees prescribed by the Government of Maharashtra and University of Mumbai. The detail break up of fees and other charges are as under:

Fees Head	B.P.Ed. Rs.	M.P.Ed. Rs.		Ph.D. Rs.	M.Phil. Rs.
		I	II		
Admission	100.	-	-	-	-
Tuition	3000.	22000.	22000.	1000.	6000.
Gymkhana	200.	-	-	-	-
Library	100.	-	-	250.	500.

Fees Head	B.P.Ed. Rs.	M.P.Ed. Rs.	Ph.D. Rs.	M.Phil. Rs.
Costume	1000.	-	-	-
Scout Camp	700.	-	-	-
Sports/Yoga Equipment	450.	-	-	-
Medical Checkup	20.	-	-	-
Souvenir	150.	-	-	-
First Aid	100.	-	-	-
Computer Training	2000.	-	-	-
Course Material	500.	-	-	-
Library Deposit	100.	-	-	1000.
Laboratory Deposit	300.	-	-	100.
Enrolment	220.	220.	-	220.
Examination	510.	710.	810.	-
Convocation	250.	-	250.	-
University fees	120.	-	-	-
Registration	-	825.	-	1025.
<b>Total...</b>	<b>9820</b>	<b>23755.</b>	<b>23060.</b>	<b>2595.</b>
				<b>7500.</b>

There are no changes in the tuition fees and other fees during the last three years.

**4. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

**Yes.** The operation budget of the institution is adequate to cover the day to day expenses. However, if there is any deficit the Governing Body of the College provides the financial support by way of giving advances or out right grants to the College.

**5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

**Yes.** The accounts of the institution are audited regularly by the internal auditor (i.e. Chartered Accountant appointed by the Governing Body) as well as external auditor appointed by the Grant-in-aid authority. The audit is done by following standard procedure of the auditing, such as checking Cash book, Ledger, Fees Receipt Register, Expenditure Vouchers, service/ Bank passbook, Receipt and Payment account as well as issuing the audit report and audited statement by the auditor. There are no pending audit paras, objections regarding the audit of the institution from last two years.

**6. Has the institution computerized its finance management systems? If yes, give details.**

**Yes.** The institution has computerized its finance management system. Financial matters such as Salary, Provident Fund, Taxation and

Accounting are systematically maintained by installing the necessary softwares.

## 6. 6 Best Practices in Governance and Leadership

### 1. What are the significant best practices in Governance and Leadership carried out by the institution?

- Fine tuning of Vision, Mission statements.
- Participatory financial supportive role of management in the activities of the College.
- Decentralization of organization arrangement through various academic and administrative bodies, committees and sub committees.
- Democratic and effective leadership.
- Mobilization of financial resources.
- Formal meetings of obtaining feedback from students to improve the quality of teaching.
- Organising Lecture series by external experts for quality upliftment of the faculties.

### ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT

### 1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

During the last and the first peer team visit the NAAC members were **satisfied** with respect to the Governance and Leadership. Some of their major observations/suggestions as well as the actions taken by the institution during last five years are as under-

#### Evaluative observations by peer team of NAAC

- The principal and staff of Bombay Physical Culture Association, College of Physical Education, Wadala, Mumbai, have been given autonomy but it is monitored and provided by the local managing committee.
- The office of the Bombay Physical Culture Association, College of Physical Education, Wadala, Mumbai is computerized. The finances are regularly audited by the government auditors.
- There is democratic and motivating environment, which is good for academic development.
- The College environment is neat and clean and conducive to learning.
- It develops values, decision-making ability, and all round personality of student as desired by the community and parents.

- The College enjoys good reputation in the community.
- It has good infrastructure, laboratories and facilities for different sports and games.
- There is good relationship among teachers, students and principal.

**Suggestions & Action taken by the Institution**

There are **no specific suggestions** made by the earlier peer team for the improvement of this criterion; therefore, question for taking action does not arise.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

**Other quality sustenance and enhancement measures** undertaken by the institution, since the previous Assessment and Accreditation with regard to Governance and Leadership are as follows:

- Establishment of IQAC cell.
- Establishment of sexual harassment cell.
- Effective use of outcome of the feedback obtained from the stakeholder for the quality improvement.
- Laptop with wi-fi facility for the faculties.
- Organization of lecture series by external experts for quality enhancement of the faculties.
- Faculty exchange programmes with Bharatiya Vidyapeeth University, Pune and Bhupal Naobel's College of Physical Education, Udaipur, for sharing expertise in Physical Education.
- Research training to the faculties through workshops on data analysis, by purchasing the latest version of PASW software (SPSS).

## **Criterion VII : Innovative Practices**

### **7.1 Internal Quality Management**

#### **1. How does the institution evaluate the achievement of goals and objectives?**

The achievement of goals and objectives are evaluated through the following ways:

- The evaluation of the achievement is done by taking in to account the various parameters of the institutional objectives and efforts taken by the institution for achieving them, through specific as well as general approach.
- The outcomes by way of examination results of various programmes are evaluated in terms of quality and improvement of the institution's performance with respect to its objective of preparing qualified Physical Education professionals.
- Further, the examination results are also being analyzed and compared with the previous performance as well as the outcome from feedback through examination result, is used for adopting further necessary measures for improvement.
- The feedback obtained from the various stakeholders such as students, alumni, parents as well as practice teaching schools is evaluated with reference to the achievement of various goals and objectives of the institution.
- The IQAC cell continuously monitors /checks and records the institution's achievement with respect to its objective.
- The feedback pertaining to the employability and the quality of the students obtained formally as well as informally, also serves as an important tool for the evaluation of the goals and objectives of the institution.

#### **2. How does the institution ensure and monitor the quality of its academic programmes?**

The quality of the academic programmes of the institution is ensured and monitored:

- Through systematic planning and implementation.
- Through annual planning, month-wise planning and daily planning.
- Through providing the requirements.
- Through formal and informal feedback obtained from stakeholder.
- Through checking and monitoring.
- Through evaluation in forms of outcomes.
- By obtaining the experts/academicians advice and opinion before and after the implementation of academic programmes.

- Through feed back obtained from students about the quality of the faculty.

**3. How does the institution ensure and monitor the quality of its administration and financial management processes?**

The quality of the administration and financial management process is ensured as well as monitored through:

- The feedback formally and informally obtained from its stakeholders including students, parents, alumni and practice teaching schools.
- Employee's feedback.
- Outcomes of internal and external audit.
- Systematic planning.
- Adopting adequate method of controlling, monitoring, coordinating, supervising and evaluating the administrative and financial aspects of the management process.

**4. Has the institution established as Internal Quality Assurance Cell (IQAC) or any other similar body/committee/cell? If yes give its year of establishment, composition, functions and major initiatives.**

**Yes**, the institution has established the IQAC, immediately after the first assessment and accreditation by NAAC (the IQAC was established) in the year **2005**.

The *composition* of IQAC is as under:

- |                           |                                        |
|---------------------------|----------------------------------------|
| • Prin. G. V. Pargaonkar: | Chairperson                            |
| • Shri. S. L. Ghatge :    | Sr. Administrative officer             |
| • Dr. J. M. Dhope :       | Teacher                                |
| • Shri. R. R. Dhakne :    | Teacher                                |
| • Dr. K.K. Asai :         | Teacher                                |
| • Shri. S. B. Shete :     | Member of Management                   |
| • Dr. T. K. Bera :        | Nominee from local society             |
| • Dr. G. K. Dhokrate :    | Teacher as the coordinator of the IQAC |

***Functions of IQAC***

- Development and application of various quality aspects with respect to academic and administrative activities of the institution.
- Discrimination of information on the quality parameters.
- Discrimination of various activities and programme leading to sustenance and achievement of quality of the institution.
- Preparing and submitting the AQAR to NAAC, based on quality parameters.
- Retrieval of information on various quality parameters of higher education and best practices followed by the institution.
- Monitoring and coordination of academic and administrative activities.



### Major Initiative

Since the establishment and based on previous assessment and accreditation of the institution, the IQAC cell has taken various major initiatives for quality improvement of the institution, in accordance with functions as mentioned above.

#### 5. How does the institution identify and share good practices with various constituents of the institution.

The institution identifies its good practices by keeping in mind the institutional goal in the context global concerns, the nature of learning competencies of the staff, facilities provided and governance required.

The institution also takes care of the input, process and output as well as the criteria viz., economy, efficiency and effectiveness for the promotion of quality of performance while identifying the good practices of the institution.

The good practices are shared with various constituents through:

- *Institutionalization.*
- *Implementation.*
- *Internalization.*
- *Dissemination.*

#### 6. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM? If yes, give details.

Yes, the modern management concept such as:

- *Strategic Planning* is done while developing and applying quality benchmarks for the various academic and administrative activities of the institution.
- *Team Work.* The team spirit is inculcated with the well management skill of controlling, supervising, coordinating and motivating the activities.
- *Decision making approach.* Decision of the institution are based on authenticity of the information related to discussion and democratic as well as transparent approach.
- *Computerization* is done with respect to sustenance and enhancement of quality parameters.
- *TQM* is done forcing on quality in all aspects of operations with the participation of every one in various academic and managerial aspects of the institution.

## 7.2 Inclusive Practices

### 1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The teachers are sensitized by the institution with reference to issues of inclusion and its place in national policies and school curriculum, by way of making them aware about important parameters to be taken care of in teacher education programmes such as comprehensiveness (inclusiveness), diversity and flexibility through –

- Discussions.
- Interactions.
- Developing attitude and beliefs by understanding.
- Planning and providing instructional programmes for disable students by engaging them in joint collaboration with GO's and NGO's.

### 2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

There is a provision in the academic plan of the institution for student teacher to learn about inclusion and exceptionalities as well as gender differences. The students learn about **inclusion**, exceptionality and gender differences through transaction of theory and practical, practice teaching, extension lectures, collaboration with GO's and NGO's, handling differently able person by way of organizing and conducting sports for physically handicapped, intellectually disabled and children suffering from cancer.

The components like gender differences and exceptional children are the important parts of the curriculum. Teaching of Physical Education activities are largely based on these components.

The impact of the provision made by the institution in its academic plans has enabled students to understand and know the importance of inclusion in education.

### 3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Details of the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation are as under:

- Participation of students in organization and conducting sports competitions for physically handicapped children (dump and deaf, blind) in collaboration with GO's and NGO's, every year.
- Student's participation in sports competition for intellectually

disable persons in collaboration with GO's and NGO's, every year.

- Organization of re-creative sports for children suffering from cancer by the students and faculties.
- Organization of inter school-competitions by the students and faculties.
- Through social work, blood donation camp and scout and guide training camp.
- By organizing elocution competition, essay writing and guest lectures on various social issues.
- The above activities are executed with the active involvement and providing conducive environment for the same.

**4. How does the institution ensure that student-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

The institution ensures the student teacher improvement in proficiency for working with children from diverse background and exceptionalities, on the basis of outcomes and feedback received from its stakeholders about various activities as mentioned earlier. In addition, the evaluation of practice teaching also helps in ensuring the student teacher development in the said proficiency.

**5. How does the institution prepare its students to address to the special needs of the physically challenged and differently-abled students enrolled in the Schools?**

As mentioned in **Criterion 7.2.3**, the students are addressed to the special needs of physically challenged and intellectually disabled students, while organizing and conducting sports for them. Further, they are also prepared during their practice teaching in schools in optional method as well as Physical Education in order to handle their academic and physical needs.

**6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues).**

The women faculties of the College look after and deals with gender sensitive issues of the women students through mentoring and counseling. Three women faculties of the College have been assigned women's house wise (groups) responsibility of sensitive issues of women students.

### **7.3 Stakeholder Relationships**

**1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The institution ensures the access of the information on its academic and administrative performance to stakeholders through:

- College Magazine.
- Display of information on notice board.
- Oral and written communication.
- News paper and T.V channels.
- Availability of annual report making available in library.
- On the occasion of various activities/programmes/meetings.
- Obtaining feedback from different constituents of the institution.

**2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The information /data on success and failures of various process on satisfaction and dissatisfaction of students and stakeholder is discussed in the meetings of various academic and administrative bodies including LMC, IQAC, BOM and sub-committees, for sharing the same with its authenticity, analysis and interpretations. The further measures for quality improvement are adopted accordingly by the institution.

**3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The institution has developed inbuilt mechanism for collecting the information/data about the quality of its programmes and activities, from different constituents. The details of which are already given **Criterion 1.3**. Informal data/information with its authenticity is also obtained from time to time.

The information obtained through the feedback mechanism is further analyzed, interpreted in relation to the goals and objectives of the concerned activity / programme and the outcomes of the same are utilized for quality improvement of the institution.

**ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT**

**1. How are the core values of NAAC reflected in the various functions of the institution?**

The core values of NAAC are reflected in the various function of the institution as mentioned below:

- The vision and mission of the institution has a direct bearing on the core values of higher education of the country framed by NAAC. The reflection of core values of NAAC in the various functions of the

institution can be detailed as under:

- Institution is preparing professionally fit personnel by imbining in them required competencies, skills, human values, civic responsibility and economic efficiency along with quest for excellence in the profession, in order to prepare future citizens of India - *fit for transforming the developing nation into developed nation*.
- In order to inculcate national spirit among the student teacher, the institution conducts the various activities and programmes as mentioned earlier in this SAR under various criterions having relevance with goals and objectives in tune of vision and mission of the institution.
- Besides the core subjects of the programmes conducted by the institution, it strives its level best for providing students supportive/ value added activities, promoting them for using technology through ICT based academic and administrative activities, socializing them with the practical experiences, partnership, tie-ups and collaborative activities, linkages with GO's and NGO's, with discipline, civil responsibilities, dedication, hard work and commitment.
- Various best practices and innovative programmes in teaching, learning, evaluation and research, further leads to project the Institutions continuous quest for excellence in the field of Physical Education and sports in India.

## 2. What are the major innovations of the institution since the previous assessment and accreditation?

Major innovations of the institution since the previous assessment and accreditation are as under:

- a. More formal and specific in-built feedback mechanism.
- b. Research Training Drive (RTD) for achieving excellence in research in Physical Education and sports sciences.
- c. Innovative pedagogical activities in collaboration with British Council (PEC India Programme) as a part of UK-India sports
- d. development initiative, to promote Physical Education and sports.
- e. Partnership/tie-up activities with practice teaching schools.
- f. Faculty exchange, for faculty improvement and sharing expertise.
- g. Effective mentoring system.
- h. Earn while learn scheme and loan facility to support students.
- i. Provision of zero Problem Period.

### 3) MAPPING OF ACADEMIC ACTIVITIES

**B. P. C. A's**  
**College of Physical Education**  
**Bharatiya Krida Mandir, Wadala, Mumbai**  
**MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION (B. P. Ed. - 2009-10)**

Weeks → Activity ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41					
Admission	█																																													
Orientation		█																																												
Theory			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Practicals				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Preparation of Practice Teaching (Optional Subject)					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Practice Teaching (Optional Subject) Internship																																														
Preparation of Practice Teaching (Physical Education)																																														
Practice Teaching (Physical Education) Internship																																														
Examination (Practical)																																														
Term Examination (Theory)																																														
Training camp & Athletic Meet																																														
Scout & Guide Training camp																																														
Intramurals																																														
Project work / Assignment / Value added courses/ Placements/ Trekking / Extension Activities																																														
↔ ↔ SPREAD OVER THE WHOLE ACADEMIC SESSION ↔ ↔																																														

**Note :-**

**1. A Week is of Six Working Days**

**2. Working hours- Monday to Friday- 7 hours on each Day & on Saturday - 5 hours**



## VALUES/GOALS FRAMEWORK FOR ASSESSMENT OF HIGHER EDUCATION INSTITUTION AND SUGGESTED PARAMETERS

Values/Goals	Parameters/Activities/Programmes
I. Contribution to National Development	<ul style="list-style-type: none"> <li>• Ensuring Equity in the transaction of programs</li> <li>• For catering the needs of the individuals and other organizations (GO's and NGO's)</li> <li>• Social justice by following strictly, the policies</li> <li>• Increasing access to higher education</li> <li>• Catering the financial needs</li> <li>• Enabling to produce fit citizens</li> <li>• Promoting Health and Fitness among masses</li> <li>• Emphasis on unity and National Integrity</li> </ul>
II. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>• Development of Application skills</li> <li>• Promotion of Life skills</li> <li>• Innovative and creative approach in functioning</li> <li>• Linkage and Collaboration</li> <li>• Development of Professional skills</li> </ul>
III. Inculcating Value system in students	<ul style="list-style-type: none"> <li>• Value integration in academic programmes</li> <li>• Value integration in management practices</li> <li>• Value inculcation through co-curricular and extra-curricular Activities</li> </ul>
IV. Promoting the use of Technology	<ul style="list-style-type: none"> <li>• For effective teaching-learning process</li> <li>• For enrichment of learning</li> <li>• For increasing the access online programmes</li> <li>• For system management</li> </ul>
V. Quest for Excellence	<ul style="list-style-type: none"> <li>• Development of benchmarks of excellence</li> <li>• Best Practices application</li> <li>• Institutionalization of continuous improvement systems</li> </ul>



## **Declaration by the Head of the Institution**

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

**Signature of the Head of the Institution  
with seal**

Place:

Date:

## APPENDIX-1

### A Brief Note on Physical Education Scenario in the State

Physical Education has been given due weightage in the education and sports policy by the Govt. of Maharashtra. Physical Education is compulsory subject in primary and secondary schools of the State. There is a separate portfolio in the State Government known as '**School Education and Sports**' and has **two ministers** viz. cabinet and state. There is also separate portfolio for Higher Education known as 'Higher and Technical Education' having cabinet and state Ministers.

Secretariate office of the Government is located in Mumbai, the Capital City of Maharashtra, whereas, directorate offices of both the above stated portfolios are at Pune. Though, the other higher education courses are under the purview of higher education, the Colleges of Physical Education are attached with the 'School Education and Sports' portfolio of the state Government.

There are about 80 colleges of Physical Education in the State, scattered in proportionately with respect to Universities. Further, out of 80 colleges only 8 colleges are aided by the State Government, through director of sports and youth services, Pune. Most of the Colleges are located under the jurisdiction of the University of Nagpur and Amravati.

There are only 2 colleges affiliated to the university of Mumbai conducting Physical Education courses. The Department of physical Education of University of Mumbai has recently started conducting Under Graduate and Post Graduate Programmes in Physical Education. Ours is the only College of Physical education in the University of Mumbai which is aided by the Government of Maharashtra, conducts Under Graduate & Post Graduate and Research Programmes comes under Section 2(F) and 12(B) of the U.G.C Act, for central assistance.

The institution offering various physical education professional courses have to follow Rules and Regulations of the University and the State Government. Throughout the state, the admissions to various courses are given through the admission committee constituted University wise. Fees are also charged as per the Government and University Rules.

Universities are governed by the Maharashtra University Act ,1994. Generally there are separate boards of Studies in every University to look after the academic matters of Physical education. The 8 Grant-in Aid Colleges of Physical Education in the State, however, facing financial problems from last 3 years, in connection with to meet out non-salary expenses, due to sudden stoppage and non-provision of the financial resources (In term of fees etc.). All Colleges and their managements are approaching to the government authorities for overcoming the situation.

## APPENDIX-2

### Academic Calendar of the Institution

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI - 400 031.**

#### ACADEMIC CALENDAR

**B. P. Ed. COURSE (2009- 10)**

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	14.07.2009	Re-opening of the college
2	15.07.2009	<ul style="list-style-type: none"> <li>Commencement of Practical &amp; Theory classes</li> <li>Orientation of the course begins</li> </ul>
3	18.07.2009	House formation
4	20.07.2009	Selection of optional method for practice teaching
5	25.07.2009	Beginning of the Saturday competition/Inter-house competition
6	30.07.2009	Beginning of Microteaching lessons and Feedback
7	05.08.2009	<b>Holiday</b> – (Raksha Bandhan)
8	05.08.2009 to 12.08.2009	Micro teaching lessons and feedback
9	14.08.2009	<b>Holiday</b> – (Janmashthami)
10	15.08.2009	<b>Celebration of Independence day</b>
11	18.08.2009	Organization of Demonstration lessons & discussion (Optional methods)
12	18.08.2009	<b>Organisation of Hike-cum-Trekking</b>
13	21.08.2009	Simulation lessons and Audio-visual feedback with discussion
14	03.09.2009	<b>Holiday</b> – (Anant Chaturthi)
15	4-09-2009	Practice teaching lessons in schools begins
16	05.09.2009	<b>Celebration of Teacher's Day</b>
17	07.09.2009	Information and Communication Technology Literacy programme begins
18	28.09.2009	<b>Holiday</b> – (Dasara)
19	02.10.2009	<b>Holiday</b> –(Gandhi Jayanti)
20	07.10.2009 to 10.10.2009	First Term Practical Examination & feedback
21	14.10.2009 to 21.10.2009	<b>Diwali Vacation</b>
22	22.10.2009 to 28.10.2009	Health & fitness management certificate course(classes)
23	02.11.2009 to 06.11.2009	First Term Theory Examination
25	16.11.2009 to 17.11.2009	Feed back of first term theory examination
26	20.11.2009 to 23.11.2009	Micro teaching with feedback
27	25.11.2009	Organization of demonstration lesson in Physical Education
28	26-11-2009	Simulation lesson with audio-visual feedback in practice teaching (Physical Education Lesson)
29	27-11-2009	Physical Education lesson begin
30	28-11-2009 to 08-12-2009	<ul style="list-style-type: none"> <li>District Level Technical Official Classes &amp; Certificate Examinations in Kabaddi, Kho-Kho &amp; Langadi</li> <li>Micro teaching &amp; demonstration lesson in physical education</li> </ul>

## APPENDIX-2 (Contd.)

31	16-12-2009	Organization of Inter-School Leziun (Dattaram Lad Trophy) competition
32	17-12-2009 to 22-12-2009	Organization of Scout and Guide Training Camp
33	23.12.2009 to 01.01.2010	<b>Winter Break</b>
34	27.12.2009 to 30.12.2009	Health & fitness management certificate course (classes & exam.)
35	08.01.2010 to 11.01.2010	Organization of Inter-school Competitions (Hind Trophy)
36	17.01.2010	Participation in organization of Inter National Marathon organized by Standard Charter Bank
37	18.01.2010 to 28.01.2010	Athletic Training Camp at Priyadarshini park, Nepeansea Road, Malbar Hill
38	26.01.2009	Celebration of Republic day & Inter house group singing competition
39	05.02.2010	Organization of Athletic Meet at Priyadarshni Park
40	13.02.2010	Organization of Picnic
41	19.02.2010	<b>Holiday</b> – (Chhatrapati Shivaji Maharaj Jayanti)
42	28.02.2010	<b>Holiday</b> – (Dhulivandan)
43	05.03.2010 to 12.03.2010	Organization of Intramurals
44	22.03.2010	Submission of project work on Value Education, Test & Measurement, Recreative games and Play field measurements.
45	26.03.2010 to 31.03.2010	Second Term Theory Examination& feedback
46	03.04.2010	Annual Prize Distribution Function
47	10.04.2010	Feedback of Second term theory examination
48	12.04.2010 to 30.04.2010	1. Supervised study programme 2. Submission of Internal Assessment work 3. Analysis of feedback 4. Physical verification of (Stock checking) 5. Planning for the next academic year
49		<b>Valedictory function (on the last day of the University Examination)</b>

- TERMS - First Term : 14.07.2009 to 12.10.2009  
Second Term : 27.10.2009 to 30.04.2010
- TOTAL NUMBER OF WORKING DAYS : 222days (Including Internal Examinations)  
: 206 days (Excluding Internal Examinations)
- WORKING HOURS : 7.30 a.m. to 5.00 p.m. (Monday to Friday )  
7.30 a.m. to 1.00 p.m. (Saturday)
- ACTUAL NUMBER OF DAYS FOR THEORY TRANSACTION : 166 days (Excluding Exam, Extension activities & practice teaching)
- ACTUAL NUMBER OF PRACTICAL TRANSACTION : 160 days (Excluding Exam & Extension activities & practice teaching)

### ACADEMIC CALENDAR COMMITTEE (2009-10)

- Dr. G.V. Pargaonkar (Principal ) :Chairman
- Dr. K.K. Asai (Theory & ICT Incharge,UG) :Member
- Mrs. R.C. Kawade (Practice Teaching (Physical Education) Incharge :Member
- Mrs. N.O. Joshi(Practice Teaching (Optional Methods) Incharge :Member
- Shri. R.R. Dhakne (Theory Incharge, PG) :Member
- Dr. G.K. Dhokrat (Practical Incharge and Co-ordinator) :Member Co-ordinator

**Principal**  
**(Dr. G.V. Pargaonkar)**

## APPENDIX-2 (Contd.)

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI – 400 031.**

### ACADEMIC CALENDAR

**M. P. Ed. Part I (2009-10)**

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	14.07.2009	Reopening of the College
2	15.07.2009	<ul style="list-style-type: none"> <li>Commencement of theory classes</li> <li>Orientation of the course begins</li> </ul>
3	21.07.2009	Selection of specialization games / activities
4	22.07.2009	Commencement of the practical classes
5	28.07.2009	ICT classes begins
6	05.08.2009	Holiday – (Rakshabandhan)
7	14.08.2009	Holiday- ( Janmasthami)
8	15.08.2009	celebration of Independence day
9	17.08.2009	Tutorials begins
10	03.09.2009	Holiday (Anant Chaturthi)
11	05.09.2009	Celebration of Teacher's Day
12	28.09.2009	Holiday (Dasara)
13	29.09.2009	Seminar on Theory related topics begins
14	02.10.2009 to 04.10.2009	State level Seminar-cum-workshop on "Fitness Testing and Exercise Training in Physical Education & Sports Research"
15	06.10.2009 to 12.10.2009	First Term Theory Examination
16	14.10.2009 to 24.10.2009	Diwali Vacation
17	26.10.2009	Demonstration of Advance Coaching Lesson (Model)
18	31.10.2009	Feed back of first term theory examination
19	02.11.2009	Simulation lesson with audio-visual feedback with discussion in advance coaching
20	16.11.2009	Advance coaching lesson begins
21	07.12.2009 to 09.12.2009	Seminar & Paper Presentation
22	25.12.2009 to 01.01.2010	Winter Break
23	17.01.2010	Participation in International conference on "Traditional Yoga" at Lonavla
24	10.02.2010	Submission of project work/ Journal
25	15.02.2010 to 20.02.2010	Intramural Competitions Organization
26	22.02.2010 to 24.02.2010	Practical Examination
27	06.03.2010	Visit to sports complex, Balewadi,(Pune) & Army sports center Khadki, (Pune)
28	12.03.2010 to 14.03.2010	Workshop on "Statistical analysis by using SPSS software"

## APPENDIX-2 (Contd.)

29	03.04.2010	Annual Prize Distribution
30	05.04.2010 to 09.04.2010	Second term Theory Examination
31	17.04.2010	Organization of farewell to part II class
32	19.04.2010	Feedback of second term theory examination
33	20.04.2010 to 30.04.2010	<ul style="list-style-type: none"> <li>Supervised study programme</li> <li>Submission of Internal assessment work</li> <li>Physical verification ( Stock checking)</li> <li>Planning for the next Academic session</li> </ul>

- TERMS - First Term : 14.07.2009 to 13.10.2009  
Second\_Term : 26.10.2009 to 30.04.2010
- TOTAL NO. OF : 224 days (Excluding Exam. Extension activities & Practice teaching)  
WORKING DAYS : 211 days (Excluding Exam., Extension activities & Practice teaching)
- WORKING HOURS : 3.00 p.m. to 7.30 p.m. (Monday to Saturday )

### ACADEMIC CALENDAR COMMITTEE (2009-10)

- Dr. G. V. Pargaonkar (Principal) : Chairman
- Dr. K. K. Asai (ICT Incharge ) : Member
- Dr. J. M. Dhope (Dissertation co-ordinator) : Member
- Mr. R. R. Dhakne (Theory Incharge, PG) : Member
- Dr. G. K. Dhokrat ( Practical Incharge ) : Member Co-ordinator

**Principal**

**(Dr. G.V. Pargaonkar)**

## APPENDIX-2 (Contd.)

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI - 400 031.**

### ACADEMIC CALENDAR

**M. P. Ed Part II (2009-10)**

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	01.06.2009 to 06.06.2009	Lecture series cum-workshop on "Research Processes and Statistics" (RTD) by Dr. D. N. Sansanwal
2	08.07. 2009 to 10.07.2009	Organization of National Workshop on "Data Analysis" at Nainital
3	14.07.2009	Reopening of the College
4	15.07.2009	<ul style="list-style-type: none"> <li>Commencement of theory classes</li> <li>Orientation of the course begins</li> </ul>
5	21.07.2009	Selection of specialization games / activities
6	22.07.2009	Commencement of the practical classes
7	28.07.2009	Selection of Dissertation topic
8	03.08.2009 to 04.08.2009	Proposal Presentation on Dissertation topic & final Selection of topic for submission
9	05.08.2009	Holiday – (Rakshabandhan)
10	10.08.2009 to 13.08.2009	Proposal Presentation on Methodology of Research (Dissertation)
11	14.08.2009	Holiday- ( Janmasthami)
12	15.08.2009	Celebration of Independence day
13	17.08.2009	Tutorials begins
14	03.09.2009	Holiday (Anant Chaturthi)
15	05.09.2009	Celebration of Teacher's Day
16	28.09.2009	Holiday (Dasara)
17	02.10.2009 to 04.10.2009	State level Seminar-cum-workshop on "Fitness Testing and Exercise Training in Physical Education & Sports Research"
18	06.10.2009 to 12.10.2009	First Term Theory Examination
19	14.10.2009 to 24.10.2009	Diwali Vacation
20	26.10.2009	Demonstration of Advance Coaching Lesson (Model)
21	31.10.2009	Feed back of first term theory examination
22	02.11.2009	Simulation lesson with audio-visual feedback with discussion in advance coaching
23	16.11.2009	Advance coaching lesson begins
24	07.12.2009 to 09.12.2009	Seminar & Paper Presentation
25	25.12.2009 to 01.01.2010	Winter Break
26	17.01.2010	Participation in International conference on "Traditional Yoga" at Lonavla



## APPENDIX-2 (Contd.)

27	10.02.2010	Submission of project work/ Journal
28	15.02.2010 to 20.02.2010	Intramurals Competitions Organization
29	22.02.2010 to 24.02.2010	Practical Examination
30	06.03.2010	Visit to sports complex, Balewadi, (Pune) & Army sports center Khadki, (Pune)
31	12.03.2010 to 14.03.2010	Workshop on Statistical analysis by using SPSS software
32	03.04.2010	Annual Prize Distribution
33	05.04.2010 to 07.04.2010	Second term Theory Examination
34	17.04.2010	Farwell function
35	19.04.2010	Feedback of second term theory examination
36	20.04.2010 to 30.04.2010	<ul style="list-style-type: none"> <li>• Supervised study programme</li> <li>• Submission of Internal assessment work</li> <li>• Physical verification ( Stock checking)</li> <li>• Planning for the next Academic session</li> </ul>

- TERMS - First Term : 14.07.2009 to 13.10.2009  
Second Term : 26.10.2009 to 30.04.2010
- TOTAL NO. OF : 224 days (Including Exam., Extension activities & seminar workshop)
- WORKING DAYS : 196 days (Excluding Exam., Extension activities & seminar workshop)
- WORKING HOURS : 3.00 p.m. to 7.30 p.m. ( Monday to Saturday)

### ACADEMIC CALENDAR COMMITTEE (2009-10)

- Dr. G. V. Pargaonkar (Principal) : Chairman
- Dr. K. K. Asai (ICT Incharge ) : Member
- Dr. J. M. Dhope (Dissertation co-ordinator) : Member
- Mr. R. R. Dhakne (Theory Incharge, PG) : Member
- Dr. G. K. Dhokrat ( Practical Incharge ) : Member Co-ordinator

**Principal**  
(Dr. G.V. Pargaonkar)

## APPENDIX-3

### Time Table Theory and Practical

Bombay Physical Culture Association's  
College of Physical Education,  
Wadala, Mumbai - 400 031

B. P. Ed. Course 2009 - 2010  
Theory Time Table

Division - A (Roll No. 01 to 45)

Month \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10.45 a.m. to 11.25 a.m.	Smt.S.N.C Paper II Section II	Practice Teaching (Optional Method)	Shri. R.R.D. Paper IV Section I	Shri.J.M.H Paper I Section II	Practice Teaching (Optional Method)	Shri. R.N.S Paper III Section I
11.30 a.m. to 12.10 p.m	All Special Method		Zero Problem Period	All Special Method		Dr. K.K.A. Paper III Section II
12.15 p.m. to 12.55 p.m	Smt.N.O.J Paper II Section I		Dr. J.M.D. Paper V Section I	Dr. G.K.D. Paper IV Section II		Communicative Skill Period

Division - B (Roll No. 46 to 100)

Month \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10.45 a.m. to 11.25 a.m.	Shri. R.R.D. Paper IV Section I	Practice Teaching (Optional Method)	Shri.J.M.H Paper I Section II	Shri. R.N.S Paper III Section I	Practice Teaching (Optional Method)	Smt.S.N.C Paper II Section II
11.30 a.m. to 12.10 p.m	All Special Method		Zero Problem Period	All Special Method		Smt.N.O.J Paper II Section I
12.15 p.m. to 12.55 p.m	Dr. J.M.D. Paper V Section I		Dr. G.K.D. Paper IV Section II	Dr. K.K.A. Paper III Section II		Communicative Skill Period

Dr. K. K. Asai  
Theory Incharge

Dr. G. V .Pargaonkar  
Principal

## APPENDIX-3 (Contd.)

**BOMBAY PHYSICAL CULTURE ASSOCIATION'S  
COLLEGE OF PHYSICAL EDUCATION,  
WADALA, MUMBAI – 400 031.**

**B.P.ED. COURSE**

**Year 2009-10**

**PRACTICAL TIME TABLE**

Month \_\_\_\_\_

Session & Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Morning Session</b> 7.30-7.40 a.m.	Assembly & Prayer (Miss. Chougule)	Assembly & Prayer (Miss. Chougule)	Assembly & Prayer (Miss. Chougule)	Assembly & Prayer (Miss. Chougule)	Assembly & Prayer (Miss. Chougule)	Assembly & Prayer (Miss. Chougule)
7.40-8.00 a.m.	Gen. Warming up	Gen. Warming up	Gen. Warming up	Gen. Warming up	Gen. Warming up	Gen. Warming up
8.00-9.25 a.m.	Kabaddi (Mrs. Joshi) Kho-Kho (Dr. Asai) Handball (Mrs. Kawade)	Kabaddi (Mrs. Joshi) Kho-Kho (Dr. Asai) Handball (Mrs. Kawade)	Kabaddi (Mrs. Joshi) Kho-Kho (Dr. Asai) Handball (Mrs. Kawade)	Kabaddi (Mrs. Joshi) Kho-Kho (Dr. Asai) Handball (Mrs. Kawade)	Kabaddi (Mrs. Joshi) Kho-Kho (Dr. Asai) Handball (Mrs. Kawade)	Inter House Competitions
9.25-9.30 a.m.	<b>Assembly &amp; Dismissal</b>					
<b>Afternoon Session</b> 3.00 -3.10p.m.	Assembly (Dr. Dhope)	Assembly (Dr. Dhope)	Assembly (Dr. Dhope)	Assembly (Dr. Dhope)	Assembly (Dr. Dhope)	--
3.10-3.25 p.m.	Gen. Warming Up	Gen. Warming Up	Gen. Warming Up	Gen. Warming Up	Gen. Warming Up	
3.25-4.55 p.m.	Football (Dr. Dhokrat) Gymnastics (Shri. Shelke) Table Tennis (Shri. Dhakne)	Football (Dr. Dhokrat) Gymnastics (Shri. Shelke) Table Tennis (Shri. Dhakne)	Football (Dr. Dhokrat) Gymnastics (Shri. Shelke) Table Tennis (Shri. Dhakne)	Football (Dr. Dhokrat) Gymnastics (Shri. Shelke) Table Tennis (Shri. Dhakne)	Football (Dr. Dhokrat) Gymnastics (Shri. Shelke) Table Tennis (Shri. Dhakne)	
4.55-5.00 p.m.	<b>Assembly, National Anthem &amp; Dismissal</b>					

Dr. G.K. Dhokrat  
Practical Incharge

Dr. G.V. Pargaonkar  
Principal

## APPENDIX-3 (Contd.)

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI - 400 031.**

**TIME TABLE (Theory)**

**M. P. Ed. (Part-I) COURSE (2009-10)**

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI - 400 031.						
M.P.ED. COURSE (PART-I) (2009-2010)						
TIME TABLE (THEORY AND PRACTICAL)						
MONTH _____						
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>PRACTICAL</b> 3.00p.m. to 4.30p.m.	Prof. R. R. Dhakne (volleyball)	Prof. R. R. Dhakne (volleyball)	Prof. R. R. Dhakne (volleyball)	Prof. R. R. Dhakne (volleyball)	Prof. R. R. Dhakne (volleyball)	Prof. R. R. Dhakne (volleyball)
<b>THEORY</b> 5.00 to 5.50p.m. 5.55 to 6.45p.m. 6.50 to 7.40p.m.	Dr. Dhope (Paper-III) Dr. Dhokrat (Paper-IV) Dr. Pargaonkar (Paper-II)	Dr. Pargaonkar (Paper-II) Prof Smt. Joshi (Paper-III) Prof. R. R. Dhakne (Paper-V)	Dr. Dhope (Paper-III) Prof. Hotkar (Paper-I) Dr. Pargaonkar (Paper-II)	Prof. Smt. Kawade (Paper-I) Dr. Dhokrat (Paper-IV) Dr. Dhope (Paper-III)	Dr. Pargaonkar (Paper-II) Prof. R. R. Dhakne (Paper-V) Prof. Smt. Kawade (Paper-I)	Dr. Asai K. K. (Paper-III) Prof. Smt. Kawade (Paper-I) Zero Problem Period (All faculty)
Shri. R. R. Dhakne Theory Incharge M.P.Ed. Course			Dr. G. V. Pargaonkar Principal			

**APPENDIX-3 (Contd.)**

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI - 400 031.**

**TIME TABLE (Theory)**

**M. P. Ed. (Part-II) COURSE (2009-10)**

**B.P.C.A.'S  
COLLEGE OF PHYSICAL EDUCATION,  
WADALA, MUMBAI - 400 031.  
  
M.P.ED. COURSE (PART-II)  
(2009-2010)**

**TIME TABLE (THEORY AND PRACTICAL)**

TIME	MONTH					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>PRACTICAL</b> 3.00p.m. to 4.30p.m.	Dr.Dhokrat Throwing event	Dr.Dhokrat Throwing event	Dr.Dhokrat Throwing event	Dr.Dhokrat Throwing event	Dr.Dhokrat Throwing event	Dr.Dhokrat Throwing event
<b>THEORY</b> 5.00 to5.50p.m. 5.55to 6.45p.m. 6.50to 7.40p.m.	Dr. Pargaonkar (Paper-I) Prof.Dhakne (Paper II) Dr. Dhope (Paper-III)	Prof.Hotkar (Paper II) Dr.Dhokrat (Paper III) Dr. Pargaonkar (Paper-I)	Prof.Smt.Joshi (Paper I) Prof.Dhakne (Paper II) Dr. Dhope (Paper-III)	Dr. Pargaonkar (Paper-I) Dr. Dhokrat (Paper-III) Prof.Hotkar (Paper-II)	Dr. Dhope (Paper-III) Dr. Pargaonkar (Paper-I) Prof.Hotkar (Paper-II)	Dr. Dhope (Paper-III) Dr. Pargaonkar (Paper-I) Zero Problem Period(All faculty)

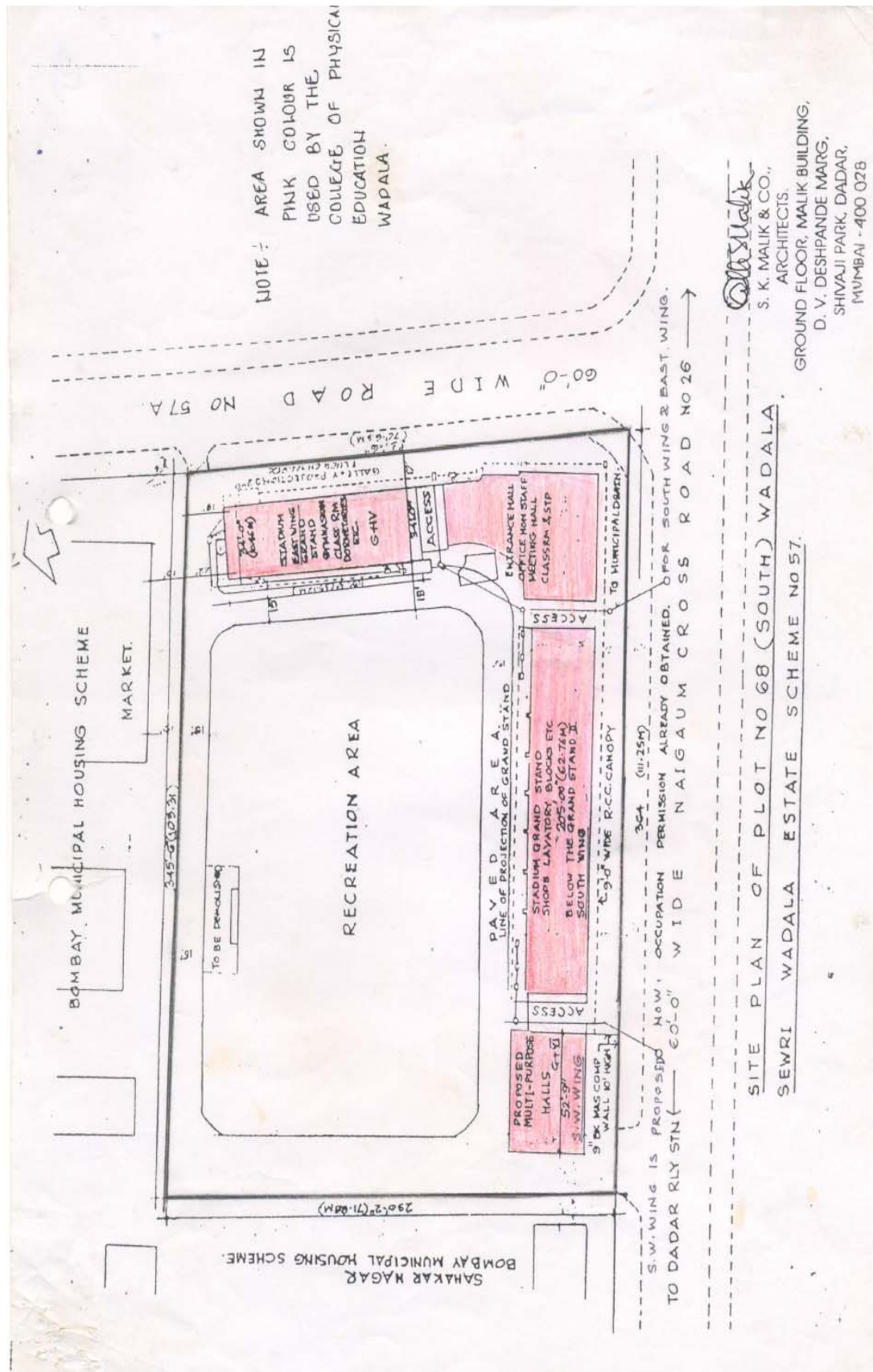
Shri. R.R. Dhakne  
Theory Incharge  
M.P.Ed. Course

Dr. G.V. Pargaonkar  
Principal





## APPENDIX-4 (Contd.)





## APPENDIX-4 (Contd.)

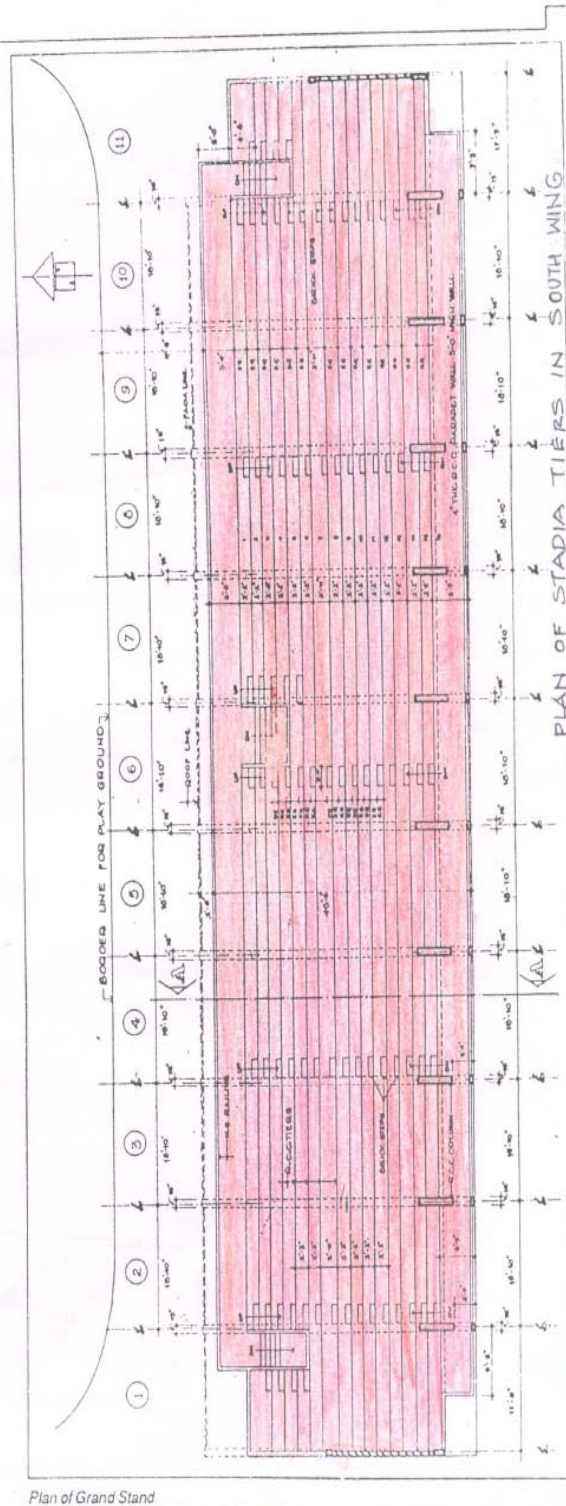
### PROJECT Stadium for Indian Games at Wadala, Mumbai

The Stadium is built for the Bombay Physical Culture Association on their site at Wadala. It accommodates approximately 10,000 persons.

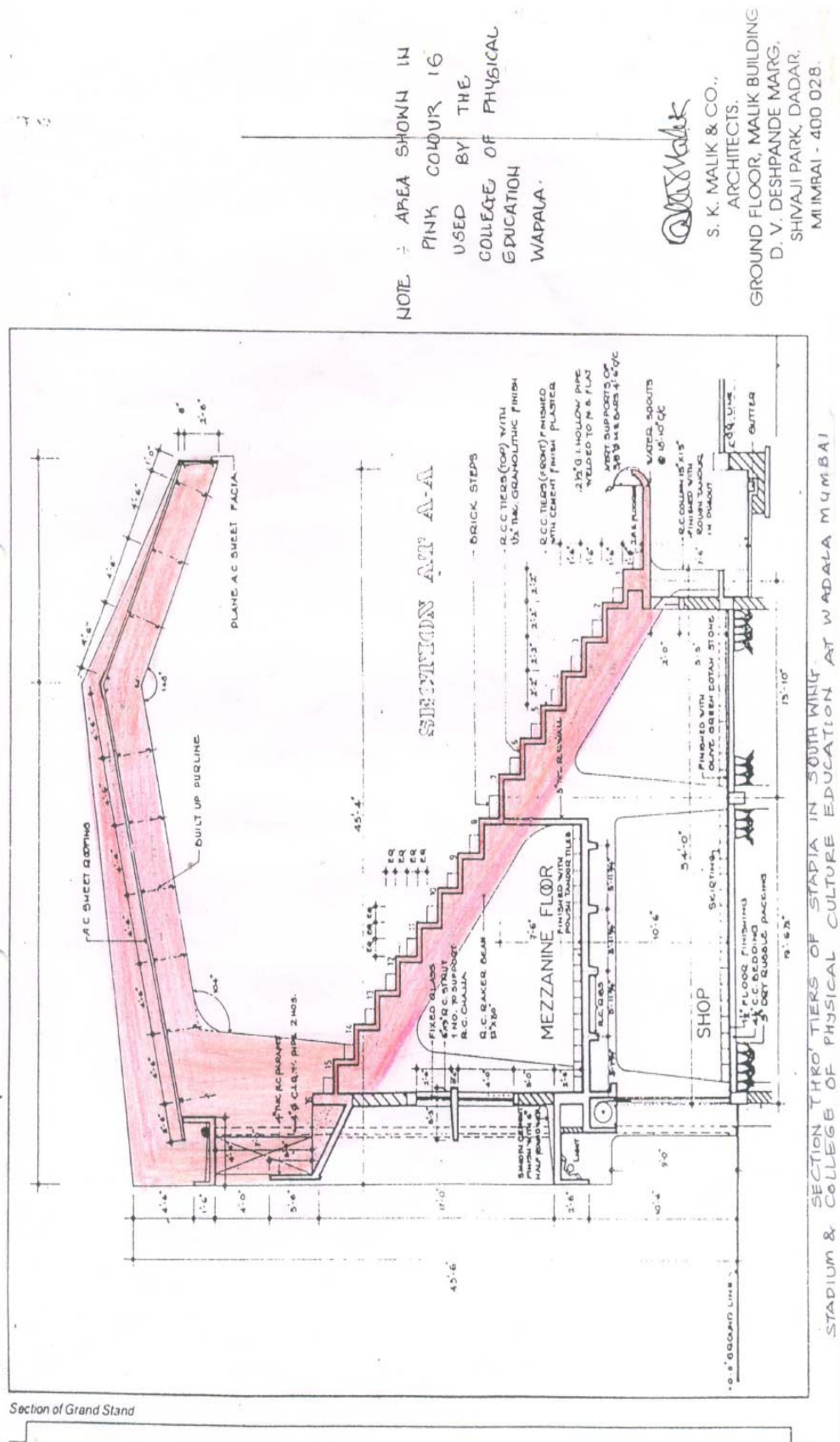
It is meant for Indian games like Kabaddi, Kho-Kho, etc. The grand stand is covered by providing cantilevered R.C. Beams of 42'-0" length and A.C. sheet roofing and shops and mezzanine floor have been designed in the space under the tiers.

*[Signature]*  
Ar. Datta S. Malik

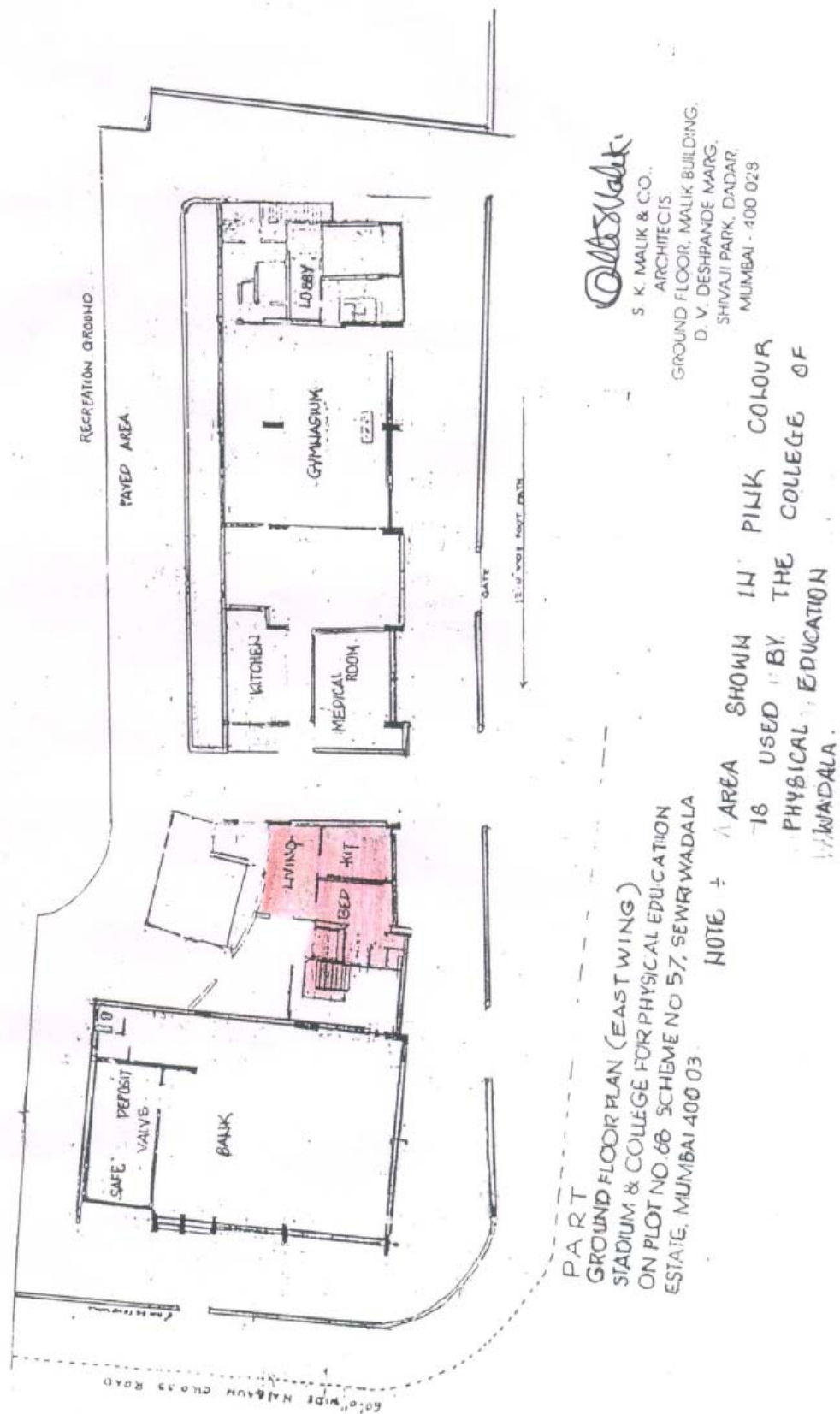
S. K. MALIK & CO.,  
ARCHITECTS,  
GROUND FLOOR, MALIK BUILDING,  
D. V. DESHPANDE MARG,  
SHIVAJI PARK, DADAR,  
MUMBAI - 400 028.



## APPENDIX-4 (Contd.)



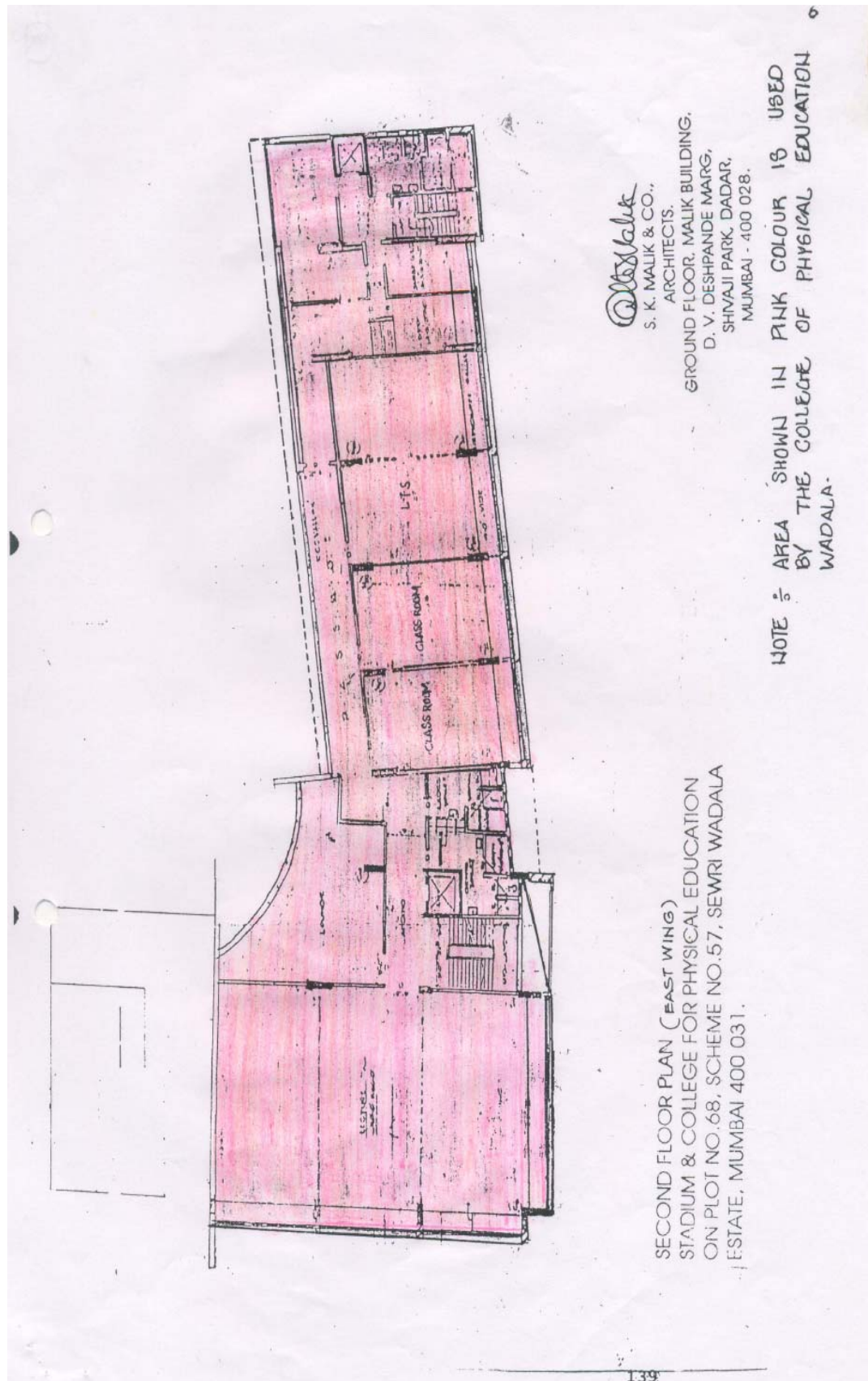
## APPENDIX-4 (Contd.)



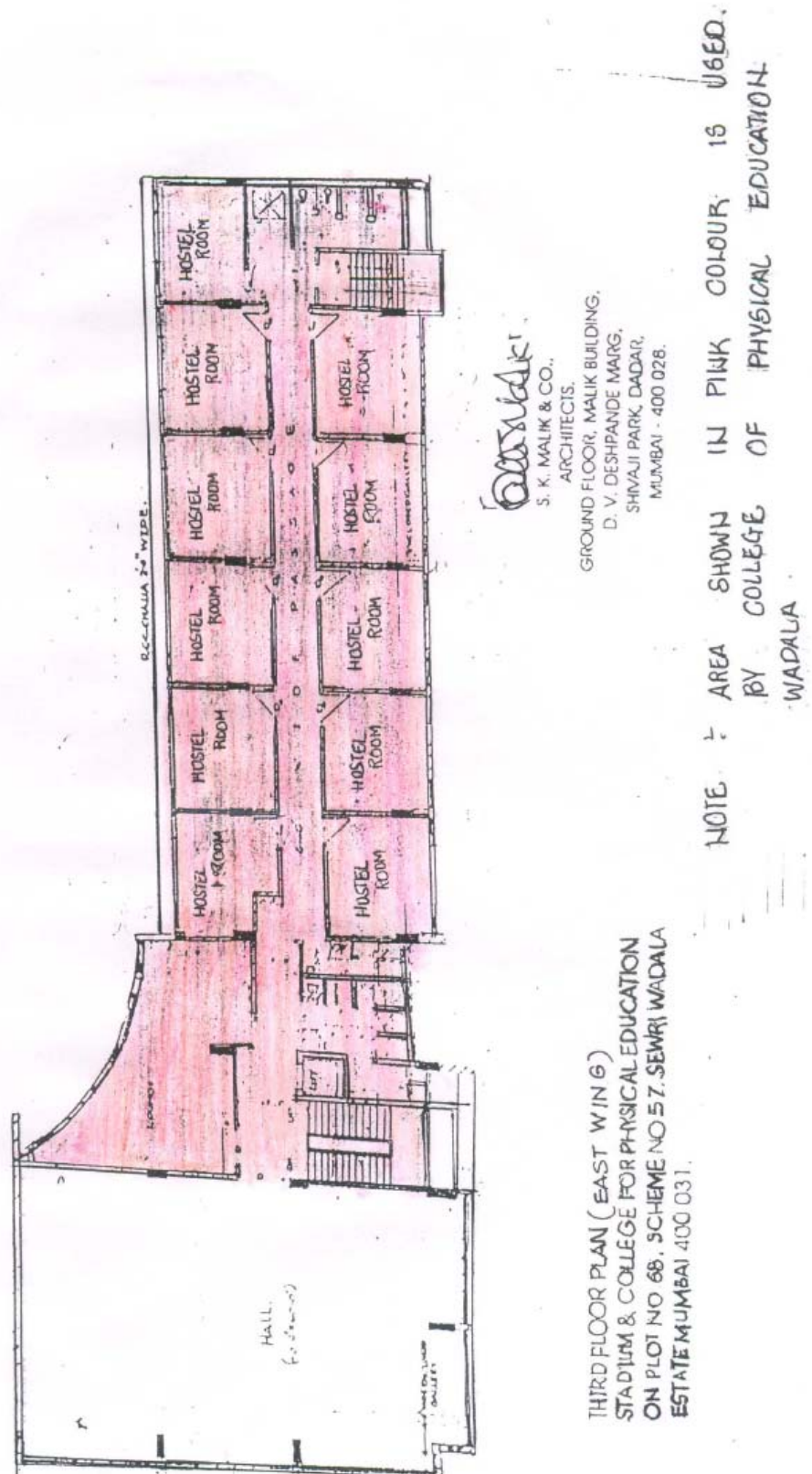




## APPENDIX-4 (Contd.)



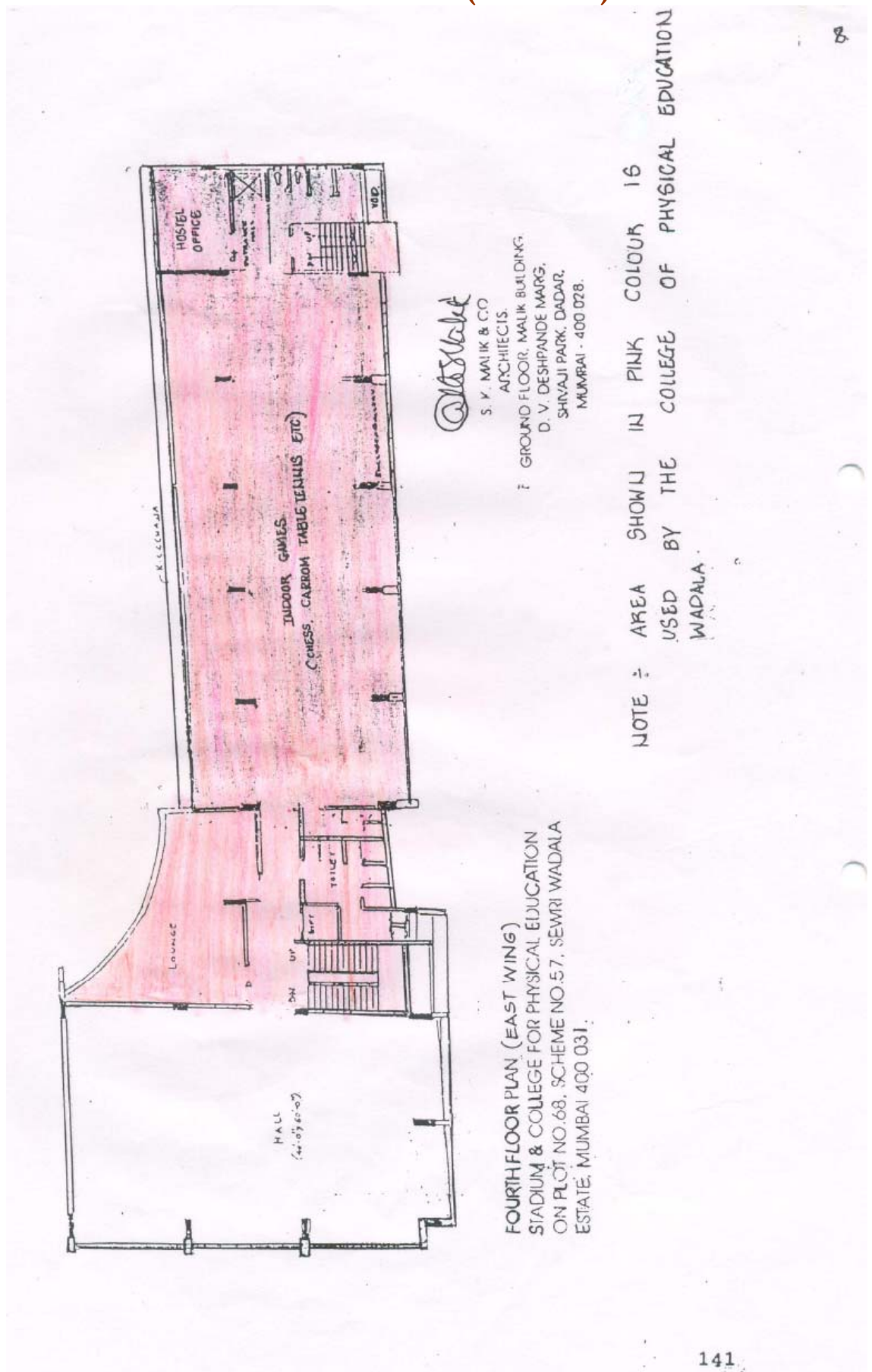
## APPENDIX-4 (Contd.)



140

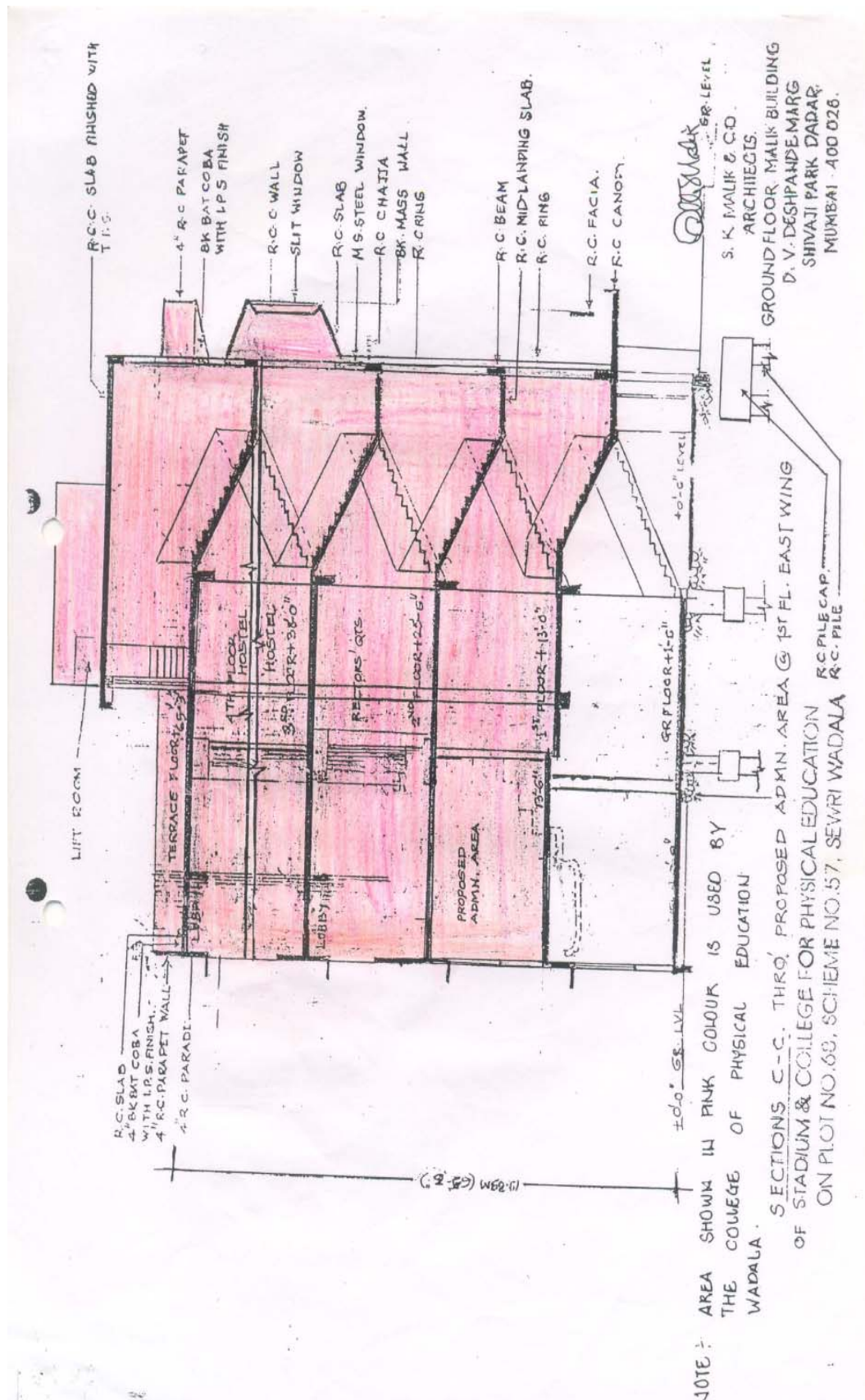


## APPENDIX-4 (Contd.)



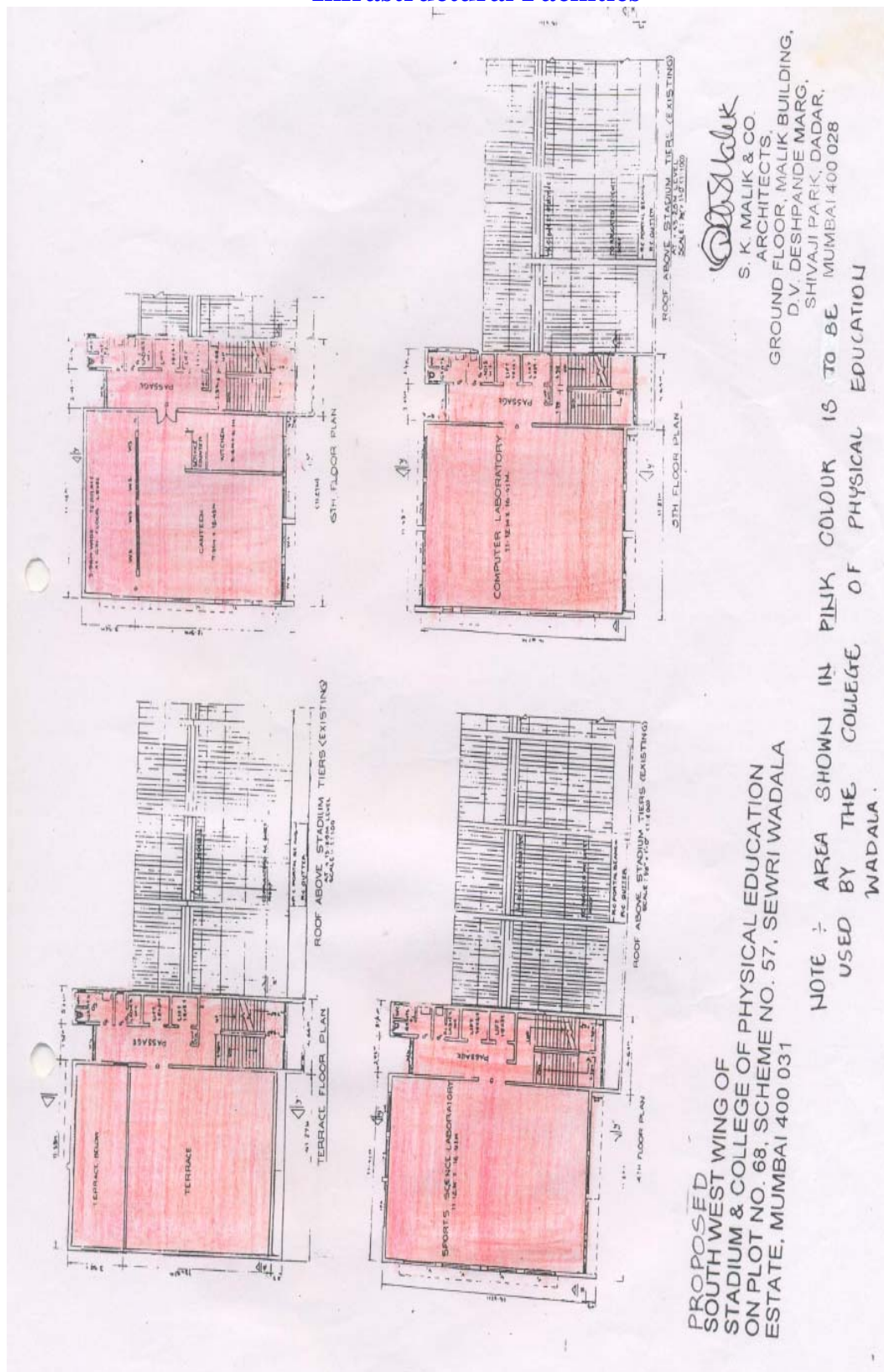


## APPENDIX-4 (Contd.)



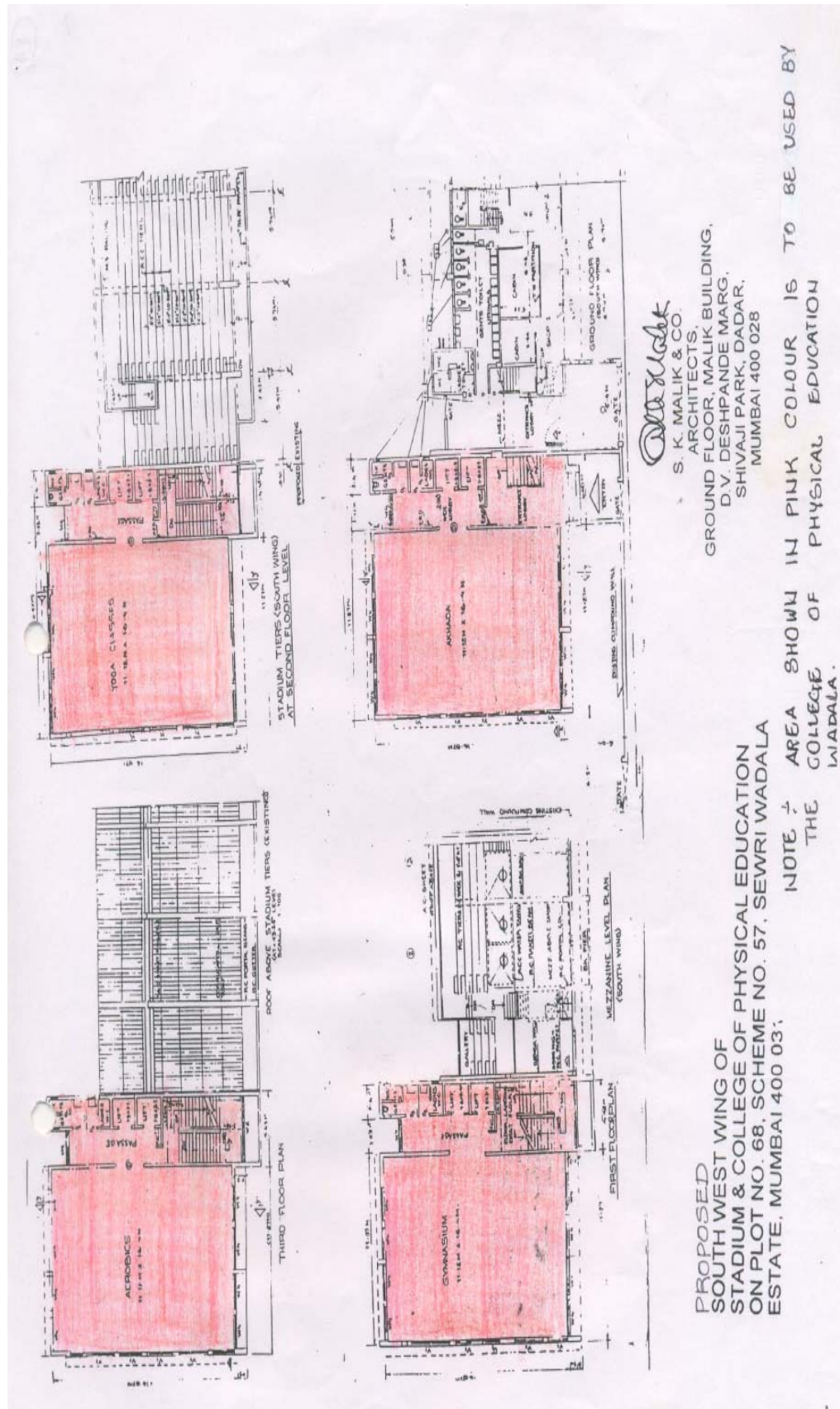
## APPENDIX-5

### Master Plan for Projected Expansion of Infrastructural Facilities





## APPENDIX-5 (Contd.)







## APPENDIX-6 (I)

### Sample of Student Feedback on Curriculum and Faculty (Questionnaire)

**B.P.C.A.'s College of Physical Education, Wadala, Mumbai- 31.**  
**B.P.Ed. / M.P.Ed. Course**

#### TEACHERS EVALUATION FORMS QUESTIONNAIRE

SIDE - A		SIDE - B	
1. PERSONAL QUALITIES			
	<b>APATHETIC</b>		<b>STIMULATING</b>
1.	Teacher fails to encourage students.	1.	Teacher encourages students to do better work.
2.	Teacher is indifferent, inactive and dull.	2.	Teacher is active and alert. He has a keen desire to get things done.
3.	Teacher lacks sense of humour. Class atmosphere pervaded with boredom and monotony.	3.	Teacher possesses sense of humour, provides variety of live experiences by narrating interesting stories and anecdotes to eliminate monotony and boredom.
	<b>AUTOCRATIC</b>		<b>DEMOCRATIC</b>
4.	Teacher directs student activity in a mandatory manner.	4.	Teacher guides students without being mandatory.
5.	Teacher wants the order to be obeyed without delay.	5.	Teacher encourage students make and carry out their decisions.
6.	Teacher interrupts students even when their discussions are relevant.	6.	Teacher encourages students to discuss and present their views.
	<b>HARSH</b>		<b>KIND</b>
7.	Teacher is rough, rude and fault findings.	7.	Teacher is sympathetic, friendly and helpful.
8.	Teacher is sarcastic insults students in the class.	8.	Teacher point out students defects in a way that they do not feel ashamed offers criticism tactfully.
9.	Teacher shows students.	9.	Teacher shows affection.
	<b>UNIMPRESSION</b>		<b>IMPRESSION</b>
10.	Teacher's dress in untidy and inappropriate.	10.	Teacher is well dressed.
11.	Teacher's bearing and postures are unattractive.	11.	Teacher's learning and postures natural and dignified.
12.	Teacher has distracting mannerism and physical defects.	12.	Teacher is free from personal peculiarities. e.g. irritating mannerism and distracting physical defects.
	<b>NERVOUS</b>		<b>CONFIDENT</b>
13.	Teacher shows sings of nervous ness and timidity and avoids facing pupils in presence of the class.	13.	Teacher faces the class firmly answers questions confidently
14.	Teacher becomes self-conscious in the presence of superiors.	14.	Teacher is unmindful of the presence of superiors.

## APPENDIX-6 (I) (Contd.)

15.	Teacher is unable to perform experiments and demonstrations successfully due to nervousness.	15.	Teacher performs experiments and demonstrations with natural ease and confidence.
	<b>EXCITABLE</b>		<b>POISED</b>
16.	Teacher gets annoyed even on trifles.	16.	Teacher is not annoyed even at students absurd answer.
17.	Teacher is easily flustered and upset.	17.	Teacher is dignified and informal.
18.	Teacher gets angry when a student does not understand a fact easily.	18.	Teacher does not lose patience when a weak student fails to understand a point after repeated explanations.
	<b>CARELESS</b>		<b>CONSCIENTIOUS</b>
19.	Teacher wastes time in irrelevant talk.	19.	Teacher begins teaching as soon as the period starts.
20.	Teacher does not take pains in teaching.	20.	Teacher takes pains in teaching.
21.	Teacher comes late too often.	21.	Teacher is punctual.
<b>II PROFESSIONAL COMPETENCE</b>			
	<b>NARROW</b>		<b>BROAD</b>
22.	Teacher gives inaccurate and confused information suggestive of narrow scholarship.	22.	Teacher give correct and clear cut information-suggestive of broad scholarship.
23.	Subject matter is confined to text books, lacks necessary details and explanations.	23.	Subject matter is broad in content, includes necessary details and explanations.
24.	Subject matter taught is out of date and lacks new ideas. Teacher consults notes too often.	24.	Subject matter taught is upto date and includes new ideas. Teacher does not need to consult notes while teaching.
	<b>STEREOTYPED</b>		<b>ORIGINAL</b>
25.	Teacher uses routine procedures, relies, mainly on text and "telling facts".	25.	Teacher is imaginative, uses new and original techniques.
26.	Teacher uses only conventional materials aids and methods.	26.	Teacher uses original and relatively new material aids and methods.
<b>III CLASS-ROOM PERFORMACNCE</b>			
	<b>ALOOF</b>		<b>RESPONSIVE</b>
27.	Teacher resorts to narrations and avoids questions.	27.	Teacher elicits most information through well directed and through provoking questions.
28.	Teachers attention is wandering, seems removed from the class.	28.	Teacher engrossed in teaching, has established a rapport.
29.	Teacher provides no chance to students to cooperate in the development of lesson. Students are passive listeners.	29.	Teacher is cooperative. He actively helps students in explaining and findings facts.
	<b>INEFFECTIVE QUESTIONING</b>		<b>EFFECTIVE QUESTIONIG</b>
30.	Teacher avoids questions and resorts to drape and dry Narrations.	30.	Teacher elicits most information through questions which ensure success experience to the students.

## APPENDIX-6 (I) (Contd.)

31.	Teacher is indifferent to students response.	31.	Teacher provides appropriate feed back to students response.
32.	Teacher ignores student's incorrect or partly correct responses.	32.	Teacher analyses students incorrect or partly correct responses selects elements of correctness and builds up the whole answer.
	<b>FALTERING</b>		<b>FLUENT</b>
33.	Teacher uses poor, halting and repetitive language and unsystematic construction.	33.	Teacher has command over the language. Uses appropriate words, in good connected sequence.
34.	Teacher has defective speech and pronunciations.	34.	Teacher's speech and pronunciations are satisfactory.
35.	Teacher narrations are confusing and lifeless.	35.	Teacher narrations are elaborate and vivid.
	<b>INEFFECTIVE MATERIAL AIDS</b>		<b>EFFECTIVE MATERIAL AIDS</b>
36.	A. V. Aids are not shown or are irrelevant.	36.	A. V. Aids are appropriate and well arranged.
37.	Teacher is not able to demonstrate experiments.	37.	Teacher demonstrates experiments successfully.
	<b>UNSUITABLE B. B. WORK</b>		<b>SUITABLE B. B. WORK</b>
38.	Teacher fails to do nay B. B. works B. B. works is poor and disorganized.	38.	B. B. work neat, clean, systematic with suitable headings and subheadings.
39.	B.B. Sketches and diagrams very poor in quality or are not drawn even where necessary.	39.	Teacher is able to draw clear well labeled sketches and diagrams where necessary.
40.	B. B. Writing poor.	40.	B. B. Writing good.
	<b>POOR CLASS MANAGEMENT</b>		<b>GOOD CLASS MANAGEMENT</b>
41.	Teacher admits disorderly behavior and is careless about discipline.	41.	Teacher insist on orderly behaviour and is careful about discipline.
42.	Students noisy and no cooperative class atmosphere unsuitable for learning.	42.	Students are well behaved cooperative class atmosphere conducive to learning.
43.	Teacher fails to engage students who create disturbances in education activity.	43.	Class orderly, students engaged in educative activity.
	<b>RIGID</b>		<b>ADAPTABLE</b>
44.	Teacher is rigid, does not change according to circumstances of the teaching situation.	44.	Teacher takes advantage of class room situations, uses them for better teaching.
45.	Teacher is helpless when original aids are lost or damaged.	45.	Teacher uses ordinary aids present in the class room with advantages when more elaborate one's are lost or damaged.
	<b>DISORGANIZED</b>		<b>SYSTEMATIC</b>
46.	Teacher is unprepared, class work not well planned.	46.	Teacher is well prepared. Shows evidence of planned but flexible procedure.
47.	Subject matter confused, without suitable sequence.	47.	Subject matter has a logical and psychological sequence.



## APPENDIX-6 (II)

### Sample of Student Feedback on Curriculum and Faculty (Answer Sheet)

Q. No.		TEACHER'S EVALUATION SCORE SHEET																YEAR 2007					
		Dr. G.V. Pargaonkar		Dr. S.D. Chavan		Dr. J.M. Dhope		Dr. G.K. Dhokrat		Shri. R.R. Dhakne		Shri. J.M. Hotkar		Mrs. R.C. Kawade		Shri. K.K. Asai				Shri. R.N. Shelke		Mrs. N.O. Joshi	
1		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
2		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
3		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
4		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
5		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
6		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
7		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
8		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
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11		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
12		A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B

## APPENDIX-6 (II) (Contd.)

Q. No.	Dr. G. V. Pargaonkar	Dr. S.D. Chavan	Dr. J.M. Dhope	Dr. G.K. Dhokrat	Shri. R.R. Dhakne	Shri. J.M. Hotkar	Mrs. R.C. Kawade	Shri. K.K. Asai	Shri. R.N. Shelke	Mrs. N.O. Joshi	Miss. S.N. Chougule
13	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>	A <input type="checkbox"/> B <input checked="" type="checkbox"/>
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## APPENDIX-6 (II) (Contd.)

Q. No.	Dr. G.V. Pargaonkar	Dr. S.D. Chavan	Dr. J.M. Dhope	Dr. G.K. Dhokrat	Shri. R.R. Dhakne	Shri. J.M. Hotkar	Mrs. R.C. Kawade	Shri. K.K. Asai	Shri. R.N. Shelke	Mrs. N.O. Joshi	Miss. S.N. Chougule
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## APPENDIX-6 (II) (Contd.)

Q. No.	Dr. G.V. Pargaonkar	Dr. S.D. Chavan	Dr. J.M. Dhope	Dr. G.K. Dhokrat	Shri. R.R. Dhakne	Shri. J.M. Hotkar	Mrs. R.C. Kawade	Shri. K.K. Asai	Shri. R.N. Shelke	Mrs. N.O. Joshi	Miss. S.N. Chougule
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## APPENDIX-6 (II) (Contd.)

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## APPENDIX-7

### Sample of Student Feedback on Facilities and Programmes

**B.P.C.A.'s College of Physical Education, Wadala, Mumbai- 31.**

**B.P.Ed. / M.P.Ed. Course**

#### Evaluation of Facilities and Programme of the College

**Note :** Give your necessary suggestions for further improvement by rating the following components as per below scale.

**Rating Scale :** 5, 4, 3, 2, 1

5= Excellent,  
(उत्कृष्ट)

4= Good,  
(चांगला)

3=Fair  
(ठिक)

2= Satisfactory,  
(समाधानकारक)

1=Unsatisfactory  
(असमाधानकारक)

Sr. No.	Facilities	Rating Scale	Sr. No.	Programme	Rating Scale
1	Playing facilities	5	1	Practice Teaching • Academic subject • Physical Education	4
2	Office Facilities	5	2	Practicals (Phy. Education)	4
3	Lecturer Hall Facilities	4	3	Theory Classes	4
4	Library facilities	4	4	Internal Evaluation system	5
5	Laboratory facilities	4	5	Inter Collegiate Competition	5
6	ICT facilities	5	6	Intramural	4
7	Audio-Visual facilities	3	7	Inter School Competition	5
8	Hostel Facilities	5	8	Teaching Official Classes	5
9	Method Room Facilities	4	9	Scout & Guide Training Camp	5
10	Toilet, Bathroom & Drinking water facilities	4	10	Annual Athletic Meet	5

11 Any other suggestions for further improvement :

- Co-operation made by the teachers are excellent at any time and at any movement.
- Explanation should be more in English instead of any other language of theory, physical, etc.
- Planning of the management is done in effective manner so that students don't get fatigue.



## APPENDIX-8

### Sample of feedback on Practice Teaching of Students by Peers

#### Guidelines for lesson Observation (Class room teaching)

- 1) **Lesson Planning and preparation**
- 2) **Presentation**
  - a) Assessments of the previous knowledge and introduction of the new Topic.
  - b) Gradual development of the lesson.
  - c) Originality in thinking etc.
- 3) **Use of Audio-Visual aids**
  - a) Selection of suitable aid and effective use of teaching-aid.
  - b) Skill in handling aids etc.
- 4) **Use of Teaching Method**
  - a) Suitability of the objective and method selected.
  - b) Lesson note etc.
- 5) **Knowledge of the Subject Matter**
  - a) Narration
  - b) Imagination
  - c) Mastery over Language
  - d) Attitude towards pupil etc.
- 6) **Black-Board Writing**
  - a) B.B Work explanatory and summary
- 7) **Student Response**
  - a) Spontaneous attention and eagerness of learn.
  - b) Interest.
  - c) Active participation.
- 8) **Ability to solve difficulties, Correction and Method of Evaluation**
  - a) Questioning.
  - b) Correction.
  - c) Method of evaluation.
- 9) **Class Room manners and Class Control**
  - a) Interact with Pupils.
  - b) Disciplines and Politeness.
- 10) **Total Effect**
  - a) Success in achieving the objectives.
  - b) Satisfaction of having learned worthwhile.

## APPENDIX-8 (Contd.)

Name of the Student Teacher : <u>Narendera Vamrale</u> Roll No. <u>95</u> Lesson No. <u>03</u> Time : <u>2:30 to 3:00 pm</u> Name of the School : <u>Wadala Mill school, Wadala</u> Subject : <u>History</u> Unit : _____	1) Lesson planning and preparation was good. 2) Presentation given was effective. 3) Use of teaching-aid was done at appropriate time. 4) Teaching method was effective. 5) Knowledge about the subject was good. 6) Black Board writing was good but use of colour chalk for emphasizing main points could have been more effective. 7) Active participation was made by students. 8) Method of evaluation was good. 9) class control was good. 10) Over all lesson was satisfactory.
Signature Student Teacher	Signature Supervisor 20/09/08



  

Name of the Student Teacher : <u>Snehal Patil</u> Roll No. <u>28</u> Lesson No. <u>07</u> Time : <u>3:30 to 4:00 pm</u> Name of the School : <u>Wadala Mill school</u> Subject : <u>Marathi</u> Unit : _____	1) Lesson planning and preparation was good. 2) Presentation was good. 3) Use of teaching-aid was good. 4) Teaching method can be more effective by simple to complex. 5) Knowledge about the subject was good. 6) Black Board writing was good. 7) Active participation was made by students. 8) Time management should be made. 9) class control was not upto the mark. 10) Over all lesson was satisfactory.
Signature Student Teacher	Signature Supervisor 20/09/08

### Guidelines for lesson Observation (Physical Education)

1. Lesson planning and preparation.
2. Teacher's uniform, command and class control.
3. Ground marking.
4. Use of equipments.
  - a) Selection of equipment
  - b) Proper use of equipment
5. Introduction, teacher's demonstration and presentation.
6. Analysis of teaching skills.
7. Detection of mistakes, corrections and related practice.
8. Organization of recreative part.
9. Student's response.
10. Total effects and achievements of objectives.

## APPENDIX-8 (Contd.)

Name of the Student Teacher: <u>Vijay Tan dalekar</u> Roll No. <u>92</u> Lesson No. <u>08</u> Time: <u>2:10 to 2:40pm</u> Name of the School: <u>Korbanithagar No.2</u> Subject: <u>Sprint</u> Unit: <u>Bullet - start</u>	Name of the Student Teacher: <u>Prasad Vastak</u> Roll No. <u>96</u> Lesson No. <u>08</u> Time: <u>3:40 to 4:10pm</u> Name of the School: <u>Korbanithagar No.2</u> Subject: <u>Kabaddi</u> Unit: <u>Toe - Touch</u>
1.) Lesson planning & preparation was good. 2.) Class control was effective and command were loud & clear. 3.) Ground marking was proper. 4.) Proper use of equipment was done. 5.) Emphasis more on demonstration. Less time should be spent on explanation. 6.) Teaching skill was effective. 7.) Detection of mistake, correction & related practice was upto the mark. 8.) Class formation was proper. Distance between 2 girls was not sufficient. 9.) Recreative part was enjoyed by the student. 10.) Student participation was good. 11.) Over all lesson was satisfactory.	1.) Lesson planning and preparation was good. 2.) Class control was effective <del>and</del> command was not loud and clear. 3.) Ground marking was proper. 4.) Proper use of equipment was done. 5.) Use the whistle at appropriate time. 6.) Teaching skill was effective. 7.) Class formation was proper. 8.) Recreative part was effective. 9.) Student participation was good. 10.) Over all lesson was satisfactory.
Signature  Supervisor Student Teacher	Signature  Supervisor Student Teacher



## APPENDIX-9

### Sample of Feedback on Practice Teaching by Staff of Practice Teaching School

Eng

**BOMBAY PHYSICAL CULTURE ASSOCIATION'S  
COLLEGE OF PHYSICAL EDUCATION,  
WADALA, MUMBAI - 400 031.**

**OBSERVATIONS AND SUGGESTIONS FROM PRACTICE TEACHING SCHOOLS  
(ACADEMIC SUBJECTS)**

Name of the School - *Saraswati Mandir High School* Year - 2009-10

Sr. No.	Particulars	Remarks (Put ✓)				
		V. Good	Good	Satisfactory	Fair	Poor
1	Lesson Preparation (पाठाची तयारी)	✓				
2	Presentation (सादरीकरण)	✓				
3	Use of Audio-Visual aids (शैक्षणिक साधनांचा वापर)		✓			
4	Use of Teaching Method (अध्यापन पद्धतीचा वापर)		✓			
5	Teacher Knowledge (विषय ज्ञान)	✓				
6	Black-Board Writing (फलक कार्य)		✓			
7	Students Response (विद्यार्थ्यांचा प्रतिसाद)		✓			
8	Questioning, Correction & Method of Evaluation (प्रश्न, चुकांची दुरुस्ती, मुल्यमापन पद्धत)		✓			
9	Class Room Manners & Class Control (वर्तणुक व वर्ग नियंत्रण)	✓				
10	Total Effect (एकूण प्रभाव)	✓				
11	Necessary Suggestions for further improvement (पुढील प्रगतीसाठी आवश्यक सूचना)					
<p><i>V. Good. Can easily co-relate the subject ie chapter with the students view. Class Control was good. Keep it up with innovative methods of teaching.</i></p>						

Date : *11/12/09*

Supervisor/Head of the school

*Surati*  
*Mrs. Sheetal Surati*

## APPENDIX-10

### Sample of Teachers Appraisal Report

BOMBAY PHYSICAL CULTURE ASSOCIATION'S  
COLLEGE OF PHYSICAL EDUCATION,  
WADALA, MUMBAI – 400 031.

PERFORMANCE APPRAISAL REPORT  
SELF APPRAISAL

Assessment year : 2008-09

**A. General Information**

- a. Name : DR. DHOPE JANARDAN MAHADEO
- b. Address (Residential) : 1/14, MHADA COLONY, MAHARASHTRA  
NAGAR, THANE (W) 400610
- Telephone No. : 9769960872
- c. Designation : READER
- d. Department : PHYSICAL EDUCATION
- e. Date of Birth : 1st June 1953
- f. Area of Specialization WRESTLING

**B. Academic Qualification :**

Exam Passed	Board/ University	Subject	Year	Division/ Grade Merit etc.
High School	S.S.C BOARD	MAR, HIN, ENG, HIST, GEOG, MATHS	1971	II <sup>nd</sup> CLASS
Higher Secondary or Pre-degree	—	—	—	—
Bachelor's Degree	BA SHIVAJI MUMBAI	ENTIRE MARATHI	1975	II <sup>nd</sup> CLASS
B.P.Ed	MUMBAI	PHY. EDN, MAR	1977	II <sup>nd</sup> CLASS
Master Degree	MA MUMBAI	ENTIRE MARATHI	1980	II <sup>nd</sup> CLASS
M.P.Ed	NAGPUR	PHY. EDN	1991	I <sup>st</sup> CLASS
Research Degree	Ph.D MUMBAI	PHY. EDN	2003	—
Other Diploma / Certificates etc.	NIS (CERTIFICATE)	ATHLETICS	1979	A GRADE

**C. Research Experience and Training :**

Research Stage	Title of the Work/Thesis	University where the work was carried out
M.Phil or equivalent	EFFECT OF AEROBIC & PROGRESSIVE	MUMBAI
Ph.D.	RESISTANCE TRG PROGRAM ON MORPHOLOGICAL CONSTITUENTS & ATHLETIC	UNIVERSITY
Publications (Give a separate list)	ABILITY OF LOW-FIT SCHOOL CHILDREN	—
Research Guidance (Give the names of students guided successfully)	LIST IS ATTACHED	—
Training :		
• Orientation Course	4 REFRESHER COURSE	3 PUNE UNIVERSITY
• Refresher Course		1 LNPE, GWALIOR

## APPENDIX-10 (Contd.)

### D. Research Projects carried on :

Title of the Project	Name of the Agency	Duration	Remarks
EFFECT OF AEROBIC & PROGRESSIVE EXERCISE TRG PROGRAMS ON MORPHOLOGICAL CONSTITUENTS & ATHLETIC ABILITY OF LOW FIT SCHOOL CHILDREN.	UGC	2 YRS	COMPLETED IN 2003

### E. Seminars, Workshops, Conference, Symposia etc. attended :

Name of the Seminar/ Conference /Symposium/ Workshop etc.	Name of the Sponsoring Agency	Place and Date
• APPLICATION OF YOGA IN DAY TO DAY LIFE	LONAVLA YOGA INSTITUTE, INDIA	17th Jan 2009
• COMPUTER APPLICATION & STATISTICAL ANALYSIS IN PHYSICAL EDN & SPORTS RESEARCH.	B.P.C.A's COLLEGE OF PE, WADALA, MUMBAI	6th - 8th MARCH 2009

### F. Teaching Experience :

Courses Taught	Name of the University/College/ Institution	Duration
i. U.G.	B.P.C.A's COLLEGE OF PE, MUMBAI	31 YRS
ii. P.G.	— " —	9 YRS
iii. M.Phil	Y.C.M.O.U NASIK / KAIVALYADHAM	4 YRS / 2 YRS
iv. Any other	LONAVLA	—

### Total Teaching Experience

- i Under Graduate : 31 YRS  
 ii Post Graduate : 9 YRS

### G. Innovations/ Contributions in Teaching

- a. Design of Curriculum : MEMBER OF SYLLABUS COMMITTEE OF M.P.Ed  
 b. Teaching Methods : —  
 c. Laboratory Experiments : TEN EXPERIMENTS OF PSYCHOLOGY TOPIC  
 d. Evaluation Methods : APPOINTED AS EXTERNAL EXAMINER FOR M.P.HL COURSE OF YCMOU & PUNE UNIVERSITY.  
 e. Preparation of resource material including books, reading materials, laboratory manuals etc. —  
 f. Remedial Teaching/Student Counseling (academic) : STUDENT COUNCIL (MEMBER STAFF)  
 g. Any other ; WORKING AS CHAIRMAN FOR B.P.Ed COURSE & PAPER SETTER & EXAMINER AT M.P.Ed COURSE.



## APPENDIX-10 (Contd.)

### H. Extension Work / Community Service

- a i. Community work such as values of National Integration, Secularism, Humanism, Peace, Scientific Temper, Flood or Drought Relief, Small Family Norms etc. : —
- ii National Literacy Mission : —
- b. Positions held, leadership role played in organizations linked with extension work and National Service Scheme (NSS) or NCC or any other similar activity :

### I Participation in corporate Life :

My contribution to :

- a College/University/Institution : CHAIRMAN FOR B.P.ED EXAMINATION, PAPER SETTER & EXAMINER FOR M.P.ED EXAM.
- b Co-curricular Activities : STUDENT COUNCIL (MEMBER), INTRAMURAL INCHARGE
- c Enrichment of Campus Life (Hostels, Sports, Games, Cultural Activities) INTRAMURAL INCHARGE, DEMONSTRATION INCHARGE
- d Students Welfare and Discipline STUDENTS COUNCIL MEMBER
- e Membership/Participation in Bodies/Committees on Education and National Development : MEMBER FOR SELECTION COMMITTEE NOMINATED BY UNIVERSITY OF MUMBAI
- f Professional Organization of Teachers : —
- g Membership of Professional Bodies Societies etc. : SECRETARY OF AIDED COURSE ASSOCIATION OF MAHARASHTRA STATE.
- h Editorship of Journals : —
- i Any other information : —



(Signature of the Teachers )

## APPENDIX-11

### Audited Income-Expenditure Statement For The Previous Financial Year

U. R. KHATU & CO.  
Chartered Accountants

U. R. KHATU  
F.C.A.

Room No. 2, 1st Floor,  
Sharada Mansion,  
188, Dr. Ambedkar Road,  
Dadar East,  
Mumbai - 400 014.

#### AUDITOR'S REPORT

#### BOMBAY PHYSICAL CULTURE ASSOCIATION, MUMBAI

We have audited the attached Balance Sheet of BOMBAY PHYSICAL CULTURE ASSOCIATION as at 31st March, 2009 and also the attached Income & Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the trust committee. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

- 1) The accounts are maintained regularly and in accordance with the provisions of the Act and the Rules.
- 2) The receipts and disbursement are properly and correctly shown in the accounts.
- 3) All Books of Accounts, Deed, Vouchers and Other Documents required by us are produced before us
- 4) The Hon. Secretary appeared before us and furnished the necessary information required by us.



For U. R. KHATU & CO.  
Chartered Accountants

U. R. KHATU  
M. No. 15040 Proprietor

CHARTERED ACCOUNTANTS.

MUMBAI; 30th August, 2009.

## APPENDIX-11 (Contd.)

B. P. C. A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400031 (B.P. ED)  
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2009

Expenditure	Amount	Amount	Income	Amount	Amount
To Salaries to Staff	5,413,947.00		By Fees from Students	11,300.00	
Teaching staff	1,059,019.00	6,472,966.00	Admission Fee	338,000.00	
Non-teaching staff			Tuition	16,950.00	
To Printing and Stationary	128,915.00		Gymkhana	11,200.00	
To Postage and Telephone	38,972.00		Library	114,000.00	
To Advertisement	28,910.00		Costume	79,100.00	
To Electricity Bill	86,963.00		Scout Camp	50,850.00	
To Travelling Expenses	13,573.00		Sports and Yoga Equipment	2,220.00	
To News Papers and periodicals	10,034.00		Medical Check up	16,950.00	
To Audit Fees	10,114.00		Souvenir Fees	11,300.00	
To Professional Charges	9,237.00		First aid Charges	228,000.00	
To Refreshment	1,003.00		Computer Training Fees	58,500.00	
To Function and Festival	5,813.00		Course Material Fees		932,370.00
To Repairs and Maintenance	25,552.00				
To Affiliation Fees	20,000.00		By Other Fees	83,630.00	
To P.T.A.C. (U.G.C.)	11,940.00		Examination Fees	4,200.00	
To Building Maintenance	33,075.00		T.C. Fees	3,720.00	
To Contingencies	43,047.00		Fines	22,880.00	
To Gymkhana Expenses	13,574.00		Enrolment Fees	5,100.00	
To Costume Expenses	99,359.00		Eligibility Fees	6,760.00	
To Scout Camp Expenses	92,151.00		University Fees	35,400.00	
To Souvenir Expenses	14,400.00		Admission Form Fees		161,690.00
To First aid Expenses	315.00				
To Computer Scheme	71,346.00		By Miscellaneous Receipts	3,154.00	
To Course Material Expenses	48,150.00				324.00
To Home Town Expenses	2,240.00		By Awards and Incentives		
To Enrolment Fees	22,860.00				
To Examination Fees	74,480.00		By Bank Interest	34,333.00	
To University Fees	4,400.00		Saving Account	31,594.61	
To Eligibility Fees	4,700.00		Interest on F.D.R.		65,927.61
To Depreciation		927,133.00			
Furniture & Fixtures	5,319.91		By Government Grants	6,683,224.00	
Sports Equipment	182,764.76				
Library Books	126,108.50		By Grants from U.G.C.	319,056.00	
Electricity Filings	284.69				
Audio Visual Aids	48,949.00		By excess of expenditure over income	184,633.97	
Equipment (U.G.C.)	234,422.00				
Sundry Stores	1,280.82				
Fans and Filings	111.09				
Office Equipment	9,306.31				
Computers	340,713.50	930,280.59			
Total		8,330,379.59			8,330,379.59

As per our report even date attached  
For U.R. KHATU & CO.  
Chartered Accountants



Place- Mumbai  
Dated- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President

Gen. Secretary

Treasurer



## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI 400 031 (BPED)  
BALANCE SHEET FOR THE YEAR ENDING 31ST MARCH, 2009

Liabilities	Amount	Asset	Amount
Reserve Fund		Furniture & Fixtures :	
Depreciation Fund	500,000.00	Bal. As per last Balance sheet	204,409.48
Bal. As per last Balance sheet	1,229,742.11	Library Books	
Add : Addition during the year	930,260.58	Bal. As per last Balance sheet	388,384.54
		Add. Additions during the year (UGC)	436,819.54
Deposits		Sports Equipment	
Caution	5,950.00	Bal. As per last Balance sheet	533,099.13
Library	14,410.00	Add. Additions during the year	55,691.00
Laboratory Deposit	32,710.00	Audio Visual Aids :	
Hostel	50.00	Bal. As per last Balance Sheet	16,549.31
Advances & Deposits		Fans and Fittings	
Advance payable to M.Ed. (Phy.) Courses	80,000.00	Bal. As per last Balance Sheet	4,131.50
Advance payable to B.P.C.A.	950,000.00	Office Equipments	
Scholarship Payable	3,960.00	Bal. As per last Balance Sheet	24,434.00
EDC Scholarship	328,900.00	Sundry Stores	
B.C. Scholarship		Electricity Fittings	
Liabilities for Expenses		Computers	
Audit Fees	8,990.00	Bal. As per last Balance Sheet	693,045.00
Hostel Grant payable to B.P.C.A.	15,040.00	Add. Addition during the year	118,040.00
Rent payable to B.P.C.A.	129,000.00	Equipments (UGC)	
U.G.C. Arrears	5,392.00	Bal. As per last Balance Sheet	490,650.95
		Add. Addition during the year	238,653.00
		Investment	
		Fixed Deposit with UCO Bank	500,000.00
		Fixed Deposit for Awards & Incentives	5,000.00
		Advances & Deposits	
		Advances for Expenditure	3,231.75
		Cash & Bank Account	
		Cash in Hand	3,417.00
		Saving Bank Account No. 239	87,739.76
		Saving Bank Account No. 267	301,602.87
		Income and Expenditure A/C	
		Balance as per last Balance Sheet	147,861.23
		Add. Addition during the year	164,633.97
Total	4,214,414.69	Total	4,214,414.69

As per our report even date attached  
For J.R. KHATU & CO.  
Chartered Accountants



## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI- 400031 (BPED)  
DEPRECIATION ON FIXED ASSETS FOR THE YEAR ENDING 31ST MARCH, 2009

Sr.No.	Particulars	Rate	W.D.V. as on 31.03.2008	Addition	Total	Depreciation	W.D.V. as on 31.03.2009
1	Furniture and Fixture	10%	53,199.12	-	53,199.12	5,319.91	47,879.21
2	Sports Equipment	60% 30%	231,713.94 -	23,207.00 32,774.00	254,920.94 32,774.00	152,952.56 9,832.20	101,968.38 22,941.80
3	Library Books	60% 30%	184,518.28 -	2,900.00 45,525.00	187,418.28 45,525.00	112,451.00 13,657.50	74,967.28 31,867.50
4	Electricity Fittings	10%	2,846.97	-	2,846.97	284.69	2,562.28
5	Audio Visual Aids	60%	83,248.81	-	83,248.81	49,949.00	33,299.81
6	Equipment (U.G.C.)	60% 30%	271,376.06 -	- 238,653.00	271,376.06 238,653.00	162,826.00 71,596.00	108,550.06 167,057.00
7	Sundry Stores	20%	12,808.26	-	12,808.26	1,280.82	11,527.44
8	Fans and Fittings	10%	1,110.98	-	1,110.98	111.09	999.89
9	Office Equipment	60%	15,510.52	-	15,510.52	9,306.31	6,204.21
10	Computer	60% 30%	453,654.08 -	110,565.00 7,475.00	564,119.08 7,475.00	338,471.00 2,242.50	225,648.08 5,232.50
	Total		1,309,887.02	461,099.00	1,770,986.02	930,280.58	840,705.44



Place- Mumbai  
Dated- 30-08-2009

As per our report even date attached  
For U.R. KHATU & CO.  
Chartered Accountants

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

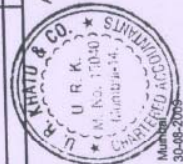
  
 U.R. KHATU, Proprietor  
 M.NO. 15046  
  
 President  
  
 Gen. Secretary  
  
 Treasurer

## APPENDIX-11 (Contd.)

B.P.C.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (M.P.ED.)  
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2009

Expenditure	Amount	Amount	Income	Amount	Amount
To Salary of Teaching Staff	253,050.00		By Fees Account		
To Salary of Non-Teaching Staff	125,000.00		By Tuition Fees	1,122,000.00	
To Honorarium to Visiting Staff	20,000.00		By Registration Fees	20,625.00	
To Printing and Stationary	4,888.00		By Examination Fees	46,730.00	1,185,355.00
To Advertisement	7,000.00				
To Travelling Expenses	3,776.00		By Other Fees		
To Library Journals	28,532.00		By T.C.Fees	100.00	
To Audit fees	6,181.00		By Admission Form fee	14,100.00	
To Refreshment	34,939.00		By Research Training Drive	33,100.00	47,300.00
To Contingency	23,632.00				
To Examination Fees	46,800.00		By Bank Interest		23,898.00
To University Fees	3,125.00				
To University Share	173,400.00		By Excess of expenditure over income		165,140.72
To Registration Fees	20,625.00				
To Costume Expenses	26,013.00				
To College development Charges	382,659.00				
To Functional Expenses	9,046.00				
To Professional Charges	2,810.00				
To Three phase Meter charges	26,000.00				
To Research Training Drive	33,027.00	880,485.00			
To National Conference Expenses	28,031.00				
To Depreciation					
Furniture and Fixture	16,236.31				
Library Books	42,950.84				
Research Equipment	9,686.71				
Fans and Fittings	6,735.63				
Audio Visual Aids	4,988.57				
Office Equipment	12,540.04				
Sundry Stores	20.62				
Computer Expenses	75,000.00				
Total		1,428,693.72	Total		1,428,693.72

As per our report even date attached  
For U.R.KHATU & CO.  
Chartered Accountants



Place- Mumbai  
Dated- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION  
President  
Gen. Secretary  
Treasurer



## APPENDIX-11 (Contd.)

B. P. C. A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (M.P.ED.)  
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2009

Expenditure	Amount	Amount	Income	Amount	Amount
To Salary of Teaching Staff	253,050.00		By Fees Account		
To Salary of Non-Teaching Staff	125,000.00		By Tuition Fees	1,122,000.00	
To Honorarium to Visiting Staff	20,000.00		By Registration Fees	20,625.00	
To Printing and Stationary	4,889.00		By Examination Fees	46,730.00	1,189,355.00
To Advertisement	7,000.00				
To Travelling Expenses	3,776.00		By Other Fees		
To Library Journals	28,532.00		By T.C. Fees	100.00	
To Audit fees	6,181.00		By Admission Form fee	14,100.00	
To Refreshment	34,639.00		By Research Training Drive	33,100.00	47,300.00
To Contingency	23,632.00		By Bank Interest		23,898.00
To Examination Fees	46,800.00				
To University Fees	3,125.00		By Excess of expenditure over income		166,140.72
To University Share	173,400.00				
To Registration Fees	20,625.00				
To College Expenses	28,013.00				
To College development Charges	382,659.00				
To Functional Expenses	9,046.00				
To Professional Charges	2,810.00				
To Three phase Meter charges	26,000.00				
To Research Training Drive	33,027.00				
To National Conference Expenses	28,031.00	880,485.00			
To Depreciation					
Furniture and Fixtures	16,236.31				
Library Books	42,950.84				
Research Equipment	9,886.71				
Fans and Fittings	6,735.63				
Audio Visual Aids	4,988.57				
Office Equipment	12,540.04				
Sundry Stores	20.62				
Computer Expenses	75,000.00	168,158.72			
<b>Total</b>		<b>1,426,993.72</b>	<b>Total</b>		<b>1,426,993.72</b>

As per report even date attached  
For U.R. KHATU & CO.  
Chartered Accountants



Place: Mumbai  
Dated: 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President

Gen. Secretary

Treasurer

## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (M.P.ED)  
BALANCE SHEET FOR THE YEAR ENDING 31ST MARCH, 2009

Liabilities	Amount	Amount	Assets	Amount	Amount
<b>Depreciation Fund :</b>			<b>Furniture and Fixture</b>		
Bal: As per last Balance Sheet	230,025.14		Bal: as per last Balance Sheet	282,753.00	
Add : Additions during the year	188,158.72	398,183.86	Add: Additions during the year	32,617.00	295,370.00
<b>Deposits :</b>			<b>Library Books</b>		
Caution	4,760.00		Bal: as per last Balance Sheet	112,205.75	
Library	11,940.00	16,700.00	Add: Additions during the year	11,168.00	123,373.75
<b>Advances and Deposits</b>			<b>Research Equipment</b>		
Advance from B.P.C.A.	290,412.51		Bal: as per last Balance Sheet	31,501.00	
Advance from Cent.Govt. for Research Equipment	75,000.00	365,412.51	Add: Additions during the year	14,300.00	45,801.00
<b>Audit Fees payable</b>			<b>Fans and Fittings</b>		
		5,619.00	Bal: as per last Balance Sheet	33,323.00	
			Add: Additions during the year	72,809.00	106,132.00
<b>Income and Expenditure Account</b>			<b>Audio Visual Aids</b>		
Bal: as per last Balance Sheet	770,333.96		Bal: as per last Balance Sheet	9,000.00	
Less: Excess of expenditure over Income	186,140.72	604,193.24	Add: Additions during the year	5,490.00	14,490.00
			<b>Office Equipment</b>		
			Sundry Stores		35,784.00
			Computer Expenses		1,200.00
					250,000.00
			<b>Advances &amp; Deposit</b>		
			Advance to B.Ed.(Phy.) course	60,000.00	
			Deposit with B.E.S.T.	15,000.00	75,000.00
			<b>Cash and Bank Account</b>		
			Cash in Hand	48.00	
			Saving Account No. 3340	3,107.06	
			Saving Account No. 3341	439,822.80	442,977.86
<b>Total</b>		<b>1,390,108.81</b>	<b>Total</b>	<b>1,390,108.81</b>	<b>1,390,108.81</b>

As per our report even date attached  
For LURKHATU & CO.  
Chartered Accountants



Place- Mumbai  
Date- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

LURKHATU  
M.NO-15040 Proprietor.

President

Gen. Secretary

Treasurer

## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (M.P.Ed.Course)  
DEPRECIATION ON FIXED ASSETS FOR THE YEAR ENDING 31st MARCH 2009

Sr.No.	Particulars	Rate	W.D.V. as on 01.04.2008	Additions	Total	Depreciation	W.D.V. as on 31.03.2009
1	Furniture and Fixtures	10%	146,054.60	0.00	146,054.60	14,605.46	131,449.14
		5%		32,617.00	32,617.00	1,630.85	30,986.15
2	Library Books	60%	65,893.23	215.00	66,108.23	39,664.94	26,443.29
		30%		10,953.00	10,953.00	3,285.90	7,667.10
3	Research Equipment	60%	8,994.52	-	8,994.52	5,396.71	3,597.81
		30%		14,300.00	14,300.00	4,290.00	10,010.00
4	Fans and Fittings	10%	10,951.80	40,000.00	50,951.80	5,095.18	45,856.62
		5%		32,809.00	32,809.00	1,640.45	31,168.55
5	Audio Visual Aids	60%	2,824.29	5,490.00	8,314.29	4,988.57	3,325.72
6	Office Equipments	60%	20,900.08	0.00	20,900.08	12,540.04	8,360.04
7	Sundry Stores	20%	103.08	-	103.08	20.62	82.46
8	Computer Expenses	30%	-	250,000.00	250,000.00	75,000.00	175,000.00
	Total		255,721.60	386,384.00	642,105.60	168,158.72	473,946.88

As per our report even date attached  
For U.R.KHATU & CO.  
Chartered Accountants



Place- Mumbai  
Dated- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

Treasurer

President

U.R. KHATU  
M.NG-15040 Proprietor.

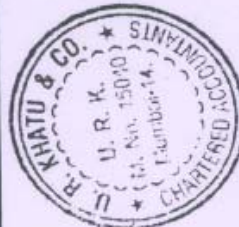
Gen. Secretary

## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (Ph.D. Centre)  
Income and Expenditure Account for the year ending 31st March, 2009

Expenditure	Amount	Income	Amount
To University Share		By Tuition Fees	6,000.00
To Audit Fees	4,825.00	By Library Fee	1,500.00
To Registration Fees	5,619.00	By Laboratory Fees	600.00
To Excess of Income over Expenditure	1,025.00	By Registration Fees	1,025.00
	28,521.00	By Bank Interest	765.00
		By T.C. Fee	100.00
		By Grants from B.P.C.A.	30,000.00
	39,990.00		39,990.00

As per our report even date attached  
For U.R.KHATU & CO.  
Chartered Accountant



Place-Mumbai  
Dated- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President

Gen Secretary

Treasurer

U.R. KHATU  
M.NO.15040 Proprietor



## APPENDIX-11 (Contd.)

B.P.C.A' S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-31 (Ph.D. Centre)  
Balance sheet for the year ending 31st March, 2009

Liabilities	Amount	Amount	Assets	Amount	Amount
Advance and Deposits			Cash and Bank Account		
Caution			Cash in Hand	40,000.00	
Audit Fees Payable			Cash in Bank Account No. 5122	5,057.00	42,554.00
			Income and Expenditure Account		
			Balance as per last B/S Sheet	31,024.00	
			Less: Excess of Income over expenditure	28,521.00	2,503.00
Total			Total	45,057.00	45,057.00

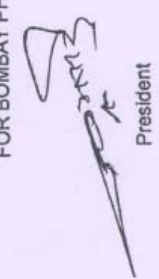
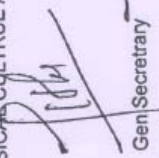
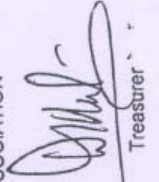
As per our report even date attached  
For U.R.KHATU & CO.

Chartered Accountants



Place- Mumbai  
Dated-30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

  
President  
  
Gen. Secretary  
  
Treasurer

U.R. KHATU  
M.NO. 15040 Proprietor.

## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400 031 (M.P.H.L COURSE)  
Income and Expenditure Account for the year ending 31st March, 2009

Expenditure	Amount	Income	Amount
To Administrative Expenses	20,000.00	By Fees From Students	120,000.00
To Postage	905.00	By Tuition Fees	10,000.00
To Counseling and Evaluation	18,800.00	By Library Fees	
To Research Guidance	32,330.00	By Other Fees	6,200.00
To Refreshment	3,058.00	Admission Form Fees	
To Conveyance	1,094.00	By Bank Interest	3,629.00
To Admission Form	5000	By Interest on savings Bank A/c	
To Depreciation	2,290.20		
Library Books	675.00		
Furniture and Fixture			
To Excess of Income over Expenditure			
<b>Total</b>		<b>Total</b>	<b>139,829.00</b>

As per our report even date attached  
For U.R.KHATU & CO.  
Chartered Accountants



Place- Mumbai  
Date- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

U.R. KHATU & CO.  
M.NO. 15040  
President  
Gen. Secretary  
Treasurer



## APPENDIX-11 (Contd.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI-400031 (M.PHIL. COURSE)  
Balance Sheet for the year ending 31st March, 2009

Liabilities	Amount	Amount	Assest	Amount	Amount
<b>Depreciation Fund</b>			<b>Library Books</b>		
Balance as per last B/Sheet	432.00		Balance as per last Balance Sheet	1,440.00	
Add: Additions during the year	<u>2,965.20</u>	3,397.20	Add: Additions during the year	<u>3,578.00</u>	5,018.00
<b>Advances and Deposits</b>			<b>Furniture and Fixture</b>		13,500.00
Library Deposit		39,000.00			
<b>Income and Expenditure Account.</b>			<b>Cash and Bank Account</b>		
Excess of Income over expenditure	79,212.00		Cash in hand		
Add: Additions during the year	<u>55,676.80</u>	134,888.80	Cash at Bank	<u>158,768.00</u>	158,768.00
		<b>177,286.00</b>			<b>177,286.00</b>

As per our report even date attached  
For U.R.KHATU & CO.  
Chartered Accountants



Place- Mumbai  
Date- 30-08-2009

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

U.R. KHATU  
M.NO. 15040 Proprietor

President

Gen. Secretary

Treasurer




## APPENDIX-12

### Copy of Latest Recognition Order of NCTE

471115 / 1282  
05/09

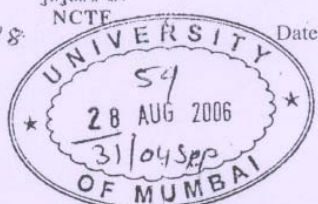
SPFF 51216961511  
28/8/06


**National Council for Teacher Education**  
 (A Statutory Body of the Government of India)  
 Western Regional Committee

**पशुचम क्षेत्रीय समिति**  
 (भारत सरकार का एक विधिक संस्थान)  
 No. WRC/2-32/85-86/2006/ C-24/8

Date: 23/08/06

To,  
 ✓ The Registrar,  
 University of Bombay,  
 University Road, Fort,  
 BOMBAY-400 032.



Sub:- Extension of Recognition of Physical Education Institutions.

Sir,  
 → Please find enclosed list of the following institutions whose recognition has been extended for the academic session 2006-2007 by the Western Regional Committee (NCTE) on the basis of Performance Appraisal Report submitted by the institutions in its 85-86 meeting. Kindly inform to the institutions to admit students up to the sanctioned intake for which recognition has been granted.

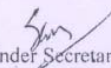
Code No.	Name & address of the Institution	Approved Course / intake	FOR Academic Session
114031	Bombay Physical Association College, College of Education, Bhartiya Krida Mandir, Naigaon Cross Road, Wadala, Mumbai - 400031.	B.Ed (PE)-100	2006-2007
114031	Bombay Physical Culture Associations, College of Physical Education, Bharatiya Krida Mandir, Naigaon Cross Road, Wadala Mumbai 400031 Maharashtra	M.P.Ed.-30	2006-2007

Also instruct the institution to adhere to the norms prescribed by the NCTE relating to eligibility criteria for admission; infrastructure; staff and curriculum transaction; etc. to the standards laid down by the NCTE and continuous maintenance of these norms and standards is mandatory and binding on the institution.

Yours faithfully

(L.R. Aggarwal)  
Regional Director

Authorised to issue

  
 Under Secretary

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002  
 दूरभाष / Phone : 2660912, 2739672, फेक्स / Fax : 0755-2660912, E-mail : nctebhpl@sanchamnet.in  
 NCTE Website : www.ncte-in.org.

## APPENDIX-13

### University Results for Previous Academic Year

**B. P. C. A's COLLEGE OF PHYSICAL EDUCATION  
WADALA, MUMBAI - 400 031.**

**Result of the B. P. Ed. / M. P. Ed. COURSE (2008- 09)**

Sr. No.	Course	Total Number of Students Appeared			Number of Student Passed in I <sup>st</sup> Class with distinction	Number of Student Passed in I <sup>st</sup> Class	Number of Student Passed in II <sup>nd</sup> Class	Number of Student Passed in Pass Class	Number of Student Fail	Total	Percentage
		Male	Female	Total							
1	B.P.Ed.	48	47	95	-	21	61	13	-	95	100%
2	M.P.Ed.	13	13	26	07	17	02	-	-	26	100 %
3	M.Phil	Not Yet Declared									



## APPENDIX14

### Best Practices of the Institution

Behind the success and uniqueness of B.P.C.A's College of Physical Education, Wadala, Mumbai – 400 031., Secrets lying in the form of Best Practices adopted by the institution, through it's faculty, students, alumni and other stakeholders too. Some of the Best Practices which we feel as exceptional are as under:

#### I. Best Practice in Teaching, Learning and Evaluation as well as Students support

1. Title of the Practice: Zero Problem Period.
2. Need addressed and the context: Very tight schedule and nature of the transaction of B. P. Ed. and M. P. Ed. Programs, fast lifestyle of Mumbai City as well as in order to strengthen and reinforce the association between teacher-student for better outcomes, gave birth to this practice in reality.
3. Objective of the Practice:
  - To solve the problem regarding teaching-learning process.
  - To monitor student progression.
  - Catering divers need of the students.
4. The Practice: Provision for zero problem period has been made in the theory timetable once in a week, for 40 min. duration. All faculty remains present at their respective places. Students are free to meet any faculty and solve their problems, particularly with reference to the transaction of theory, practicals and evaluation done by the concerned faculty. Students may discuss any other personal, educational and vocational problems with the faculty. The interactions, further, are discussed in the staff meeting.
5. Evidence of success (outcome): Very good response of the students and outcomes in the form of better performance in their Achievements in Theory, Practical and Practice Teaching. Congenial relationship has been built between the faculty and the students.
6. Resources Required:  
Faculty, Review meetings are held frequently to maximize benefits,
7. Contact Person for further details:  
Mrs. Neetu Joshi, Asst Professor,  
B.P.C.A's College of Physical Education,  
Wadala, Mumbai – 400 031.  
Mob. No. +919869507224.,  
Email Id: neetuonjoshi\_2007@rediffmail.com.

## APPENDIX-14 (Contd.)

### II. Best Practice in Research:

1. Title of the Practice: Research Training Drive (RTD).
2. Need addressed and the context: Research in India, is mostly done by the University Scholars- only for receiving higher degrees. No out lets of the benefit of these researches for the people of our society.
3. Objective of the Practice:
  - To enhance research potential of the faculty and students.
  - Need to search and create talented as well as cream researchers for admiring research as a profession with dedication for the benefit of the society.
  - Need of collaborative efforts having interdisciplinary and multidisciplinary approach and to inculcate required competencies, among potent researchers by way of conducting various action programmes with combining the restructuring of the present realities in research. The research drive will continue till the independent formation of the cream and competent researchers exist. The ultimate need in to form a separate nucleus by establishing separate body which will serve as center of excellence in research.
4. The Practice: The research committee of the college selected 50 scholars among the students pursuing M.P.Ed, M.Phil and, Ph.D programmes including college faculty and designed a series of the action programmes (as input and processing) viz. seminars, workshops, lecture series, visits, discussion, presentation, participation in conferences, by establishing linkages with various organization and individuals in the field, to train the Research Training Drive (RTD) members by focusing the vision, *"Research is for Research and Knowledge - not merely for a Degree."*
5. Obstacles faced any and strategies adopted to overcome them: The Institution has come across with certain obstacles such as paucity of funds, availability of eminent experts in the field of research in Physical Education and Sports sciences. However, the same has been overcome by generating funds through U.G.C Grants and support from the governing body of the institution.
6. Impact of Practice: Improvement in the quality of research done by masters, M. Phil and Ph. D scholars, conceptual clearance with reference to research processes and the content of associate sciences/disciplines viz. Physiology, kinesiology, Nutrition etc. Due to the exposure, confidence building is apparent on the part of researcher.
7. Resources Required:  
Financial support, Linkage with various research organization and individuals, libraries and laboratories.
8. Contact Person for further detail:  
Dr. G. V. Paragaonkar, Principal,  
B.P.C.A's College of Physical Education,  
Wadala, Mumbai - 400 031.  
Mob. No. +919930366578, Email Id: office@bpcacpemumbai.org



## APPENDIX-14 (Contd.)

### III. Earn while Learn Scheme:

1. Title of the Practice: Earn while Learn scheme
2. Need addressed and context: The institution located in most expensive city like Mumbai. It has been observed that most of the some of the students particularly coming from rural area and staying in the college hostel are unable to cater their financial needs for education purpose.
3. Objective of the Practice: To increase welfare measures for students to provide financial aid to support financially poor students.
4. The Practice: Needy students are selected through scheme committee comprises of Principal (Chairperson), Secretary of the Alumni, faculty (scheme coordinator) and one representative of office (member). Students selected have to work two hours in a day and two days in a week @ Rs.50/-. Students had to do the work related to library, maintenance, administration including computer work such as data collection, data feeding etc. under the control and supervision of scheme coordinator. The fund for the scheme is made available from the student welfare fund and alumni association fund.
5. Impact of the Practice: The needy students are getting at least Rs.400/- per month through this scheme. General feeling of satisfaction and attachment of the students with institution, increased. Good rapport of the institution among students and the community, and good relation between the past and current students resulted in to creating conducive environment, for quality enhancement of the institution.
6. Resources Required:  
Fund: Amount depends upon the number of needy students.
7. Contact Person for further detail:  
Prof. J. M. Hotkar, Asst. Professor,  
B.P.C.A's College of Physical Education,  
Wadala, Mumbai – 400 031.  
Mob. No. +919869300767  
Email Id: office@bpcacpemumbai.org



**Appreciation of Dr. G. V. Pargaonkar by His Excellency  
Governor of Maharashtra Shri. S. M. Krishna , on 1<sup>st</sup> May 2006**



**Out faculty with the Kabaddi team of Korea on the occasion of  
world cup held on 19<sup>th</sup> November 2004**



**Blood Donation camp held during 2005**

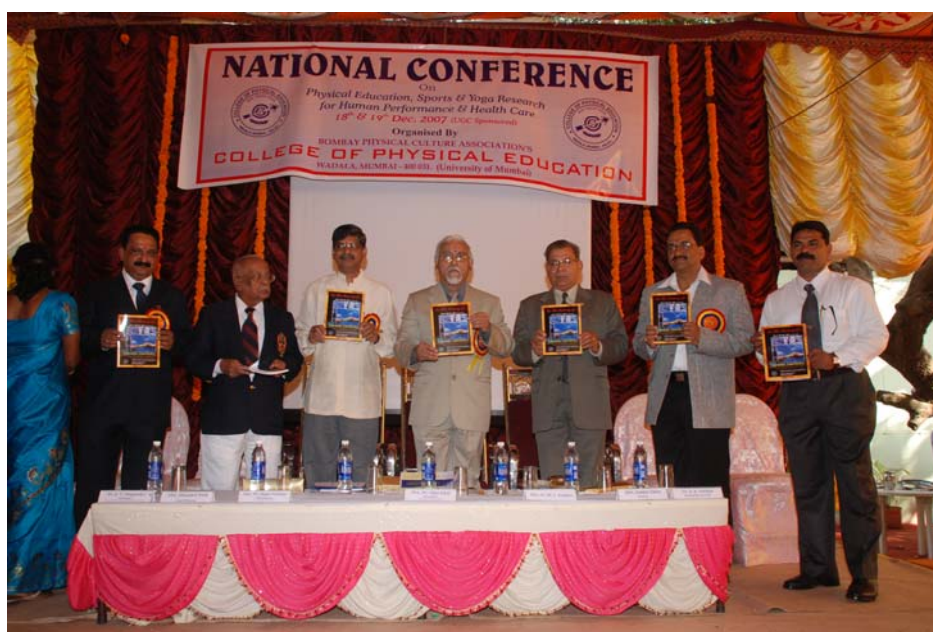


**Mr. Takami Nagase, (All Japan Judo Champion) Trained our faculty and students in various skills and prowess in Judo on 30<sup>th</sup> November 2009 as a part of *Indo-Japan cultural Exchange Programme***





**PEC India workshop for teachers and Principals of selected schools organized in collaboration with British Council on 29-30 October, 2009**



**Release of souvenir on the occasion of National conference (UGC Sponsored) by the hands of two VC's & a Eminent Expert in the field viz. Dr. Velukar, Dr. Khole & Dr. Kamlesh respectively,**



**Sports organized for Intellectually Disabled students  
on 11-12 March, 2006**



**Our students and faculty during Special Olympic (world cup  
cricket) of intellectually disabled persons  
during 04-13 November, 2006**



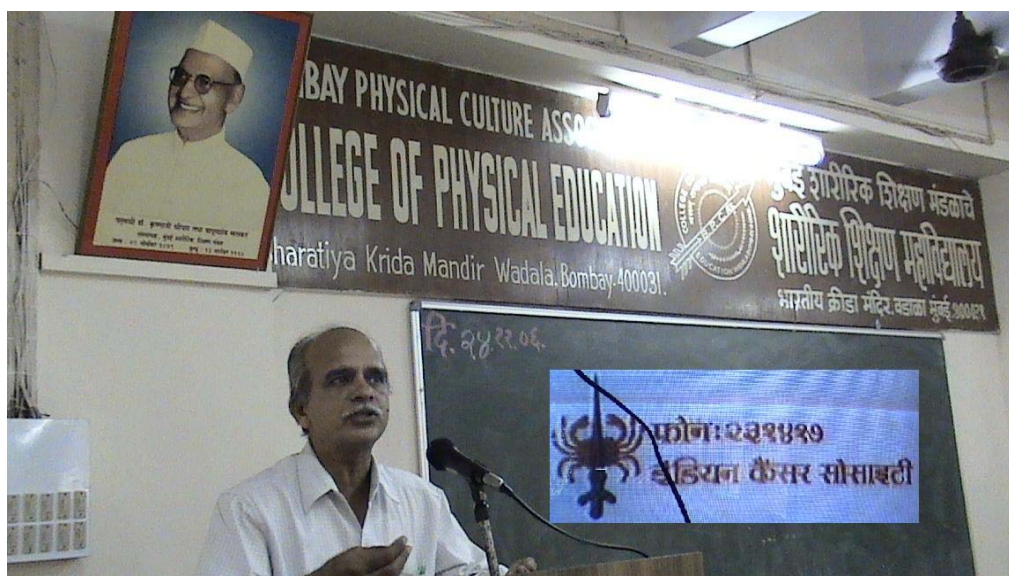


**Our Head of the Institution felicitated by the Chief Minister of Maharashtra for the contribution to National Cultural Youth Festival held at Mumbai on 4-7 November, 2006**



**Vice chancellor of Laxmibai National University of Physical Education (LNUPE) Major General S. N. Mukharji on the occasion of state level Seminar-Cum-Workshop held during March 6-8, 2009**





**Audio-Visual Lecture on Cancer Awareness by  
Shri Vijay Gokhale on 24 November 2006**



**Dr. D. N. Sansanwal during workshop on Research  
Methodology and Statistical Analysis during workshop on  
February 21-25, 2009**



**Our Fitness centre with sophisticated equipments**



**Our Research centre**





**Computer Lab with internet access to all**



**Dr. G. V. Pargaonkar – Assessors interaction  
Meeting at Bangalore**



**On the occasion of opening ceremony of National Workshop on Data Analysis in Physical Education & Sports Using SPSS at Kumaun University, Nainital (Uttarakhand ) during July 8-10, 2009**