

Track Id:
MHCOPE 12034

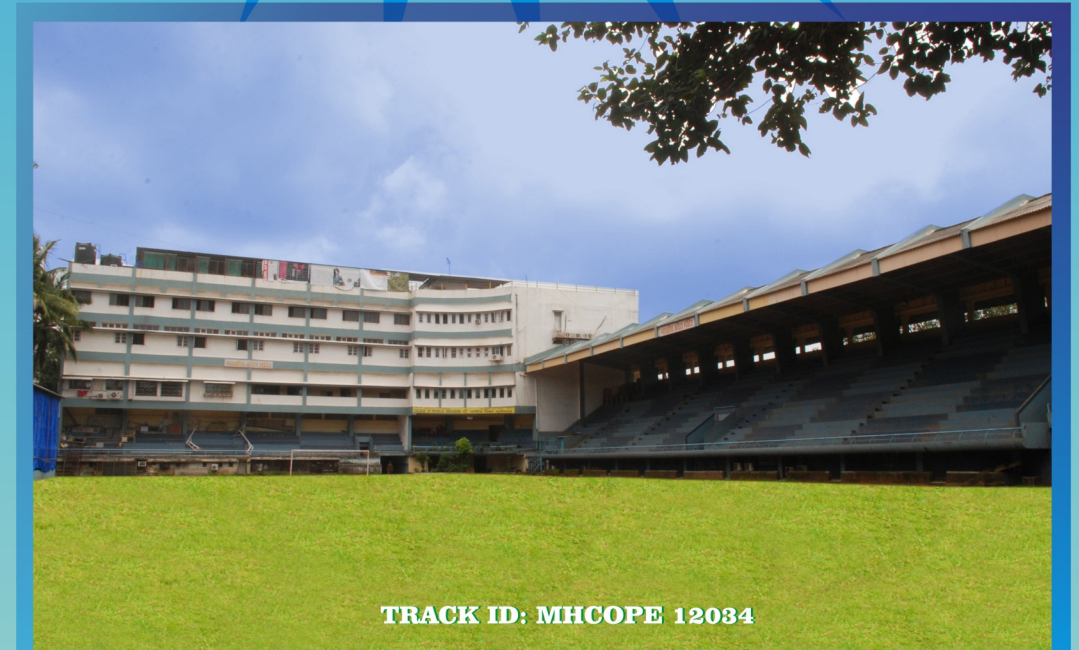
Bombay Physical Culture Association's
COLLEGE OF PHYSICAL EDUCATION
Bharatiya Kreedha Mandir, Naigaon Cross Road,
Wadala, Mumbai - 400031. Tel:022-24168609



Bombay Physical Culture Association's
COLLEGE OF PHYSICAL EDUCATION

Bharatiya Kreedha Mandir, Naigaon Cross Road,
Wadala, Mumbai - 400031. Tel:022-24168609

Re-Accreditation Report
(RAR)



TRACK ID: MHCOPE 12034

Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)
NOVEMBER 2015

RE-ACCREDITATION REPORT

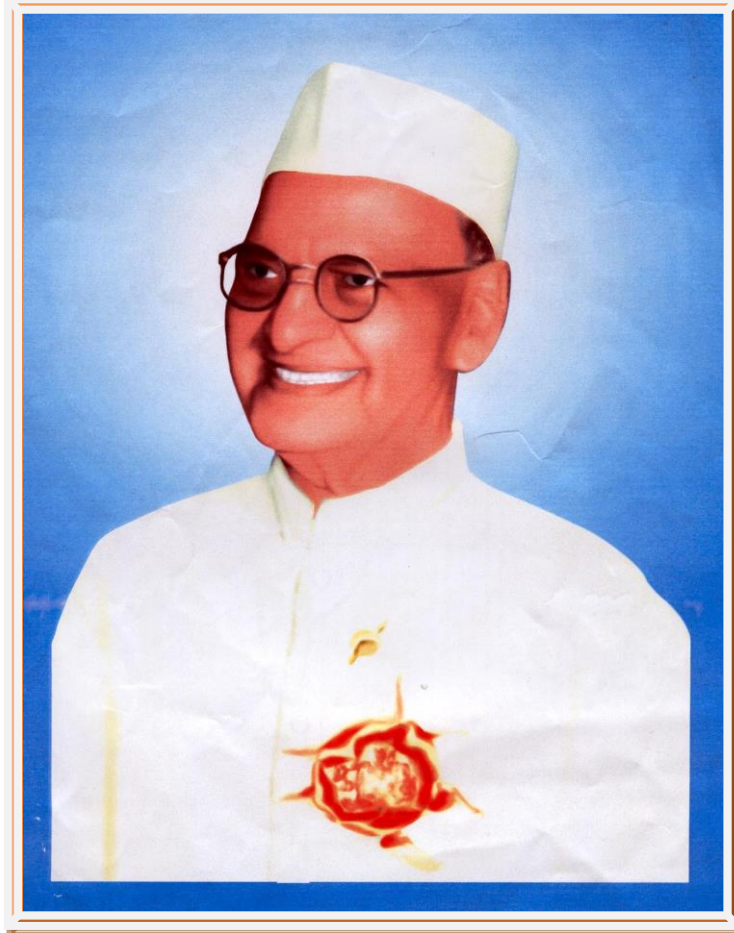


Bombay Physical Culture Association's
College of Physical Education

Wadala, Mumbai-400 031 (Maharashtra)

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

NOVEMBER 2015



Late Padmashri Dr. Krishnaji Shripad
alias
Bapusaheb Mhaskar
[1879 – 1969]

FOUNDER

Bombay Physical culture Association

ESTD 29th June, 1935

RE-ACCREDITATION REPORT

INDEX

	Page
PART-I: INSTITUTIONAL DATA	
A. Profile of the Institution	01
B. Criterion-wise Inputs	05
PART-II: THE EVALUATIVE REPORT	
1. Executive Summary	38
2. Criterion wise analysis	40
• Criterion I : Curricular Aspects... ..	40
• Criterion II : Teaching-Learning and Evaluation	54
• Criterion III : Research, Consultancy and Extension	103
• Criterion IV : Infrastructure and Learning Resources	140
• Criterion V : Student Support and Progression	166
• Criterion VI : Governance and Leadership	182
• Criterion VII : Innovative Practices	199
3. Mapping of Academic Activities of the Institution	206
4. Declaration by the Head of the Institution	207
APPENDICES	
1. Brief note on Physical Education Scenario in the State...	208
2. Academic Calendar of the institution for B.P.Ed. and M.P.Ed. Programmes	209
3. Values/goals framework... ..	215
4. Time Tables Theory and Practical for B.P.Ed. and M.P.Ed. Programmes	216
5. Master Plan of the existing building and facilities of the Institution	226
6. Master Plan for projected expansion of infrastructural facilities of the Institution... ..	234
7. Sample of students feedback on curriculum and faculty (Questionnaire & Answer sheet)	237
8. Sample of students feedback on facilities & programmes...	240
9. Sample of feedback on practice teaching of students by peers	241
10. Sample of feedback on practice teaching by staff of practice teaching schools	244
11. Sample of Teachers Appraisal Report	245
12. Audited income-expenditure statement for the previous financial year	250
13. Copy of latest recognition order of NCTE	262
14. University results for previous academic year	264
15. Best practices of the institution	265
16. Glimpses of Some of the Major Activities/Programmes Held During Last Five Years... ..	268

Part-I

INSTITUTIONAL DATA

A: Profile of the Institution

B: Criterion wise Inputs

- **Criterion I : Curricular Aspects**
- **Criterion II : Teaching-Learning and Evaluation**
- **Criterion III : Research, Consultancy and Extension**
- **Criterion IV : Infrastructure and Learning Resources**
- **Criterion V : Student Support and Progression**
- **Criterion VI : Governance and Leadership**
- **Criterion VII : Innovative Practices**

RE-ACCREDITATION 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 Kreed Mandir, Naigaon Cross Road, Wadala,
Mumbai - 400 031, Maharashtra, India.*

2. Website URL: 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	bpcacpemumbai@gmail.com
Vice-Principal	Not Applicable		
Self - appraisal Co-ordinator Dr. R. R. Dhakne	022-2416 8609	022-2417 2457	bpcacpemumbai@gmail.com

Residence

Name	Telephone Number with STD	Fax No.	E-Mail Address
Head/Principal Dr. G. V. Pargaonkar	022-2416 8609	022-2417 2457	bpcacpemumbai@gmail.com
Vice-Principal	Not Applicable		
Self - appraisal Co-ordinator Dr. R. R. Dhakne	022-24168609	022-2417 2457	bpcacpemumbai@gmail.com

4. Location of the Institution:

Urban

Semi-urban

Rural

Tribal

Any other (specify and indicate)

✓
X
X
X
X

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	Y Y Y Y
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 upto 2015 Two years w.e.f. 2015	English, Marathi & Hindi
iii.	Post Graduate	Diploma	-	-	-	-
		Degree	M. P. Ed.	B. P. Ed./B.P.E.	Two year	English, Marathi & Hindi
			Ph. D.	M. Phil/ M. P. Ed. / M. P. E. With SET/ NET/PET	Minimum Two year	English
iv.	Other	Certificate	Certificate Course in Health and Fitness Management	B.P.Ed. / M P. Ed.	60 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Kabaddi	B.P.Ed. / M.P.Ed.	30 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Kho-Kho	B. P. Ed./ M. P. Ed.	30 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Langadi	B. P. Ed./ M. P. Ed.	30 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Athletics	B. P. Ed./ M. P. Ed.	30 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Wrestling	B. P. Ed./ M. P. Ed.	30 clock hrs.	English, Marathi & Hindi
			Certificate Course in Technical Official in Volleyball	B. P. Ed./ M. P. Ed.	30 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	X	X	X	X	X
Primary/ Elementary	X	X	X	X	X
Secondary/ Sr. secondary	B. P. Ed.	Given below	Given below	100 - 1 st year 100- 2 nd year	100 students
Post Graduate	M. P. Ed.	Given below	Given below	30 - 1 st year 30 -2 nd year	25 students 25 students
Other (Specify)	X	X	X	X	X

(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	23.08.2006
2015-2016	WRC/OAPW0117/114031/2015/147105 (copy enclosed) Appendix - 12	31.05.2015

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	23.08.2006

- **PS:** The College has submitted all essential documents to NCTE for permanent recognition vide its 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 checked="" type="checkbox"/>
▪ Mission	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
▪ Values	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
▪ Objectives	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

Yes ☒ No ☒

If yes,

a) How many programmes?	09
b) Fee charged per programme	Given below

Sr. No.	Self-financed programmes	Fees
1	M. P. Ed - I (1 st year)	24,245.00
	M. P. Ed - II (2 nd year)	23,420.00
2	Ph. D.	12865.00
3	Health & Fitness Management	1000.00
4	Certificate Course of Technical Official in Kabaddi	300.00
5	Certificate Course of Technical Official in Kho-Kho	300.00
6	Certificate Course of Technical Official in Langadi	300.00
7	Certificate Course of Technical Official in Athletics	300.00
8	Certificate Course of Technical Official in Wrestling	300.00
9	Certificate Course of Technical Official in Volleyball	300.00

3. Are there programmes with semester system

Yes	<input checked="" type="checkbox"/>	Number	2	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 faculties are on the various curriculum development committees/boards of Universities/regulatory authorities.

1	0
---	---

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

➤ C.P.Ed.	X
➤ D.P.Ed.	X
➤ B.P.Ed.	21
➤ B.P.E.	X
➤ M.P.Ed.	02
➤ M.P.E.	X
Any other (please specify and indicate)	X

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

Yes	<input checked="" type="checkbox"/>	Number	03	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	--------	----	----	-------------------------------------

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	<input checked="" type="checkbox"/>
-----	-------------------------------------	--------	----	----	-------------------------------------

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	<input checked="" type="checkbox"/>
Academic peers	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Alumni	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Students	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Employers	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

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

Yes	<input checked="" type="checkbox"/>	Number	03	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	--------	----	----	-------------------------------------

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

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

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

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

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

2. Criteria for admission

a) As per NCTE norms	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
b) Norms superior to NCTE	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
c) In relaxation of NCTE norms with respect to minimum percentage of marks	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
d) In relaxation of NCTE norms with respect to qualifying course	Yes <input checked="" 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 checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
f) In relaxation of professional experience	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
g) In relaxation of professional experience and performance in qualifying course	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>

3. Does the institution develop its academic calendar?

Yes ☒ No ☒

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

a. Date of start of the academic year	21 st July 2014.
b. Date of last admission	21 st July 2014.
c. Date of closing of the academic year	15 th May 2015.
d. Total teaching days	196 days.
e. Total working days	236 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 180 days.
k. Number of days for theory 180 days.
l. Number of days for field activity 180 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.	X	X	X	X	X	X	X	X	X
D. P. Ed.	X	X	X	X	X	X	X	X	X
B. P. Ed.	61	39	100	27	15	42	34	24	58
B.PE	X	X	X	X	X	X	X	X	X
M.PEd.- Part I	13	12	25	04	07	11	09	05	14
Part II	13	12	25	10	07	17	03	05	08
Ph. D.	20	09	29	09	05	14	11	01	15

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.	X	X	X	X
D. P. Ed.	X	X	X	X
B.PE	X	X	X	X
B. P. Ed.	NA	NA	NA	NA
M.PEd.	NA	NA	NA	NA
M.PE.	X	X	X	X

- PS: Admissions are given through CET prescribed by the State Government which includes Fitness Test, Written and Viva.

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.	X	X
D. P. Ed.	X	X
B.P.E.	X	X
B. P. Ed.	50%	50%
M. P. Ed.	40%	60%
Ph.D.	X	X

10. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02

c) Number of skill tests

21

d) Date of commencement of annual examination

Course	DD	MM	YYYY
B. P. Ed. (Semester I)	06	12	2014
(Semester II)	22	04	2015
M. P. Ed. (Semester I)	02	12	2014
(Semester II)	06	05	2015
M. P. Ed. (Semester III)	02	12	2014
(Semester IV)	06	05	2015

e) Date of declaration of result

Course	DD	MM	YYYY
B. P. Ed. (Semester I)	14	02	2015
(Semester II)	01	06	2015
M. P. Ed. (Semester I)	03	02	2015
(Semester II)	03	06	2015
M. P. Ed. (Semester III)	06	02	2015
(Semester IV)	01	07	2015

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

DD	MM	YYYY
30	04	2015

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. 10,506.00
M. P. Ed.	Rs. 10,123.00
Ph. D.	Rs. 3,338.00

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. 1,52,102.00
M. P. Ed.	Rs. 19,515.00
Ph. D.	Rs. 6,538.00

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

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

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

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

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

Yes ☐ X ☐ No ☒

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

Compulsory	Optional
X	X

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	7	70%
Ph. D.	6	60%

N.B. – In addition to the above members two faculty (viz. Shri. J. M. Hotkar & Smt. R. C. Kawade) submitted theses to the University of Mumbai, recently.

2. Does the Institution have ongoing research projects?

Yes ☒ No ☒

If yes, provide the following details about the research projects

- Minor Research Project of Shri. J. M. Hotkar, Dr. N. O. Joshi, Smt. S. N. Chougule, Dr. K. J. Maru, Smt. R. C. Kawade & Shri. R. N. Shelke

Funding Agency	Amount (Rs)	Duration	Collaboration, if any
UGC New Delhi.	Rs. 18,35,000/-	3 Years	-

- PS.: All the above mentioned Minor Research Projects are in the process of sanction by the UGC regional Office at Pune.

- Minor Research Projects by Dr. R. R. Dhakne, Dr. G. K. Dhokrat & Dr. K. K. Asai

Funding Agency	Amount (Rs)	Duration	Collaboration, if any
University of Mumbai	Rs. 1,50,000/-	1 Years	-

- PS: All the above mentioned Minor Research Project are in the process of sanction by the University of Mumbai.

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

Nine Research Projects In Progress

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
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Teachers are sponsored to workshops training programmes on Research methodology/special events

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- Providing secretarial support and other facilities
- Any other (specify and indicate the response)
Through Research Training Drive (RTD)

<input type="checkbox"/>
<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	X	30
Part-time	X	X

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

Yes ☒ No ☒

8. Publications: (Last five years)

	Yes	Number	No
International Journal	✓	57	X
National journals - referred papers papers non referred papers	✓	01	X
Academic articles in reputed magazine / news papers	✓	20	X
Books General	✓	02	
Text Book	X	X	X
Any other (Publication of Quarterly magazine 'Kreedha Vishwa')	✓	16	X

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

	Faculty	Students
National seminars	20	X
International seminars	03	X
Any other academic forum (Paper presentation by students at department level)	X	225

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

Yes	✓	Number	01	No	X
-----	---	--------	----	----	---

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)	<input type="checkbox"/>
▪ 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	X
Part-time	X
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.

48

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.

8,74,650.00

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	05

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

3. Computing and Audio Visual facilities available with the institution

a) Number of computers with supporting accessories			35	
b) Number of hands-on experience (hours) provided to each student per week			02	
c) Number of physical education/sport related CD-ROMs available			50	
d) Number of sport/health/fitness/ physical education related video cassettes available			X	
e) Number of Physical Education / Sport / Health / Fitness related audio-cassettes available			15	
f) Website of the institution	Yes	✓	No	X
g) Access to Internet for students	Yes	✓	No	X
h) Access to Internet for teachers	Yes	✓	No	X
i) Availability of LCD projector	Yes	✓	No	X
j) Availability of OHP	Yes	✓	No	X
k) Availability of TV	Yes	✓	No	X
l) Availability of VCR	Yes	✓	No	X
m) Availability of public-address system	Yes	✓	No	X

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

Rs. 2,53,298/-

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

1,50,000/-

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	3	1
6	-	2	-

8. Total number of posts vacant

Teaching
Non-teaching

Open		Reserved	
M	F	M	F
X		01	
01		01	

9. Teaching Staff in position

- a) Number of regular and permanent teachers

Professor
Readers/ Associate
Lecturers/
Asst. Prof

Open		Reserved	
M	F	M	F
1	X	X	X
X	X	X	X
2	2	4	1

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

Professor
Readers
Lecturers
Ad-hoc
teachers/instructor

Open		Reserved	
M	F	M	F
X	X	X	X
X	X	X	X
X	X	X	X
09	03	X	X

- c) Number of teachers from

Same state
Other states

11
0

10. Teacher student ratio (program-wise)

10:1

11. a. Non-teaching staff

Permanent
Temporary

Open		Reserved	
M	F	M	F
04	01	02	02
03	X	X	01

b. Technical Assistants

Permanent
Temporary

Open		Reserved	
M	F	M	F
Nil			
04			

12. Ratio of Teaching : Non-teaching staff

11:13

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 hrs.

On holiday

As & When required

During examination

9 hrs.

16. Does the library have an Open access facility

Yes

✓

No

X

17. Library resources

1. Number of books in the library

0	0	7	5	0	4
---	---	---	---	---	---

2. Number of books added to preceding academic year

2	5	3
---	---	---

3. Total Number of journals/periodicals related to Physical Education being subscribed

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

4. Number of encyclopedias available in the library

0	2	4
---	---	---

5. Number of books available in the reference section of the library

4	2	5
---	---	---

6. Compiling and reprographic facilities

available

Yes

✓

No

X

18. Mention the

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

316.80 sq. meter

Seating capacity of the Reading room

100

19. Status of automation of Library

Yet to initiate

X

Partially automated

X

Fully automated

✓

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display & notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	✓
User orientation/information literacy	✓
Any other (please specify and indicate) Books Display/New Arrival	✓

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

1:44

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

3%

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 2012-13		II 2013-14		III 2014-15	
	No.	Total cost (in Rs.)	No.	Total cost (in Rs.)	No.	Total cost (in Rs.)
i. Text books	X	X	8	472/-	20	1106/-
ii. Other books	58	10349/-	62	31424/-	233	174377/-
iii. Journals / Periodicals	20	10586/-	20	10586/-	22	67968/-
iv. Audiovisual materials	15	7560/-	02	9400/-	18	10390/-
v. Any other (News papers etc.)	X	8167/-		10772/-		14041/-

25. Sports and Physical Education Resources available in the institution

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

Criterion V: Student Support and Progression

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

Programme	2012-13	2013-14	2014-15
D. P. Ed.	X	X	X
C. P. Ed.	X	X	X
B. P. Ed.	Zero %	Zero %	Zero %
B. P. E.	X	X	X
M. P. Ed.	Zero %	Zero %	Zero %
M. P. E.	X	X	X

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 2012-13	II 2013-14	III 2014-15	I 2012-13	II 2013-14	III 2014-15
Pass percentage	100%	100%	100%	100%	100%	100%
No. of first classes	28	55	68	22	23	15
No. of distinctions	02	02	04	02	02	10
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)

	Year		
	I 12-13	II 13-14	III 14-15
NET	03	10	03
SLET / SET	02	02	02
Any other specify (GRF)	X	01	01

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

Financial Aid		2012-13	2013-14	2014-15
Merit Scholarship		X	X	X
Merit-cum-means scholarship		05	07	03
Fee concession		X	X	X
Loan facilities		04	03	05
Any other	• Maratha Bhagini Samaj (NGO)	02	02	03
	• ANGK (NGO)	11	13	20
	• G.O.I. Scholarship	33	41	31

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 - 2013-14

Level Local / State / Regional	Participants	Resource Persons
1. Group singing training camp & Competitions held during 2-4 August, 2013	100	02
2. Research Methodology and Statistical Analysis in Physical Education and Sports held during 11-16 November, 2013	80 Students	01
3. SET Examination preparatory workshop sponsored by UGC (03 days) (State level) held during 27-29 November, 2013	80 Students	08
4. Inter school lezium competition (Local) held on 17 th December, 2013	2000 boys and girls of 25 schools	06
5. Inter school competition in Indigenous games [Kabaddi, Kho-Kho & Langadi (Local) (for 3 days) held during 8-10 January, 2014	996 boys & girls of 25 schools	36
6. Inter school Gymnastics Competition (MSSA) held during 11-12 January, 2014	450	20
7. Athletic State Meet, of Mentally challenged athletes organised by Special Olympic held at SAI Sports Centre, Kandivli, Mumbai held on 15 th February, 2014	350	110
National level	X	X
International level International Sports Meet for foreign students held on 30 th March 2014	30	11

YEAR - 2014-15

Level Local / State / Regional	Participants	Resource Persons
1. Group singing training camp & Competitions held during August 4-5, 2014	100	02
2. Symposia on superstitions eradication Act held on August 26, 2014	100	02
3. SET/NET Examination preparatory workshop sponsored by UGC (03 days) (State level) held during Nov. 3-8, 2014	80 students	03
4. Computer Application of Statistical Analysis in Physical Education and Sports Science held during Nov. 17-22, 2014	80 students	08
5. Inter school Gymnastics Competition (MSSA) held during Nov. 23-24, 2014	350	25
6. Organization of Inter Collegiate Wrestling Competition, University of Mumbai held on Dec. 18, 2014	80	20
7. Inter school lezium competition (Local) held on January, 10 th 2015	1800 boys and girls of 22 schools	06
8. Inter school competition in Indigenous games [Kabaddi, Kho-Kho & Langadi (Local)] (for 3 days) held during Jan. 14-16, 2015	1116 boys & girls of 30 schools	36
9. Symposia on personal development along with career and professional guidance (Young Inspiratory Network)	100	04
National level Interstate youth exchange programme of youth of Manipur state was organized in collaboration with sports & youth services dept. of Govt. of Maharashtra held on Sept. 25, 2014	130	12
International level	X	X

10. Does the institution provide Residential accommodation for:

Faculty

Yes

X

No

✓

Non-teaching staff

X

✓

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

Yes

✓

No

X

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	☐
ii. Outdoor games	☐
iii. Natuer club	X
iv. Debate clubs	X
v. Students magazines	☐
vi. Cultural activites	☐
vii. Audio video facilities	☐
viii. Literary activities	☐
ix. Any other (specify and indicate)	X

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	X	X	X	X	X	X
Inter-University	X	X	X	✓	X	70
National	✓	X	02	X	X	X
Any other (specify)	✓	(Participation & Lezim Demonstration of college students in cultural programme of Confitious Institution of University of Mumbai)				

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 2010-11				
Level of Competition	Game/sport	No. of Participants		Achievement
		M	F	
Intercollegiate	Taekwondo	4	2	2 Bronze Medal
	Fencing	2	--	1 Gold Medal
	Judo	4	--	1 Silver Medal
	Boxing		1	1 Gold Medal
	Wrestling		2	1 Gold Medal, 1 Silver
	Athletics		1	1 Silver Medal
District	--			
Inter-University	Cricket	--	1	1 Gold Medal
	Kabaddi	--	1	1 Gold Medal
State	--			
National	Cricket	--	1	1 st Place
	Boxing		1	Participation
	Wrestling		1	Participation
	Kabaddi		1	Participation
International	--			

Year 2011-12				
Intercollegiate	Kabaddi			
	Handball	11	11	6 th Place Male, 4 th Place Female
	Judo	4	4	1 Silver Medal , 1 Bronze Medal
	Kho-kho	11		4 th Place
	Yoga		3	1 Gold Medal
	Wrestling	4	4	1 Gold Medal
	Malkhamb	3	4	1 Bronze Medal
	Athletics	5	5	1 Silver Medal , 1 Bronze Medal, 4 th Place
District	Yoga	6	4	1 Gold Medal
	Athletics	6	4	1 Gold Medal, 1 Silver Medal
Inter-University	Yoga	--	1	Participation
	Wrestling	--	1	Participation
	Malkhamb	--	1	Participation
	Basketball	1	--	Participation (Captain)
	Kabaddi	--	1	Participation
State	Athletics			Participation
	Basketball	1	--	1 Silver Medal
	Kabaddi	--	1	1 Silver Medal

National	Football	--	1	2 nd Place
	Judo	1	--	Participation
International	Kabbadi	--	1	Participation

Year 2012-13				
Intercollegiate	Athletics (Heptathlon)			
	Cross-country	4	4	5 th Place, 4 th Place
	Yoga	--	4	2 Bronze Medal
	Half Marathon	4	--	1 Silver Medal
	Taekwondo	--	6	1 Gold Medal, 1 Bronze Medal, 3 rd Place
	Relay (4X100)(4X400)	--	6	4 th Place
	Handball	--	11	1 Bronze Medal
	Athletics (800ms)	--	4	1 Gold Medal
	Athletics (5000ms)	--	4	1 Bronze Medal
	Kabaddi	--	11	3 rd Place
	Judo	--	4	1 Gold Medal
District	-			
Inter-University	Yoga	--	1	Participation
	Kabaddi (Ashwamedh)	--	1	3 rd Place
	Cross-country	1	1	Participation
	Athletics	--	1	Participation
State	Yoga	--	1	1 Bronze Medal
	Judo	1	--	Participation
National	Kabaddi	--	1	Participation
	Yoga	--	1	6 th Place
	Judo	1	1	Participation
	Football	1	--	Participation
International	-			

Year 2013-14				
Intercollegiate	Relay (4X100)	5		1 Bronze Medal
	Relay (4X400)	5	5	5 th Place Male, 1 Bronze Medal Female
	Handball	16	16	5 th Place Mal, 4 th Place Female
	Cross country	--	6	4 th Place
	Judo	--	4	1 Gold Medal
	Archery	--	1	1 Bronze Medal
	Boxing	1	--	1 Silver Medal
	Decathlon	2	--	1 Bronze Medal
	Malkhamb	4	--	1 Gold Medal
	100m, 200m, Hurdle	4	--	1 Gold Medal, 1 Silver Medal, 1 Bronze Medal
	High Jump, Triple Jump,	2	3	3 Silver Medal, 2 Bronze

	Long Jump			Medal, 5 th Place
	Wrestling		3	2 Bronze Medal
	Hammer	1		1 Bronze Medal
	800 mt. run, 1500 mt. run	2	3	1 Gold Medal, 2 Silver Medal
	Javelin Throw	2	--	1 Silver Medal
	Yoga		6	1 Silver Medal, 3 rd Place
	Taekwondo	7		1 Gold Medal, 3 rd Place
District	-			
Inter-University	Athletic	4	2	Participation
	Yoga	--	1	Participation
	Basketball	1	--	2 nd Place
	Volleyball	--	1	Participation
	Taekwondo	--	1	Participation
	Judo	--	1	Participation
	Archery	--	1	Participation
	Malkhamb	2	--	1 Silver Medal, 3 rd Place
State	Cycling	1		1 st Place
	Tug of War	2		1 Gold Medal
National	Kabaddi	--	1	Participation
	Taekwondo	1	--	Participation
	Judo		1	Participation
International	Kabaddi		1	Participation
	Full Marathon	01	--	Participation

Year 2014-15				
Level of Competition	Game/Sport	No. of Participants		Achievement
		M	F	
Intercollegiate	Kabaddi	-	11	7 th Place
	Football		16	8 th Place
	Handball		16	4 th Place
	Judo		04	1 Gold Medal
	Athletics			
	100, 200 & 400 Mt. Run		06	2 Bronze Medal
	4x100 & 4x400		12	2 Silver Medal
	Javelin	01		1 Silver Medal
	High Jump	01		1 Gold Medal
	800 & 1500 Mt. Run	02		1 Bronze Medal, 1 Silver Medal
	Cross Country	03		1 Bronze Medal
	wrestling	03		2 Bronze Medal
			04	2 Gold Medal, 2 Silver
	Taekwondo	02		1 Gold Medal, 1 Bronze
			06	2 Gold Medal, 6 th Place
	Malkhamb	11		1 Gold Medal
	Yoga		06	4 th Place
	Tug-of-War	11	09	5 th Place Male, 8 th Place

				Female
	Swimming	01		1 Gold Medal
District	-			
Inter-University	Football		01	Participation
	Kabaddi		01	Participation
	Wrestling		02	Participation
	Taekwondo	01	02	Male Participation, 1 Bronze Medal Female
	Swimming	01	--	6 th Place
	Judo	--	01	Participation
State	Kabaddi	--	01	Participation
	Wrestling	--	02	Participation
	Taekwondo	--	02	Participation
National	Football	--	01	Participation
	Taekwondo	01	02	Participation Male, 1 Bronze Medal Female
	Swimming	01	--	5 th Place
	Judo	--	01	Participation
International	Half Marathon	--	01	Participation

PS. Due to Outstanding Achievement in sports Competitions at University level the college has secured Top Ten Position among about 750 affiliated colleges of the University of Mumbai during the year 2014-15

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

	2012-13	2013-14	2014-15
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?

2012-13	2013-14	2014-15
23	27	32

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 2013-14	Year 2014-15
Governing Body/Management	02	02
Staff council	24	24
IQAC/ or any other similar body/committee	06	08
Internal Administrative Bodies		
• Library Committee	02	02
• Exam Committee	02	02
• Purchase Committee	02	02

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	✓	No	X
Medical Assistance	Yes	✓	No	X
Insurance	Yes	✓	No	X
Others (specify and indicate)	Yes	✓	No	X

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.

2012-13	2013-14	2014-15
03	03	03

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

	2012-13	2013-14	2014-15
National	01	02	01
International	01	01	03

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

2012-13	2013-14	2014-15
10	10	10

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

2012-13	2013-14	2014-15
10	09	09

- e) Number of Research development programmes organized

2012-13	2013-14	2014-15
02	03	02

- f) Number of Invited/endowment lectures organized

2012-13	2013-14	2014-15
05	06	06

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

- Leader Development Programme:** Prin. G. V. Pargaonkar participated in at Harvard University, (US) during July 30- August 3, 2012.
- Disaster Management:** Dr. Dhakne and Dr. Dhokrat participated in short term course organized by University Grants Commission during March 22-25, 2013.
- e-content Development and setup and usage of virtual classroom:** Dr. Asai and Dr. Maru participated in short term course organized by University Grants Commission during March 14-17, 2012.
- Research Methodology in Social Sciences:** Smt. Chougule and Dr. Maru participated in short term course organized by ICSSR (WRC) during April 22-26, 2013.

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

a) Self-appraisal of faculty	Yes	✓	No	X
b) Student assessment of faculty performance	Yes	✓	No	X
c) Expert assessment of faculty performace	Yes	X	No	✓
d) Combination of one or more of above	Yes	✓	No	X

6. Are the faculty assigned additional administrative work?

Yes

☒

No

☐

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

2 to 3 hrs./week

7. Human Resources

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

0	5	5	1	8	8
---	---	---	---	---	---

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

0	5	5	1	8	8
---	---	---	---	---	---

- c) Minimum consolidated remuneration paid to teachers

0	5	5	1	8	8
---	---	---	---	---	---

- 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	4	1	2	1	5
---	---	---	---	---	---	---

M. P. Ed.

1	2	0	3	4	1	5
---	---	---	---	---	---	---

Ph. D.

0	2	7	5	2	1	0
---	---	---	---	---	---	---

- b) Income from donations

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

- c) Income from consultancies and extension programmes.

3	0	4	4	6	0
---	---	---	---	---	---

- d) Amount of grant received from the government

B.P.Ed.

1	4	9	8	5	5	8	8
---	---	---	---	---	---	---	---

e) Income form investments B.P.Ed

3	8	1	0	6
---	---	---	---	---

f) Any other (please specify and indicate)

S.B.I. interest	B.P.Ed.	0	5	1	2	7	5
	M.P.Ed.	0	3	4	3	3	0
UGC Grants	B.P.Ed.	4	9	7	0	1	4

9. Expenditure during the preceding financial year

a) Amount spent on salaries to teaching staff

B.P.Ed	1	1	3	5	1	6	5	0
M.P.Ed	0	0	3	1	1	1	0	0

b) Amount spent on salaries to non-teaching staff

B.P.Ed	0	2	8	0	7	9	5	4
M.P.Ed	0	0	1	5	8	5	0	0

c) Amount spent on utilities

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

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

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

e) Amount spent on purchase of sports equipment material

B.P.Ed	0	4	1	2	2	6
--------	---	---	---	---	---	---

f) Amount spent on purchase of furniture

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

g) Amount spent on capital expenditure

B.P.Ed	0	0	0	0	0	0	0
M.P.Ed	0	0	0	0	0	0	0

h) Amount spent on contingencies

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

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

B.P.Ed	1	2	5	0	0	0
--------	---	---	---	---	---	---

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

B.P.Ed	1	1	3	1	9	4	3
M.P.Ed	0	2	1	4	4	2	6

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.)
2012-13	X	12,58,985.00	3,40,822.00	X
2013-14	5,83,154.00	X	1,72,400.00	X
2014-15	11,31,943.00	X	2,14,126.00	X

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
b) Amount of reserve fund maintained

0	3	0	0	0	0	0
1	0	0	0	0	0	0

16. ICT/Technology supported activities/units :

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

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization, 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	09%	04%
b	ST	05%	02%
c	OBC	12%	07%
d	Physically challenged	X	X
e	General Category	32%	16%
f	Rural	40%	12%
g	Urban	60%	22%
h	Any other (specify)		
	N.T.	08%	03%
	S.B.C.	01%	01%

II) M.P.Ed. Course

	Category	Men (%)	Women (%)
a	SC	09%	04%
b	ST	05%	02%
c	OBC	12%	07%
d	Physically challenged	X	X
e	General Category	32%	16%
f	Rural	40%	12%
g	Urban	60%	22%
h	Any other (specify)		
	N.T.	08%	03%
	S.B.C.	01%	01%

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

	Category	Teaching staff (%)	Non-teaching (%)
a	SC	13%	13%
b	ST	07%	07%
c	OBC	19%	19%
d	Women	30%	30%
e	Physically challenged	X	X
f	General Category	48%	48%
g	Any Other (N.T.)	13%	13%

PS: As per Govt. and University rule

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 % 2013-14	Batch II% 2014-15	Batch I % 2013-14	Batch II% 2014-15
SC	06	12	06	12
ST	03	06	03	06
OBC	12	17	12	17
Physically challenged	X	X	X	X
General Category	45	58	45	58
Rural	20	15	20	15
Urban	75	80	75	80
Any other (specify)	NT-08 SBC-05	NT-02 SBC-05	NT-08 SBC-05	NT-02 SBC-05

M.P.Ed.

Category	At admission		On completion of the course	
	Batch I % 2013-14	Batch II% 2014-15	Batch I % 2013-14	Batch II% 2014-15
SC	03	03	03	03
ST	01	02	01	02
OBC	04	08	04	08
Physically challenged	X	X	X	X
General Category	15	08	15	08
Rural	03	02	03	02
Urban	22	23	22	23
Any other (specify)	NT-02 SBC-00	NT-03 SBC-01	NT-02 SBC-00	NT-03 SBC-01

Part-II

THE EVALUATIVE REPORT

1. Executive Summary

2. Criterion-wise analysis

- **Criterion I : Curricular Aspects**
- **Criterion II : Teaching-Learning and Evaluation**
- **Criterion III : Research, Consultancy and Extension**
- **Criterion IV : Infrastructure and Learning Resources**
- **Criterion V : Student Support and Progression**
- **Criterion VI : Governance and Leadership**
- **Criterion VII : Innovative Practices**

3. Mapping of Academic Activities of the Institution

4. Declaration by the Head of the Institution

RE-ACCREDITATION REPORT

PART-II

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 Bhausaheb 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 & exercise system.

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. and Ph.D.*** as well as ***certificate courses*** in Health and Fitness Management, Technical Officiating of various Games and Sports.

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 37 years, the institution has produced about 3650 Secondary Physical Educators, about 400 Masters and 25 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 37 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 with Smart Board Facility, 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 19 years has produced about 110 state level and 50 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 jurisdiction of the University of Mumbai, State of Maharashtra and Society. By taking the cognizance of the achievement and academic excellence of the college, recently in the year 2013-14, the college has been awarded **BEST COLLEGE AWARD**. Further due to the outstanding achievement of the college in Sports, at University level, it has secured prestigious **TOP TEN POSITION** (8th Place) among about 750 affiliated colleges of the University of Mumbai & felicitated by the University in the year 2014-15. During last five years and after its second 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.

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, emotional 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 professionals 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. During last five years our all faculty members have been actively involved in curricular development process of Statutory Academic Bodies.

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. SNDT 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.

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
<i>(Former Chairman and present member of BOS in Physical Education)</i> | |
| 2. Dr. R. R. Dhakne
<i>(Present Chairman of BOS in Physical Education)</i> | |
| 3. Dr. G. K. Dhokrat | } Curriculum Development Sub Committees |
| 4. Dr. K. K. Asai | |
| 5. Dr. (Smt.) N. O. Joshi | |
| 6. Dr. K. J. Maru | |
| 7. Shri. J. M. Hotkar | |
| 8. Smt. R. C. Kawade | |
| 9. Shri. R. N. Shelke | |
| 10. Smt. S. N. Chougule | |

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, Environment, 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**

- Students can opt for any one subject as teaching method (Optional method) in Course III (Semester-I) 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**

For practical in Physical Education activities:

- During each semester there is a provision of enough options while selecting Physical Education Activities. For Semester II, Course IX (Practice Teaching and Internship in Optional Method) the students can conduct their practice teaching lessons in the subject they have selected during semester I (Course III) as an optional subject.
- During each semester the options for Physical Education Activities are provided as under:

Semester	Course	Module	Nature of Options
I	IV	I	Any Three Major Games out of Five
		II	Any Two Rhythmic Activities
II	VIII	I	Any Three Major Games out of Five
		II	Any one Sprint and any Two Throwing Events
III	XIII	I	Any Three Major Games out of Five
		II	Any Two Rhythmic Activities
		IV	Any Three Gymnastics Events out of Seven
IV	XVII	I	Any Three Major Games out of Five
		II	Any One Relay and any Two Jumping Events
		III	Any Two Physical Fitness Activities out Four

- Options for selecting skills and activities for *practice teaching lessons* in Physical Education. (Semester IV, Course XVIII)
- 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*

- In case of dissertation, the students can select the topic of their own choice with the consultation of their respective guiding teacher.
- 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.

• *Options in Practical*

- During each Semester (i.e. Sem I, II, III & IV) there is enough provision for options while selecting their Games/Activities for specialization.

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 planed 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 completions 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 and lifesaving 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 each Semester for minimum 90 days (four hrs. each day). The timing for practical was divided in to two sessions i.e. Morning session - 7.30 a.m. to 9.30 a.m. and afternoon session 2.00 p.m. to 4.00 p.m. The practical work of various Physical Education activities is completed 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*. The time table for practicals is prepared and executed by following the principles such as *Simple to Complex Activities, General to Specific Activities, Known to Unknown Approach, Part-Whole-Part Method etc.*

Time allotment of the above activities

- Conditioning programme for 15 to 20 min. (progressively), as per the nature of the activities, was conducted during morning session while general warming up during activities in the 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 unfit (sick/ injured) students are allowed to take rest / to sit aside during activities.
- First Aid facility is made easily available during practicals.

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 2012- 2013

- i. Patriotic **Group Singing Training** and competition by Shri Somnath Parab (August 1-4, 2012).
- ii. Organisation of Self-Governance Programme on the occasion of **Teachers Day** (September 5, 2012).
- iii. Organization of **Hiking and Tracking** (August 20, 2012).
- iv. **Elocution Competition** on Importance of Physical Education in Health (Oct. 10, 2012).
- v. Organisation of Sate Level Sports Competition for **Physically Handicap and Intellectually Disabled Children** (Oct 30, 2012).
- vi. Organisation of **Inter School Lezium Competition** (Dec 12, 2012).
- vii. **Scout and Guide Training Camp** (December 18-23, 2012).
- viii. Organisation of Inter School Hind Trophy Tournament in **Indigenous Activities** i.e. Kabaddi, Kho-Kho and Langadi (Jan, 2014).
- ix. Organization of Walking Competition for **Senior Citizens** (Jan 27, 2013).

- x. **Interactive Lecture** on Increasing Terrorism, Offensive Activities and its impact on Students Organization by Rafi Ahmed Kidwai Road Police Station, Wadala, Mumbai (Feb 16, 2013)
- xi. **Though for the Day** at the beginning of morning session.
- xii. **Communication skills** (English speaking) – every Saturday 1 clock hour during extra timing.
- xiii. Every Thursday **English Speaking Day** programme.
- xiv. **Health and fitness management course**, 60 clock hours (Certificate programme) (during Diwali & Winter vacation).
- xv. **ICT** theory and practical for minimum 20 clock hrs. *hand on experiences*, spreading throughout the year.
- xvi. **Adventures activities** (Rappling, Rifle Shooting, Wall climbing, River crossing etc.) (during camp: 18-23 Dec.).
- xvii. **Cleanliness campaign** (inside and outside the campus) throughout the year twice in every month.
- xviii. 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 2013-2014

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

- xix. Promotion of **Traditional Sports** by way Demonstration of Lezium and Dhol during Inaugural Function of Confucius Institution of University of Mumbai (Jul 17-18, 2013)
- xx. Organisation of workshop on **Scientific Methods of Pranayama** by Dr. M. M. Gharote (Sep 20, 2013).
- xxi. Organisation of Symposia on **Superstitions Eradication Act** by Dr. Shyam Manav (Sep, 2013)
- xxii. Organisation of **Free Eye Checkup Camp** in association with Rotary Club of Mumbai.
- xxiii. Organisation of Interactive Programme on **Global Warming** during Scout & Guide Camp (Dec, 2013).
- xxiv. Interactive Session on **Self-Motivation** by Amal L. Yagobi (France) (Jan 18, 2014).
- xxv. Active Participation by way of demonstrating **Traditional Sports** during Republic Day Rally organized for the first time in Mumbai City by the Govt. of Maharashtra, Jan 26, 2014).

During 2014- 2015

In addition to the above programmes (except programmes at sr. nos. x xix, xxi, xxii, xxiv and xxv) the following new programmes were added:-

- xxvi. Organisation of **Free Cancer Checkup Camp** in association with Rotary Club of Mumbai.
- xxvii. Organization and Participation in Awareness Campaign on “**Hepatitis B**” on the occasion of **World Hepatitis Day** (July 28, 2014).

xxviii. Participation in organizational Setup of **Indian Science Congress** Organised by the University of Mumbai (Jan 5-8, 2015)

xxix. Participation and demonstration of Lezium on the occasion of **Parampara Mahotsav** Organised by University of Mumbai (April, 2015).

PS.: In addition to the above programmes/ courses, the institution has also introduced the programmes viz. **Presentation Skills Development** for UG, PG and Ph. D. Students, the Research Studies on Special Children (handicapped and intellectually disabled), House Wives, Police trainees, Senior Citizens Suffering from Kinesthetic Perceptual Disorders, Female Students Suffering from Menstruation Disorders, Obese People etc. were also conducted by the research scholars and faculty of the college by taking into account social and national responsibility.

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 croft, 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, and 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.

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. During last five years, in case of B.P.Ed Programme curriculum revision took place twice. The earlier syllabus of B.P.Ed Programmes (2005-2006) was revised with effect from the year 2013-14, in order to introduce credit based semester and grading system. Thereafter, second curriculum revision took place during the year 2015-16 due to revised norms of NCTE (Two Year Programme).

In case of M.P.Ed Programme also, the curriculum revision took place twice. The earlier syllabus of M.P.Ed Programme (2000- 2001) was revised with effect from the academic year 2013-2014 in order to introduce credit based semester and grading system . Thereafter, second revision for the purpose of making amendments in regulations pertaining to internal assessment took place from the year 2015-16.

In above curriculum revision process all the faculty of the college was actively involved and were the part of curriculum development.

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 2013-14 and 2015-16. Further, the syllabus revision of M.P.Ed Programme also took place twice during last five years as a result of initiative of the institution. 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 also taken care of by the institution.
- During last five years Principal Dr. G. V. Pargaonkar, Dr. R. R. Dhakne worked/working as Chairman of BOS in Physical Education of the Affiliating University. All other faculty members were also worked/working on various sub-committees of BOS in Physical Education constituted by the University of Mumbai.
- 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.**

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?

The NAAC Peer Team visited during the last Assessment & Accreditation (2nd cycle) was quite happy with respect to curricular aspects.

Evaluative observation by NAAC pear team:

The main evaluative observations/suggestions made in the last assessment report during the year 2010 (2nd cycle) with reference to curricular aspects were as under:-

Curricular Design & Development	<ul style="list-style-type: none"> • Six faculty members actively participated in BOS • Inter disciplinary Bifocal curriculum exists • ICT included in the curriculum • Curriculum and the academic programme attempt to meet the goals
Academic Flexibility:	<ul style="list-style-type: none"> • Both in theory and practicals • Medium of instruction chosen by the candidates • Diversified certificate courses conducted • Offers value added courses
Feedback on Curriculum	<ul style="list-style-type: none"> • Collects feedback from alumni and stockholders • Mechanism evolved to collect the feedback • Systemic analysis and use of feedback through IQAC • Faculty sends suggestion to University
Curriculum Update	<ul style="list-style-type: none"> • Last revision during 2005 • Next revision probably 2010-11 for B.P.Ed. & M.P.Ed. • Pedagogical practice and simulated teaching is initiated
Best Practices in curricular aspects	<ul style="list-style-type: none"> • Value added courses exist

Suggestions by NAAC Peer Team pertaining to curricular aspects

- i. Courses on allied subjects may be started in addition to existing courses.
- ii. Efforts shall be made to convince the authorities to appoint Physical Education Personnel in the affiliated senior colleges in the University of Mumbai as required by UGC.

Action Taken by the Institute:

- With respect to suggestion no. i, the curriculum revision twice each in B.P.Ed. and M.P.Ed. programmes all the faculty of the college were actively involved in starting additional courses viz. American Football League, Certificate Course in Volleyball Officiating, Certificate Course in Football Officiating etc.
- Further, as regard to suggestion no. ii, in order to convince the statutory authorities Prin. Dr. G. V. Pargaonkar being a member of Academic council, Management council and Senate of the University of Mumbai took initiative and succeeded in bringing into force the syllabus of Physical Education as a Foundation course for all UG programmes of Arts, Commerce & Science faculty (for Semester I, II, III & IV) and as a result of which in order to transact the same, the University of Mumbai, finally issued a circular to all affiliated colleges (about 740 colleges) to appoint the Physical Education Personnel.

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:

- i. The institution took initiative in the revision of the curriculum of B.P.Ed. programme, twice in the year 2013-14 and 2015-16 as well as M.P.Ed. programme from the year 2013-14 and 2015-16 by considering the need and feedback from the stakeholders.
- ii. Due to the institutional efforts, the University of Mumbai issued a circular during the year 2013-14 for the appointment of Physical Education Personnel in the affiliated colleges.
- iii. The components such as ICT, value education, elective options etc. have been given due weightage in the revised curriculum.
- iv. Value added courses as mentioned in **Criterion 1.2.4** are developed and implemented for the inculcation of global competencies and employability.

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:

- Joint Director (Higher Education, Govt. of Maharashtra) - **Chairperson**.
- Director of Physical Education and sports nominated by the Jt. Director (Higher Education) - **Member**
- University Representatives - **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 Ph. D. programme the admission process is done by the Research Committee as per the rules and regulations of the University of Mumbai.
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).

- The advertisement regarding the admission of various programmes is published in various newspapers.
- 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 brochure** 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., 2014-2015):

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.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 × 4 = 664 – 60 (as below) = 604 ÷ 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 throughout 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.
 4. In Semester system, implemented w.e.f. the year 2013-14 the above stated number of days were approximately equally divided in to two Semesters for Theory Transaction as per the structure and Annual Calendar given on page nos. 76-77 and 203 of this report. Further, the Structure of the recently introduced two years (four semester) programme is given on page nos. 83-88 of this report.

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 4.00 p.m. to 8.00 p.m.** (for 1st & 2nd year)
- **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.
 3. In Semester system, implemented w.e.f. the year 2013-14 the above stated number of days were approximately equally divided in to Two Semesters for Theory Transaction as per the structure and Annual Calendar given on page nos. 83-84 and 205 of this report.

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 10.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 30 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. Practical**

Group	Nature of Activity	No. of Activity	No. of periods per Activity	Total Period
I	Major games / Sports	20	15	300
II	Athletics	8	15	80
III	Rhythmic Activity	5	15	140
IV	Formal Activity	4	10	100
V	Developmental Exercises	5	15	60
VI	Yoga			30
Grand Total				710

PS. In Semester system, implemented w.e.f. the year 2013-14 the above stated number of days were approximately equally divided in to Two Semesters for Practical Transaction as per the structure and Annual Calendar given on page nos. 76-82 and 203 of this report. Further, the Structure of the recently introduced two years (four semester) programme is given on page nos. 83-88 of this report.

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.**

Sr. No.	Particulars	No. of Periods allotted
1	Inter House Competition in – -Relay 5 × 3 periods = 15 - Rhythmic activities 2 × 3 periods = 6 - Formal activities 3 × 3 periods = 9 - Nonstandard 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
Grand Total		250

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]
- Numbers of games and sports activities for specialization 13.

PS- 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 4.00pm (Monday to Saturday).

- Daily Project/ Assignment/Library reading timing 7.00pm to 8.00pm (Monday to Saturday).
- Number and duration of periods on each day- one period of 60 min. each.

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
Total		50

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 4.00 p.m. (Monday to Saturday).
- Daily Project/ Assignment/Library reading timing 7.00pm to 8.00pm (Monday to Saturday).
- Number and duration of period on each day: 1 period of 60 minute each.

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
Total		50

PS: In Semester system, implemented w.e.f. the year 2013-14 the above stated number of days were approximately equally divided in to Two Semesters for Practical Transaction as per the structure and Annual Calendar given on page nos. 83-85 and 205 of this report.

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 20 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 organization* of sports, competitions for physically handicapped children (every year).
5. Participation in organization of sports for intellectually disabled (*International event – March 11-12, 2006*).
6. *Demonstration* of Indigenous Sports, Games & Cultural activities for preparation indigenous games and related activities on the following occasion :
 - i. All the students and faculty participated in '**Queen Baton Relay**' (*19th Common Wealth Games, Delhi-2010*) organized by the Directorate of Sports, Govt. of Maharashtra, on 10th Sept., 2010. On this occasion our students have also performed demonstration of Zanj Dance (Maharashtrian folk dance) while welcoming the Baton at the Gateway of India as well as Lezium demonstration at the gate of University of Mumbai.
 - ii. The college has organized competition of **Indian Traditional Defense Techniques** including Lathi, Kathi, Baneti, Talwar (Sword), Dandpatta, Bhala, Barchi etc. of the various clubs preserving the said heritage at Shivaji stadium Kolhapur, Maharashtra on 18th Dec., 2010. Dr. Dhope and Dr. Dhokrat under the guidance of Principal, Dr. Pargaonkar arranged the same. They have selected 25 participants out of 190 on the basis of their performance. The selected participants finally elicited by the hands of Hon. Sports Minister of Maharashtra (Shri. Padmakar Walvi) at the time of Youth Festival held at Mumbai, on 29th Dec., 2010.
 - iii. All the students & faculty were participated in the organisation of **State Level Youth Festival** held during **Dec. 28th-30th, 2010**,

- jointly organized by Govt. of Maharashtra and our college. In the said programme 300 youth artists of 10 various categories of cultural activities from 8 zones of Maharashtra State were participated. Minister of State Shri. Padmakar Walvi, Under Secretary of Sports Department of the govt. Shri. Jondhale Patil, Hon. MLA Shri. Eknath Gaikwad and Deputy Director of Sports & Youth Services of the Govt. of Maharashtra Shri. B. N. Mote were present on the occasion.
- iv. Participation of students and faculty in organization of Walking Competitions on behalf of Arunodaya Walkers Association (NGO) for adults aged 40+, 50+, 60+ and 70+ held every year.
 - v. Conducted Inter school Competitions (40 schools and 1200 children's) on 28th, 29th, 31st January and 1st February, 2011 organised by Apnalaya (NGO) Mumbai.
 - vi. All the students and faculty participated in the organisation of All India level Late Khashaba Jadhav Chashak Wrestling competition conducted on behalf of the Govt. of Maharashtra, on 30th, 31st March and 1st April, 2011 at the college ground. The students have also presented cultural activities on the occasion of Inaugural and closing function of the event.
 - vii. Conducted Suryanamaskar Inter-school competition organized by Suvidhyalaya, Borivli, Mumbai (W.) on 22nd July, 2011.
 - viii. All the students and faculty participated in the organisation of All India level Kabaddi competition conducted on behalf of the Govt. of Maharashtra, on Jan., 4-8, 2012 at the college ground. The students have also presented cultural activities including Lezium, Zanj and Folk Dances on the occasion of Inaugural and closing function of the event.
 - ix. Conducted Sports for employees of Co-operative Institutions on behalf of Sahakari Institution, held on Nov., 25-27, 2011 at Mumbai and Pune.
 - x. All the faculty and students were participated in the organization and conduct of sports on behalf of Special Olympic, Bharat for mentally challenged athletes on 7th March, 2012, held at Kohli Stadium, Navy Nagar, Colaba, Mumbai.
 - xi. Conducted district level inter school sports competitions of physically handicapped children, organised by Sadhana Vidyalaya for Deaf, Mumbai on 30th October, 2012.
 - xii. All the students and faculty participated in the organisation of All India level Volleyball competition conducted on behalf of the Govt. of Maharashtra, on April, 11-13, 2013 at the Worli ground. The students have also presented the demonstration of "Zanj Dance" a cultural activity of Maharashtra on the occasion of Inaugural and closing function of the event.
 - xiii. Conducted Athletic State Meet, of Mentally challenged athletes Organised by Special Olympic held at SAI Sports Centre, Kandivli, on 15th February, 2014
 - xiv. Conducted International Marathon, organized by Standard Chartered Bank, held on 19th January, 2014

- xv. All the students and teachers participated as volunteers during the opening ceremony of Confucius Institute of the University of Mumbai. Students have also demonstrated the cultural activity of Maharashtra State (i.e. Dhole) on the occasion of function of Confucius Institute held on 20.12.13
- xvi. All the students and teachers participated in the organization of Indian Science Congress 2015 organised by the University of Mumbai during Jan., 3-7, 2015.
- xvii. Conducted Lezim Interschool sports competitions organized by Thane District Jilha Parishad on 17th Jan, 2015.
- xviii. Conducted Interschool handicap competition (blind, deaf & physically handicap) organized by Sadhana Vidyalaya at Priyadarshini on 17th Dec., 2014.
- xix. Free Health checkup camp was organized on 29th July, 2014 for the outside people jointly with Rotary Club of Mumbai, Mahim Trust.
- xx. Lecture on 'Blind faith (superstitions eradication' Act) by Prof. Shyam Manav was organized on 26th August, 2014.
- xxi. **Inter State Youth Exchange Programme** of Youth of Manipur State was organized in collaboration with Sports & Youth Services Ddept. of Govt of Maha. on 25th Sept. 2015. Demonstration of cultural activities followed by discussion. On the said occasion all the students and staff actively participated in the programme.

x. Innovations

1. Use of ICT by the students and faculty in teaching-learning process.
2. Tie-up/partnership with practice teaching schools for enhancement of quality for teaching-learning process.
3. Zero Problem Periods – Effective practice for immediate solution of the problem of the students related to theory, practicals & practice teaching.
4. 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, Suraynamskar, 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 strengthen 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. Program, are as under:-

I. B.P.ED. PROGRAMME

- The structure and details of assessment / Evaluation process

SEMESTER I

PART – A: THEORY	Part – B: PRACTICUM
External Assessment (400 Marks)	Internal Assessment (400 Marks)
<p>a) 4 Courses of 100 Marks each</p> <p>b) Candidate will be examined in the following Courses-</p> <p>Course I Foundations of Physical Education and Sports</p> <p>Course II Psychology of Education, Physical Education and Sports</p> <p>Course III Fitness, Wellness and Yoga Education</p> <p>Course IV Methodology of Teaching (any one Optional Method)</p> <p>1. Marathi 2. Hindi</p> <p>1. English 4. History</p> <p>5. Geography 6. Science</p> <p>7. Mathematics</p>	<p>Course V</p> <p>Practice Teaching (Optional Method) : 150 Marks</p> <p>a) 12 Practice Teaching Lessons of 10 marks each. (120 Marks)</p> <p>b) 2 Simulation Lessons of 10 marks each. (20 Marks)</p> <p>c) 5 Micro Skill Lessons of 2 Marks each. (10 Marks)</p> <p>Course VI</p> <p>Term Work : 190 Marks</p> <p>a) Practical Examination in Physical Education Activities (150 Marks)</p> <p>b) Term Paper (20 Marks)</p> <p>c) Inter House Competitions & National Days (20 Marks)</p> <p>Course VII</p> <p>Project Work and Assignment: 60 Marks</p> <p>a) ICT Literacy (20 Marks)</p> <p>b) Psychology Experiments (10 Marks)</p> <p>c) Value Education (10 Marks)</p> <p>d) Communicative Skills/Soft Skills/Seminar</p>

	(10 Marks)
e) Hiking/ Trekking/ Picnic	(10 Marks)

SEMESTER II

PART – A: THEORY External Assessment(400 Marks)	Part – B: PRACTICUM Internal Assessment (400 Marks)
<p>a) 4 Courses of 100 Marks each</p> <p>b) Candidate will be examined in the following Courses-</p> <p>Course VIII Test, Measurement, Evaluation and Statistics in Physical Education</p> <p>Course IX Management, Officiating and Coaching in Physical Education and Sports</p> <p>Course X Anatomy, Physiology, Kinesiology and Health Education</p> <p>Course XI Methodology of Teaching Physical Education</p>	<p>Course XII I Practice Teaching (Physical Education) Compulsory Method : 150 Marks</p> <p>a) 12 Practice Teaching Lessons of 10 marks each. (120 Marks)</p> <p>b) 2 Simulation Lessons of 10 marks each. (20 Marks)</p> <p>c) 5 Micro Skill Lessons of 2 Marks each. (10 Marks)</p> <p>Course XIII II Term Work : 190 Marks</p> <p>a) Practical Examination in Physical Educational Activities : (150 Marks)</p> <p>b) Term Paper (20 Marks)</p> <p>c) Organization of Intramurals, Athletics Meet, Republic Day and Demonstrations. (20 Marks)</p> <p>Course XIV Project Work and Assignment: 60 Marks</p> <p>a) Physical Fitness Test (20 Marks)</p> <p>b) Play Field Marking (10 Marks)</p> <p>c) First Aid (10 Marks)</p> <p>d) Minor games, Modified games and Lead up Games (10 Marks)</p> <p>e) Scout And Guide Training (10 Marks)</p>

➤ PRACTICUM - Internal Assessment, 16 Credits (400 marks) for each Semester

- Practice Teaching and Internship - Course V and XII (150 Marks each Semester). The details are as under: -

As mentioned in the structure of the programme for semester I (Course V) and semester-II (Course XII) the learner will conduct the lessons as per the classification given under the head of practice teaching. The assessment of the same should be done as per the distribution of marks stated in the structure-

The following records pertaining to the practice teaching are required to be maintained and certified by the Principal of the Institution-

- A file containing notes of lesson given and criticism made thereon.

- ii) Observation Note book of Practice teaching lessons in school in which for Semester-I observation of atleast 10 lessons of own method and remaining 05 lessons in other methods and for Semester-II at least 15 lessons should be observed. Every observation should be possess signature of the student teacher, peer observers and supervising faculties.
- iii) Records of practice teaching organization (Micro teaching, Simulation lesson, Demonstration lesson, Unit allotment, Time Table, Distribution of Supervision, Evaluation Sheets and Cumulative Records)

• **Term Work- Course VI and XIII (190 Marks each Semester)**

a) Practical Examination in Physical Educational Activities (150 Marks each Semester-

The Physical Education activities including various types of movements, exercises, major games, traditional activities, physical fitness and developmental exercises, yoga should be taught during Semester I (Course VI) and Semester II (Course XIII) as per the existing syllabus of Physical Education for standard V to XII as prescribed by the competent authority of state Government.

SEMESTER WISE DETAILS OF THE ACTIVITIES

MODULE	SEMESTER I (Course VI)	MARKS	HOURS	SEMESTER-II (Course XIII)	MARKS	HOURS
Module 1 Major Games and Sports <i>(any six per Semester)</i>	1. Kho-Kho 2. Football 3. Basketball 4. Hockey 5. Cricket 6. Handball 7. Kabaddi 8. Volleyball 9. Archery 10. Boxing 11. Tennis 12. Ball-Badminton	60	120	1. Gymnastics 2. Badminton 3. Table Tennis 4. Softball 5. Judo 6. Wrestling 7. Taikwando 8. Mallkhamb 9. Riffle Shooting 10. Swimming 11. Skating 12. Throw Ball 13. Langadi	60	120
Module II Athletics	1. RBJ 2. Triple Jump 3. Shot Put 4. Discuses	30	60	1. Javelin 2. 100mt. 3. 200mt. 4. 400mt.	30	60

	5. 50mt.			5. Hurdles		
	6. Relay			6. RHJ		

MODULE	SEMESTER I	MARKS	HOURS	SEMESTER-II	MARKS	HOURS
Module III Rhythmic Activities and Drills	1. Drill and Marching 2. Band Training 3. Lezium	15	20	1. Aerobics 2. Pyramid 3. Folk Dance	15	20
Module IV Physical Fitness Exercises	1. HRPF Component wise Developmental Exercises 2. Motor Fitness Component wise Developmental Exercises	30	20	Training Methods (Circuit, Weight, Interval Fartlek & ABC Drills training)	30	20
Module V Yogic Practices and Developmental Exercises	Yogic Practices, Suryanamaskar	15	20	Dand, Baithak, Sit Ups, Push Ups	15	20

b) Term Papers (20 Marks each Semester)

One Terminal Theory examination for 20 marks (05marks each course) will be conducted in Semester I (Course VI) and Semester II (Course XIII) at least 4 weeks prior to the Semester end exam of the University. The record of which including time tables, theory papers, mark lists etc. should be maintained by the Institution till the declaration of the result of the programme.

c) Organization and Participation (20 Marks each Semester)

- **In Semester I** the Institution should organize at least 05 inter house competitions of Physical Education activities including relays and other activities taught as mentioned in Course VI during 1st semester. The assessment of 10 marks should be done on the basis of learner's participation. Further, they should organize Independence Day and train the learners pertaining to the organization of the same, including patriotic group singing. The assessment of 10 marks should be done on the basis of learner's participation in organization of National Days and Group Singing Competition.
- **In Semester II** the Institution should organize intramurals of at least 03 games (5 marks), Nonstandard Athletic Inter house competitions (5 marks), Republic Day and Demonstration of Physical Education

Activities (5 marks) and Annual Athletic Meet (5 marks) in order to train the learners as mentioned in Course XIII. The assessment of 20 marks should be done on the basis of learner's participation in organization, performance and officiating of the same.

- **Project Work and Assignment- Course VII and XIV (60 Marks each Semester)**

Semester wise Practical work will be conducted as follows-

SEMESTER I (Course VII) for 60 marks:

- a) **ICT Literacy (20 Marks)-** To facilitate the learner to acquire competencies, atleast 20 hrs hand on experience must be provided. The following minimum practical work must be covered-
 - **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 element, 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.
 - **Communication** - Types of Communication (Verbal/Nonverbal), online and offline satellite communication.
 - **The assessment of ICT for 20 marks will comprises the following**
 - *Managing the student fitness data by using MS. Excel and creating the graphs.*
 - *Develop the Physical Education lesson plan with the help of MS Word.*
 - *Creating unit support materials with the help of WWW.*
 - *Creating student multimedia presentation (Teaching aids)*
 - *Any other innovative method related to computer application.*
- b) **Psychology Experiments (10 Marks)** - The learner should conduct at least 5 experiments on various important areas of Psychology and prepare journal of the same and submit to the college. 10 marks should be given on the basis of the same. The Journal should be signed by the concerned faculty as well as certified by the Principal/ Head of the Institution.

- c) **Value Education (10 Marks)**- The learner should be taught the various activities included in school syllabi of value education prescribed for V to XII and has to prepare Journal/Records of the same. Assessment of 10 marks for value education should be done on the basis of learner involvement and records.
- d) **Communicative Skills/ Soft Skills (10 Marks)**- The learner should be taught various communicative and soft skills. The assessment of 10 marks of the same should be done on the basis of learners performance during seminar conducted for the purpose.
- e) **Hiking/Trekking/Picnic (10 Marks)**- The learner should be provided experience of participating in the organization and actual conduct of the co-curricular activities viz. Hiking/Trekking/Picnic and the assessment of 10 marks should be done on the basis of learners actual participation and performance in the same.

SEMESTER II Course XIV for 60 marks:

The following practical work comprises of Physical Fitness Test, Play Field Marking, and First Aid should be conducted-

- a. **Physical Fitness Test (20 Marks)**
Physical Fitness Test comprises of HRPF component wise tests, Motor Fitness component wise tests and fitness index level I, II and III. The learner will be evaluated for 20 marks individually or in a group by way of conducting actual tests.
- b. **Play Field Marking (10 Marks)**
The learner should be taught the procedure of actual play field marking required for various games and athletic events. The learner should be evaluated for 10 marks on the basis of Journal and actual participation.
- c. **First Aid (10 Marks)**
In case of First Aid, the learner should be practically taught the various methods of First Aid included in the school syllabus from Std V - XII. The learner will be assessed for 10 marks on the basis of practical examination of the same.
- d. **Minor Games, Leadup Games and Modified Games (10 Marks)**
The learner should be taught the activities prescribed in the school syllabus under this head and the learner will prepare assignment book, based on which marks out of 20 should be given.
- e. **Scout and Guide Training Camp (10 Marks)**
The various activities included in the school syllabus for std. IX and X under the head of Scout and Guide should be taught to the learner by conducting residential outdoor camp for at least 5 days excluding traveling. The learner should be evaluated during the camp on continuous basis of his/her participation and performance in the scout and guide camp activities/programmes, based on which marks out of 10 should be given.

➤ **STANDARD OF PASSING THE EXAMINATION**

To pass the examination, a learner must obtain 40 percent of the total marks in each course of 'Part A' and 40 percent of the total marks in each course of 'Part B'.

With respect to the total marks gained by the learner/s in each course of Part A and Part-B, the following grade point and corresponding grade will be awarded to the learner as follows:

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	0
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
0-39.99	1	F (Fail)

- The F grade once awarded to a learner stays in the grade card of the learner and is not deleted even when he/she completes the course successfully later. The grade acquired later by the learner shall be indicated in the grade sheet of the subsequent Semester in which the learner has appeared and fulfilled the credit criteria.
- The grade card issued at the end of the semester to each learner shall contain the following
 - a) The credits earned for each course registered in that semester
 - b) The performance in each course indicated by the letter grade
 - c) The Grade Point Average (GPA) of all the courses registered for the semester
 - d) The Cumulative Grade Point Average (CGPA)
 - e) Overall Weighted Percentage of Marks (OWPM) and cumulative grade point average after completing the Programme will appear only on the grade card for the second semester.
- The above cited information pertaining to the assessment process is given on the basis of earlier syllabus implemented during the last five years. Now, as per the norms and guidelines of NCTE new syllabus has been introduced w.e.f. the year 2015-16 which comprises of 4 semesters (two years B.P.Ed. Programme). The structure and Course wise Internal Assessment of the same is as follows –

STRUCTURE OF SEMESTER AND COURSE WISE INTERNAL ASSESSMENT

B. P. Ed (First Year) SEMESTER- I

Course	Course code	Particulars	Marks
Course I Foundations of Physical Education and Sports	BPEDP 101	A. Term Paper B. Value education C. Hiking/Trekking	10 10 05
Course II Yoga Education and Environmental studies	BPEDP 102	A. Term Paper B. Project/ Assignment on Yoga Education C. Cleanliness campaign	10 10 05
Course III Methodology of Teaching (any one of the following Optional Method) Marathi, Hindi, English History, Geography Science & Mathematics	BPEDP 103	A. Term Paper B. ICT and Computer Application C. Micro Teaching Lessons	10 10 05
Course IV* Physical Education Activities	BPEDP 104	Practical Examination of Physical Education Activities	150

* Physical Education Activities (Course IV) : The following Physical Education Activities will be thought to the learners and they will be assessed for 150 marks (10 Credits) by conducting practical examination as per the procedure given. The distribution of the marks will as follows-

MODULE	GAME / ACTIVITIES	MARKS (150)	HOURS (300)
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none"> Football Table Tennis Mallakhamb Boxing Tennis 	60 (20 marks each)	100
Module II Rhythmic Activities and Drills (Lezium – Any Two)	<ul style="list-style-type: none"> Lezium – Baroda Lezium – Dakhani Lezium – NFC Aerobics Band Training 	20 10 10	100
Module III Fitness Developmental Exercises	<ul style="list-style-type: none"> Suraynamskar Dand & Baithak Sit Ups & Push Up 	05 05 05	30
Module IV Yogic Practices	<ul style="list-style-type: none"> Asanas Pranayam Kriyas 	15	30
Module V Co – Curricular Activities	Organization and Participation in- <ul style="list-style-type: none"> Hiking & Trekking Inter-house Competitions 	20	40

B. P. Ed (First Year) SEMESTER- II

Course	Course code	Particulars	Marks
Course V Anatomy, Physiology and Health Education	BPEDP 105	A. Term Paper B. First aid C. Project / Assignment on Health education	10 10 05
Course VI Officiating, Coaching and Sports Training	BPEDP 106	A. Term Paper B. Assignment / Project on Officiating C. Play field marking	10 10 05
Course VII Organization , Administration and Management in Physical Education	BPEDP 107	A. Term Paper B. Assignment / Project	10 15
Course VIII* Physical Education Activities	BPEDP 108	Practical examination of Physical Education activities	150
Course IX Practice Teaching and Internship in Optional Method	BPEDP 109	Simulation lesson, School lessons and Internship	100

* **Physical Education Activities (Course VIII) :** The following Physical Education Activities will be thought to the learners and they will be assessed for 150 marks (10 Credits) by conducting practical examination as per the procedure given. The distribution of the marks will as follows-

MODULE	GAME / ACTIVITIES	MARKS (150)	HOURS (300)
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none"> Kabaddi Kho-Kho Volleyball Swimming Langdi 	60 (20 marks each)	100
Module II Athletics (Any One Sprint and Any two Throwing events)	Sprint - <ul style="list-style-type: none"> 100 Mt. 200 Mt. Throwing Events <ul style="list-style-type: none"> Shot-put Discuss Javelin 	15 30	80
Module III Rhythmic Activities and Drills	<ul style="list-style-type: none"> Drill and Marching Band training Pyramids 	05 10 05	40
Module IV Physical Fitness Activities	<ul style="list-style-type: none"> Motor Fitness HRPF 	05 05	40
Module V Co - Curricular Activities	Organization and Participation in <ul style="list-style-type: none"> Intramurals 	15	40

B. P. Ed (Second Year) SEMESTER- III

Course	Course code	Particulars	Marks
Course X Psychology of Education, Physical Education and Sports	BPEDP 110	A. Term Paper B. Experiments and Journal	10 15
Course XI Fitness, Wellness, Nutrition and Weight Management	BPEDP 111	A. Term Paper B. Assignment on Fitness C. Project on Nutrition	10 10 05
Course XII Methodology of Teaching Physical Education	BPEDP 112	A. Term Paper B. ICT and Computer Application C. Micro teaching lessons	10 10 05
Course XIII* Physical Education Activities	BPEDP 113	Practical Examination of Physical Education Activities	150

* Physical Education Activities (Course XIII): The following Physical Education Activities will be thought to the learners and they will be assessed for 150 marks (10 Credits) by conducting practical examination as per the procedure given. The distribution of the marks will as follows-

MODULE	GAME / ACTIVITIES	MARKS (150)	HOURS (300)
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none"> • Badminton • Basketball • Judo • Cricket • Net ball 	60 (20 marks each)	100
Module II Rhythmic Activities (any two)	<ul style="list-style-type: none"> • Folk Dance • Zanj • Drills (Hoops, Flag, Calisthenics, Frolics, Dumbbells, Wands, Mix drills etc.) 	10 10	50
Module III Physical Fitness Activities	<ul style="list-style-type: none"> • Stretching Exercises • Rope skipping 	20	40
Module IV Gymnastics (Any three)	<ul style="list-style-type: none"> • Floor Exercises • Vaulting • Horizontal bar • Parallel bar • Roman Rings • Uneven bar • Balancing Beam 	30	50
Module V Co - Curricular Activities	Organization and Participation in- <ul style="list-style-type: none"> • Inter-house Competitions, • Picnic, Educational Visits/Excursions 	15 05	60

B. P. Ed (Second Year) SEMESTER- IV

Course	Course code	Particulars	Marks
Course XIV Measurement, Evaluation and Statistics in Physical Education	BPEDP 114	A. Term Paper B. Assignment on Statistics C. Project on Measurement and Evaluation	10 10 05
Course XV Sports Medicine, Physiotherapy and Rehabilitation	BPEDP 115	A. Term Paper B. Assignment on Sports Injuries C. Field visit	10 10 05
Course XVI Kinesiology and Biomechanics	BPEDP 116	A. Term Paper B. Project / Assignment on Biomechanics	10 15
Course XVII* Physical Education Activities	BPEDP 117	Practical Examination of Physical Education Activities	150
Course XVIII Practice Teaching in Physical Education	BPEDP 118	Simulation lesson, School lessons and Internship	100

* Physical Education Activities (Course XIII): The following Physical Education Activities will be thought to the learners and they will be assessed for 150 marks (10 Credits) by conducting practical examination as per the procedure given. The distribution of the marks will as follows-

MODULE	GAME / ACTIVITIES	MARKS (150)	HOURS (300)
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none"> • Wrestling • Hockey • Handball • Throw ball • Softball 	60 (20 marks each)	100
Module II Athletics (Any One Relay and Any two Jumping events)	Relay - <ul style="list-style-type: none"> • 4x100 M. • 4x400 M. Jumps <ul style="list-style-type: none"> • Running Broad Jump • Running High Jump • Hop Step Jump 	15 30	50
Module III Physical Fitness Activities (Any two)	<ul style="list-style-type: none"> • Circuit Training • Weight Training • Fartlek Training • Interval Training 	10	25
Module IV Athletics Competitions	Organization and Participation in- <ul style="list-style-type: none"> • Athletic Meets 	15	25
Module V Co - Curricular Activities	Organization and Participation in <ul style="list-style-type: none"> • Intramurals • Scout and Guide Training Camp 	15 05	100

PROCEDURE OF SEMESTER AND COURSE WISE INTERNAL ASSESSMENT

B. P. Ed (First Year) SEMESTER- I

Course I - Foundations of Physical Education and Sports (25 Marks)

- Term Papers** (10 Marks): Two and half hours theory paper as per the pattern of the semester end examination will be conducted for 75 marks, which will be converted in to marks out of 10.
- Value education** (10 Marks): The learner should be taught the various activities included in school syllabi of value education prescribed for Std. V to XII and has to prepare Journal/Records of the same. Assessment of 10 marks for value education should be done on the basis of learner involvement and records by two examiners.
- Trekking/ Hiking** (05 Marks)- The learner should be provided experience of participating in the organization and actual conduct of the co-curricular activities viz. Hiking/Trekking and the assessment of 05 marks should be done on the basis of learners actual participation and involvement in the same.

Course II - Yoga Education and Environmental studies (25 Marks)

- Term Papers** (10 Marks): Two and half hours theory paper as per the pattern of the semester end examination will be conducted for 75 marks, which will be converted in to marks out of 10.
- Projects/Assignment on Yoga education** (10 Marks): The learner will be given assignment on yoga education such as gathering/compiling the information about the various aspect of asanas and ask to prepare and submit the report of same based on which the concern subject teacher will give marks out of 10.
- Cleanliness campaign** (05 Marks): The learner will participate in cleanliness campaign organized by the institution based on his/her participation he/she will be evaluated for 05 marks.

Course III - Methodology of Teaching (25 Marks)

- Term Papers** (10 Marks): Two and half hours theory paper as per the pattern of the semester end examination will be conducted for 75 marks, which will be converted in to marks out of 10.
- ICT and Computer Application** (10 marks): The learner will be given 10 hands on experience on various applications of computers such as:
 - **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 element, 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.

He / She will submit computer assisted Lesson Note and Audio-Visual Aid based on which he/she will be evaluated for 10 marks by concern teacher/s.

- c) **Micro teaching lessons** (05 Marks): A learner shall conduct atleast 05 micro teaching lessons on various skills of teaching. He/she will be evaluated for marks out of 05 by the concern teacher/s.

Course IV – Physical Education Activities

(150 marks)

The learner will be taught the physical education activities included in the syllabus of Semester I by referring the existing syllabus of physical education of Secondary and Higher Secondary Schools prescribed by the competent authority of the State Government. The learner shall be evaluated by conducting practical examination by **two examiner's for each activity** included in the modules of the syllabus as per the following procedure:-

Module	Procedure	Marks
Module I – Major Games and Sports	In case of each major Games/Sports a. Performance in actual play of Games /Sports b. Examiner's choice one skill c. Learner's choice one skill d. Knowledge of Game/Sports (Oral)	05 05 05 05
Module II – Rhythmic Activities	a. To perform 5 to 8 skills in a group b. Examiner's choice one skill c. Learner's choice one skill	05 03 02
Module III – Fitness and Developmental exercises	Marks will be given on the basis of Ready Reckoner of Norms prepared by the Institution	15
Module IV – Yogic Practices	a. To perform 8 Asanas in a group b. To perform one Pranayama and one Kriyas	10 05
Module V – Co-curricular activities	Marks will be given on the basis of participation, performance and observations in • Inter-house competitions Relays and activities (Any five each for 03 marks) • Hiking/Trekking,	15 05

B) M.P.ED. PROGRAM

The details of various assessment / evaluation process are as under:-

COURSE WISE AND SEMESTER WISE CREDIT ASSIGNMENTS

M. P. Ed (First Year) SEMESTER- I

Course	Code	Hours	Marks (External)	Credit	Code	Practical	Marks (Internal)	Credit
Course I Foundations of Physical Education and Sports	MPED 101	60	60	4	MPEDP 101	30	40	2
Course II Research Methodology and Computer Application in Physical Education & Sports	MPED 102	60	60	4	MPEDP 102	30	40	2
Course III Science of Training and Caching in Sports and Games	MPED 103	60	60	4	MPEDP 103	30	40	2
Course IV Exercise and Sports Physiology	MPED 104	60	60	4	MPEDP 104	30	40	2
Total		240		16		120		08

Total 24Credits

M. P. Ed (First Year) SEMESTER- II

Course	Code	Hours	Marks (External)	Credit	Code	Practical	Marks (Internal)	Credit
Course V Test, Measurement and Evaluation in Physical Education and Sports	MPED 201	60	60	4	MPEDP 201	30	40	2
Course VI Psychology of Physical Education and Sports	MPED 202	60	60	4	MPEDP 202	30	40	2
Course VII Statistics in Physical Education and Sports Research	MPED 203	60	60	4	MPEDP 203	30	40	2
Course VIII Sports Biomechanics	MPED 204	60	60	4	MPEDP 204	30	40	2
Total		240		16		120		08

Total 24Credits

M. P. Ed (Second Year) SEMESTER- III

Course	Code	Hours	Marks (External)	Credit	Code	Practical	Marks (Internal)	Credit
Course IX Applied Yoga in Physical Education and Sports	MPED 301	60	60	4	MPEDP 301	30	40	2
Course X Management of Physical Fitness and Wellness	MPED 302	60	60	4	MPEDP 302	30	40	2
Course XI Health Education	MPED 303	60	60	4	MPEDP 303	30	40	2
Course XII Sports Medicine	MPED 304	60	60	4	MPEDP 304	30	40	2
Total		240		16		120		08

Total 24Credits

M. P. Ed (Second Year) SEMESTER- IV

Course	Code	Hours	Marks (External)	Credit	Code	Practical	Marks (Internal)	Credit
Course XIII Management and Professional Preparation in Physical Education and Sports	MPED 401	60	60	4	MPEDP 401	30	40	2
Course XIV Sports Nutrition	MPED 403	60	60	4	MPEDP 403	30	40	2
Course XV Journalism, Marketing and Event Management in Physical Education and Sports	MPED 402	60	60	4	MPEDP 402	30	40	2
Course XVI Current trends and policies in Physical Education and Sports	MPED 404	60	60	4	MPEDP 404	30	40	2
Total		240		16		120		08

Total 24Credits

OR

M. P. Ed (Second Year) SEMESTER- IV

Course	Code	Hours	Marks (External)	Credit	Code	Practical	Marks (Internal)	Credit
Course XIII Management and Professional Preparation in Physical Education and Sports	MPED 401	60	60	4	MPEDP 401	30	40	2
Course XIV Sports Nutrition	MPED 402	60	60	4	MPEDP 402	30	40	2
Course XVII Dissertation	MPED 403	120	120	8	MPED 403D	60	80	4
Total		240	60	16		120	40	08

Total 24Credits

The Internal Assessment for 08 Credits (120 Marks) in each Semester will be as follow:

M. P. Ed (First Year) SEMESTER- I

Course	Course Code	Particulars	Marks
Course I Foundations of Physical Education and Sports	MPEDP 101	a. Term Paper b. Seminar Presentation c. Project on historical Aspects	20 10 10
Course II Research Methodology and Computer Application in Physical Education & Sports	MPEDP 102	a. Term Paper b. Computer Application	20 20
Course III Science of Training and Caching in Sports and Games	MPEDP 103	a. Term Paper b. Specialization on Game/Sports	20 20
Course IV Exercise and Sports Physiology	MPEDP 104	a. Term Paper b. Seminar Presentation c. Testing of Physiological Variables	20 10 10

M. P. Ed (First Year) SEMESTER- II

Course	Course Code	Particulars	Marks
Course V Test, Measurement and Evaluation in Physical Education and Sports	MPEDP 201	a. Term Paper b. 02 Projects on Test and Measurement	20 20
Course VI Psychology of Physical Education and Sports	MPEDP 202	a. Term Paper b. 02 Projects on Testing Psychological Variables c. Seminar Presentation	20 10 10
Course VII Statistics in Physical Education and Sports Research	MPEDP 203	a. Term Paper b. 02 Projects on Statistical Application	20 20
Course VIII Sports Biomechanics	MPEDP 204	a. Term Paper b. Advance Coaching Lesson on Specialization	20 20

M. P. Ed (Second Year) SEMESTER- III

Course	Course Code	Particulars	Marks
Course IX Applied Yoga in Physical Education and Sports	MPEDP 301	a. Term Paper b. Performance of Yogic Practices	20 20
Course X Management of Physical Fitness and Wellness	MPEDP 302	a. Term Paper b. Assignment on Fitness Testing c. Seminar Presentation	20 10 10
Course XI Health Education	MPEDP 303	a. Term Paper b. Seminar Presentation c. Discussion	20 10 10
Course XII Sports Medicine	MPEDP 304	a. Term Paper b. Specialization on Athletics	20 20

M. P. Ed (Second Year) SEMESTER- IV

Course	Course Code	Particulars	Marks
Course XIII Management and Professional Preparation in Physical Education and Sports	MPEDP 401	a. Term Paper b. Advance Coaching Lessons on Athletics	20 20
Course XIV Sports Nutrition	MPEDP 402	a. Term Paper b. 01 Assignment on Testing Nutritional Aspects c. Seminar Presentation	20 10 10
Course XV Journalism, Marketing and Event Management in Physical Education and Sports	MPEDP 403	a. Term Paper b. Assignment on News Writing	20 20
Course XVI Current trends and policies in Physical Education and Sports	MPEDP 404	a. Term Paper b. Discussion c. Seminar	20 10 10
Course XVII Dissertation	MPEDD 403	Overall research work	80

PRACTICUM

SEMESTER WISE DETAILED PROCEDURE OF INTERNAL ASSESMENT

M. P. Ed. (First Year)

SEMESTER I

COURSE I – Foundations of Physical Education and Sports... (40 Marks)

- Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- Seminar Presentation (10 Marks):** The learner will prepare Power-Point presentation on given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.
- Project on Historical Aspects (10 Marks):** The learner will be given project work such as gathering information/data about historical events and asked to prepare and submit report of the same, based on which the concern subject teacher will give marks out of 10.

COURSE II- Research Methodology and Computer Application in Physical Education and Sports (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Computer Application (20 Marks):** The learner will be given 20 hand-on experiences on various applications of computer such as Microsoft word, Microsoft Power Point and Microsoft Excel.
The following minimum practical work must be covered by the concern teacher.

- **Application Software:** **15 marks**
 1. Microsoft Word -Working with page setup, working with table, Formatting, Spell check, Page layout, References (End note), print and converting to .pdf.
 2. Microsoft PowerPoint - Preparation of slides, slide transition, Animation effect, insert picture - Graph and Creative Presentation.
 3. Microsoft Excel - Creating worksheets, feeding of data, using statistical functions, Analysis of Data and creating graph.
- **Application software for sports management/Data analysis and Application of Internet** **15 marks**
 1. Using Internet related to Research Topics
 2. Communicating with E-mail
 3. Computer Technology/Security & Burning CD/DVD
 4. Use of on-line-Journal for research activities
 5. Using search engines,

- Assignments...** **30 marks**
1. Assignment on data feeding and analysis output
 2. Assignment on interpretation of output and graphical presentation
 3. Assignment on collection of reviews through e-journal

He/she will be assessed on the basis of performance on practical examination of the same conducted by two examiners for **20 marks**.

COURSE III - Science of Training and Coaching in Sports and Games (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Specialization on Games/Sports (20 Marks):** The learner will select any one major game /sports for his/her specialization. He/she will be provided at least 10 hours advance training/coaching of that game/sports by the college. The learner will be assessed on the basis of performance in practical examination of the same conducted by two examiners for **20 marks**.

COURSE IV – Exercise and Sports Physiology (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Seminar Presentation (10 Marks):** The learner will prepare Power-Point presentation on given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.
- c) **Testing of Physiological Variables (10 Marks):** The learner will be taught the procedures of testing physiological variables by the concern teacher. He/she will be evaluated by two examiners by conducting practical examination of the same for 10 marks.

SEMESTER II

COURSE V – Test, Measurement and Evaluation in Physical Education and Sports (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Projects on Test and Measurement (20 Marks):** The learner will be taught practicals of various tests by the concern teacher. Two projects covering various areas of tests and measurements will be given to the learner by concern teacher, based on the report of the same submitted by the learner marks out of 20 (10 marks each) will be given

COURSE VI – Psychology of Physical Education and Sports... (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Projects on Testing Psychological variables (10 Marks):** The learner will be given two projects on testing the psychological variables of school/college students and will prepare and submit the report of the same in given format, based on which the learner will be assessed for 10 marks (05 marks each).
- c) **Seminar Presentation (10 Marks):** The learner will prepare Power-Point presentation on given topics and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.

COURSE VII – Statistics in Physical Education and Sports Research (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.

- b) **Projects on Statistical Application (20 Marks):** The learner will be taught through practicals/workshop the procedure of data analysis with excel and software (SPSS) by the concern teacher. The learner will prepare and submit two projects on various application of computer related to research such as feeding of data, analyzing and interpretation of data, graphical presentation and collecting reviews related to his/her research project, based on which he/she will be evaluated by two examiners for **20 marks**.

COURSE VIII – Sports Biomechanics

(40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Advance Coaching Lesson on Specialization (20 Marks):** The learner will conduct 02 advanced coaching lessons on specialized games/sports, based on which he/she will be evaluated by two examiners for **20 marks** (10 marks each).

M. P. Ed. (Second Year)

SEMESTER III

COURSE IX – Applied Yoga in Physical Education and Sports

(40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Performance of Yogic Practices (20 Marks):** The learner will be oriented with important yogic practices for at least 05 hours, he/she will be assessed by two examiners for **20 marks** on the basis of his/her performance of the same.

COURSE X – Management of Physical Fitness and Wellness (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Assignment on Fitness Testing (10 Marks):** The learner will be given 01 assignment on calculation of fitness index and submit the report of the same in the format suggested by the concern teacher based on which marks out of 10 will be given.
- c) **Seminar Presentation (10 Marks):** The learner will prepare Power-Point presentation on given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.

COURSE XI – Health Education

(40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.

- b) **Seminar Presentation** (10 Marks): The learner will prepare Power-Point presentation on the given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.
- c) **Discussion** (10 Marks): The learner will be given topic for discussion either in a group or to whole class for the purpose. They will be assessed by two examiners on the basis of their knowledge and interactive skills for 10 marks.

COURSE XII – Sports Medicine (40 Marks)

- a) **Term Papers (20 Marks)**: Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Specialization on Games/Sports (20 Marks)**: The learner will select any one athletic event (field/track) for his/her specialization. He/she will be provided at least 10 hours advance training/coaching of that event by the college. He/she will be assessed on the basis of performance in practical examination of the same conducted by two examiners for 20 marks.

SEMESTER IV

COURSE XIII – Management and Professional Preparation in Physical Education and Sports (40 Marks)

- a) **Term Papers (20 Marks)**: Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Advance Coaching Lesson on Specialization (20 Marks)**: The learner will conduct 02 advanced coaching lessons on specialized athletics event, based on which he/she will be evaluated by two examiners for 20 marks (10 marks each).

COURSE XIV – Sports Nutrition (40 Marks)

- a) **Term Papers (20 Marks)**: Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Assignment on Nutritional Aspects (10 Marks)**: The learner will be given 01 assignments viz. BMR (Basal Metabolic Rate) & Calorie requirement and he/she will submit report of the same in given format based on which he/she will be evaluated for 10 marks (05 marks each) by the concern teacher.
- c) **Seminar Presentation** (10 Marks): The learner will prepare Power-Point presentation on given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.

COURSE XV – Journalism, Marketing and Event Management in Physical Education and Sports (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Assignment on News Writing (20 Marks):** The learner will attend atleast 02 tournament/competition at inter collegiate/university/state/national level and write the news and article on the same, based on which the concern teacher will give marks out of 20.

COURSE XVI – Current Trends and Policies in Physical Education and Sports (40 Marks)

- a) **Term Papers (20 Marks):** Two hours theory paper as per the pattern of the semester end examination will be conducted for 60 marks, which will be converted in to marks out of 20.
- b) **Discussion (10 Marks):** The learner will be given topic for discussion either in a group or to class for the purpose. He/she will be assessed by two examiners on the basis of their knowledge and communicative skills for 10 marks.
- c) **Seminar Presentation (10 Marks):** The learner will prepare Power-Point presentation on given topic and present before the class. He/She will be assessed by two examiners on the basis of preparation, presentation/knowledge and communicative abilities for 10 marks.

COURSE XVII – Dissertation (80 Marks)

The internal guiding teacher will evaluate the learner on continuous basis with respect to the effects taken by y the *learner in completing his dissertation work as well as quality of the same and give marks out of 80*

- *Please note that the above cited information pertaining to the assessment process is given on the basis of earlier syllabus implemented during the last five years. Now, as per the norms and guidelines of NCTE new syllabus has been introduced w.e.f. the year 2015-16 which comprises of IV semester (two years M.P.Ed. Programme).*

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

Yes

The details are already given in **Criterion 2.5.**

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			√		
Sr.	Name of the	Level of Proficiency expected				

No.	Activity	Fair	Good	Very Good	Excellent	Outstanding
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				√	
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.
- Use of Smart Board in teaching learning with **wi-fi facility**.

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?

The NAAC Peer Team visited during last Assessment and Accreditation process (2nd cycle) was quite happy with reference to teaching-learning and evaluation.

Evaluative observation of NAAC Peer Team

Admission Process & Student Profile:	<ul style="list-style-type: none"> • Make wide publicity through print media and electronic media • Transparent admission process • Selection committee constituted as per university and state government regulation.
Catering to the Diverse Needs:	<ul style="list-style-type: none"> • Follows reservation policies • Mentoring system exists • Provides remedial measures • Slow and fast learners needs to be addressed effectively
Teaching-Learning Process:	<ul style="list-style-type: none"> • Planned teaching learning programme implemented • Participatory learning process • Interactive learning process exists • Effective use of Library resources & educational technology.
Teacher Quality:	<ul style="list-style-type: none"> • 5 teachers possess Ph.D. • One faculty member is recognized as guide • Teachers participate in seminars, Conferences & workshops • ICT application is used effectively • Faculty development programmes organized

Suggestions by NAAC Peer Team

- i. Slow and fast learners needs to be addressed effectively.
- ii. Staff shall be motivated to peruse Ph. D., publish books & research articles.

Action taken by the Institution

- *With respect to suggestion no. i, provision of addressing slow and fast learners was done effectively through **Mentoring System, Zero Problem Periods** as well as giving extra time.*
- *Further, as regard to suggestion no. ii, about 80% faculty competed Ph. D., 6 teachers are recognized Ph. D. guide, two books published and many articles published by the faculty, during last five years.*

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 enroll 30 students to undertake *doctoral research studies* in Physical Education and sports sciences from the year 1996. Till today, the following *25 scholars* of the institution have been *awarded Ph.D. degree* in Physical Education by the University of Mumbai -

Sr.	Name of the Scholar	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.	Prin. 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.	Dr. (Mrs.) N. D. Nimkar	Health Related Fitness	2008
14.	Dr. (Shri) D. T. Shendkar	Teaching-learning Methods In Athletics	2008
15.	Dr. (Shri) Rajendra R. Dhakne	Progressive Muscular Stretching and Relaxation Programmes	2010

Sr.	Name of the Teacher	Title / Area of research in brief	Year
16	Dr. (Mrs.) Linda R. Dennis	Assertion of Special Olympic Movement in India	2010
17	Dr. (Shri) Narayan M. Jadhav	Norms for Physical Fitness Components For Secondary School Children in Maharashtra State	2011
18	Dr. (Shri) Rohit A. Tambe	Norms for Health Related Fitness and Motor Fitness Components in Maharashtra State	2012
19	Dr. (Shri) Thomas J. B. Pires	Development of Physical Education and Sports Programme for Institute of the Intellectually Disabled	2014
20	Dr. (Mrs.) Neetu O. Joshi	Yoga and Aerobic effect on Psycho-physiological Parameters and HRPF of College Girls with Irregular Menstruation Cycle	2015
21	Dr. (Shri) Kishore J. Maru	Integrated Exercises Training Module and Promotion of Holistic Fitness	2015
22	Dr. (Mrs.) Esperanca A. J. Afonso	Yoga and Recovery in Transitional Phase of Periodization of Footballers	2015
23	Dr. (Mrs.) Mary Benson	Yoga and HRPF of Perceptual Ability of Visually Impaired School Boys	2015
24	Dr. (Mrs.) Kalpana S. Gunde	Yoga and Autonomic Functions and Learning Abilities in School Children	2015
25	Dr. (Shri) Jitendra L. Limbakar	Yoga and Accuracy in Rifle Shooting	2015

PS-

1. Shri. J. M. Hotkar & Smt. R. C. Kawade has recently submitted their theses to University of Mumbai.
2. Presently, all the above scholars are leading various organizations and actively involved in the research activities.
3. At present 30 scholars are pursuing their Doctoral Research.

• **Research Committee:**

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

- | | |
|---|---------------------------|
| 1) G.V. Pargaonkar (Principal of the College): | Chairperson |
| 2) Dr. G.K. Dhokrat (Sr. teacher of the College): | Member |
| 3) Dr. K.K Asai (Teacher of the College): | Member |
| 4) Dr. (Smt.) N. O. Joshi (Teacher of the College): | Member |
| 5) Dr. K. J. Maru (Teacher of the College) | Member |
| 6) Dr. T.K. Bera (Hon Professor of the College) | Member |
| 7) Dr. M. M. Gharote (Hon Professor of the College) | Member |
| 8) Dr. R. R. Dhakne (Sr. teacher of the College): | Member Coordinator |

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)
3. Dr. R. R. Dhakne
4. Dr. G. K. Dhokrat
5. Dr. K. K. Asai
6. Dr. (Smt.) N. O. Joshi
7. Dr. K. J. Maru

- **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 400 students have successfully completed their dissertations on the various research topics related to Physical Education approved by the University of Mumbai.

- **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 (2011-2015).

Sr. No	Name of the teacher	Title of the Research Project	Nature of Project	Financial Assistance	Year
1	Shri. J. M. Hotkar	Effect of Yoga in Kinesthetic Perceptual Motor Skills, Co-ordination Ability, Health Related Physical Fitness and Motor Fitness of Senior Urban Citizen	Minor	2,87,200/-	2012

2	Dr. (Smt.) N. O Joshi	Utility of Aerobic Exercise in dealing the Problem of Irregular Menstruation Cycle of College Girls	Minor	3,69,500/-	2013
3	Smt. S. N. Chougule	Effects Of Complex and Contrast Training Programme for the Promotion of Psycho-Motor Abilities and Performance of Elite Football Player	Minor	1,21,000/-	2014
4	Dr. K. J. Maru	An Experimental Study on Holistic Fitness Through Integrated Exercise Training Module	Minor	5,33,000/-	2013
5.	Smt. R. C. Kawade	Yoga Practices for Health Related Physical Fitness and Mental Health Ability of Slum Area School Girls	Minor	3,53,150/-	2014
6	Shri. R. N. Shelke	Health Related Physical Fitness and Performance Related Fitness Status of the Students Dwelling in Non-Slum and Slum Area in Greater Mumbai	Minor	1,72,000/-	2012

Minor Research Project submitted to University of Mumbai

Sr. No	Name of the teacher	Title of the Research Project	Nature of Project	Financial Assistance	Year
1	Dr. R. R. Dhakne	Integrated Exercise Module for the Holistic Health of the School Children	Minor	50,100/-	2015
2	Dr. K. K. Asai	Utility of Yogic Practices in Dealing the Problem of Irregular Menstruation Cycle of College Girls	Minor	41,200/-	2015
3	Dr. G. K. Dhokrat	Utility of Yogic Practices in Selected Postural Deformities of School Children	Minor	58,700/-	2015

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

A) Conference / Seminar / Workshop organized by the Institution in which Faculty Members were involved

Sr. No	Level of the Conference / Seminar / Workshop	Title of the Conference / Seminar / Workshop	Duration
1	State level workshop cum Seminar	Workshop-Cum-Seminar on Psychological Testing & data Analysis in Phy. Edn. & Sports Research (Sponsored by UGC)	10-11 March, 2011
2	National Level Workshop	SET/NET Examination Preparatory Workshop (Sponsored by SET Office, Pune)	07-14 November, 2011
3	State level Seminar-Cum-Workshop	Psychological Dimension of Physical Education and Sports Research (Sponsored by UGC)	25-26 August, 2012
4	National Level Workshop	SET/NET Examination Preparatory Workshop	1-5 November, 2012
5	National Level Seminar-Cum-Workshop	Research methodology and Statistical Analysis in Physical Education and Sports	11-16 November, 2013
6	National Level Workshop	SET/NET Examination Preparatory Workshop	22-26 October, 2013
7	National Level Workshop	NET/SET Examination Preparatory Workshop	03-08 November, 2014
8	National Level Workshop	NET/SET Examination Preparatory Workshop	17-20 December, 2015
9	National Level Seminar-Cum-Workshop	Research methodology and Statistical Analysis in Physical Education and Sports	27-31 December, 2015

B) Conference / Seminar / Workshop attended by the Faculty Members

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year **2010-2011**:

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
1	Dr. R. R. Dhakne	National Workshop on Faculty Development Programme on Research Methodology	Participant	September, 17-18, 2010	02 days, Thane K.C. College of Engg.
2	Dr. K. K. Asai	National Workshop on Faculty Development Programme on Research Methodology	Participant	September, 17-18, 2010	02 days, Thane K.C. College of Engg.
3	Shri. K. J. Maru	National Workshop on Faculty Development Programme on Research Methodology	Participant	September, 17-18, 2010	02 days, Thane K.C. College of Engg.

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
4	Dr. G. V. Pargaonkar	International conference on Mind & Beyond- A Traditional Yogic Approach	Participant	January, 17, 2011	01 day, Lonavala Yoga Institute, Lonaval
5	Dr. G. K. Dhokrat	International conference on Mind & Beyond- A Traditional Yogic Approach	Participant	January, 17, 2011	01 day, Lonavala Yoga Institute, Lonaval
6	Dr. R. R. Dhakne	International conference on Mind & Beyond- A Traditional Yogic Approach	Participant	January, 17, 2011	01 day, Lonavala Yoga Institute, Lonaval
7	Dr. K. K. Asai	International conference on Mind & Beyond- A Traditional Yogic Approach	Participant	January, 17, 2011	01 day, Lonavala Yoga Institute, Lonaval
8	Dr. G.V. Pargaonkar	National Conference on Issues and Themes in Physical Education and Sports: Contemporary Situation (UGC)	Resource person (paper presented)	January, 28-30, 2011	03 days, M.G. Mahavidyalaya Latur
9	Dr. G.V. Pargaonkar	UGC National Conference on Latest Research and Development in Physical Education And Sports at Local and Global Level.	Resource person (paper presented)	January, 31 February, 01, 2011	02 days, MSM, CPE, Aurangabad
10	Dr. G.K. Dhokrat	UGC National Conference on Latest Research and Development in Physical Education And Sports at Local and Global Level.	Participant	January, 31 February, 01, 2011	02 days, Aurangabad
11	Dr. G.V. Pargaonkar	State Level Seminar on Technology in Physical Education	Resource person(paper presented)	February, 07-08, 2011	02 days, CPE, Loni
12	Mrs. N.O. Joshi	21st National Conference of Sports Psychology(UGC)	Participant (paper presented & poster)	February, 07-09, 2011	03 days, Acharya Nagarjun University, Andhra Pradesh
13	Mrs. N.O. Joshi	All India Seminar cum workshop on Traditional Sports and School Curriculum(UGC)	Participant	February, 19-20, 2011	02 days, HVPM, Amravati

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year 2011 – 2012:

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
1	Dr. G. V. Pargaonkar	National Conference on 'Olympic games as prevention of terrorism' (UGC sponsored)	Resource person (paper presented)	October, 15, 2011	01 day, Dandawate National College, Nagpur
2	Dr. G. V. Pargaonkar	State Level Seminar on 'Drug Abuse in Sports' (UGC sponsored)	Resource person (Keynote address)	December, 17-18, 2011	02 days, , IDCPE, Nagpur
3	Dr. G. V. Pargaonkar	National Conference on 'Physical Education & Sports Sciences'.	Resource person	December, 29, 2011	01 day, J.J.T. University Rajstan, G. H.R. W. S. Thane
4	Dr. G. V. Pargaonkar	State Level Workshop on 'Proposed Maharashtra Public University Act-2011'.	Resource person		01 day, ANGK & BUCTU Hinduja College, Mumbai
5	Dr. G. V. Pargaonkar	National Seminar on 'Governance of Higher Education: Institutions, Challenges & Opportunities'	Resource person	November, 25-27, 2011	03 days, Hinduja College of comm. & ANGK, Mumbai
6	Dr. G. V. Pargaonkar	State Level Seminar on 'Doping'	Resource person	December, 24-26, 2011	02 days, IDCPE, Nagpur
7	Dr. J. M. Dhope	State Level Seminar on 'Doping'	Resource person	December, 24-26, 2011	02 days, IDCPE, Nagpur
8	Dr. G. K. Dhokrat	National Conference on 'Physical Education & Sports Sciences'.	Resource person(paper presented)	December, 29, 2011	01 day, J.J.T. University Rajstan, G.H.R.W.S. Thane
9	Dr. G. K. Dhokrat	National Seminar on 'Training Methods for Peak Performance in Sports Organisation'.	Resource person	February, 4-5, 2011	02 days, CMD Dubey P.G. college, Bilaspur, Chhatisgarh
10	Dr. R. R. Dhakne	National Conference on 'Physical Education & Sports Sciences'.	Resource person	December, 29, 2011	01 day, J.J.T. University Rajstan, G.H.R.W.S. Thane

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
11	Dr. R. R. Dhakne	Seminar on 'Research Avenues & Challenges in Higher Education'	Participant	November, 18, 2011	01 day, University of Mumbai
12	Shri. J. M. Hotkar	National Seminar on 'Commercial Aspects of Sports in India'	Participant (paper presented)	February, 20, 2012	01 day, LNUPE, Academic Staff college (UGC)
13	Mrs. R. C. Kawade	National Seminar on 'Physical Education: A Need of 21st Century'	Participant (paper presented)	December, 21, 2011	UGC-ASC of LNUPE, Gwalior
14	Mrs. R. C. Kawade	National Conference on 'Physical Education & Sports Sciences'.	Resource person	December, 29, 2011	01 day, J.J.T. University Rajstan, G.H.R.W.S. Thane
15	Dr. K. K. Asai	National Conference on 'Physical Education & Sports Sciences'.	Resource person	December, 29, 2011	01 day, J.J.T. University Rajstan, G.H.R.W.S. Thane
16	Dr. K. K. Asai	National Seminar on 'Politics in Sports'	Participant (paper presented)	October, 10-11, 2011	UGC-ASC of LNUPE, Gwalior
17	Dr. K. K. Asai	International Congress on 'Contemporary enrichment in Physical Education & Sports'	Participant (paper presented)	January, 10-12, 2012	02 days, Dept. of Physical Education, University of Mumbai
18	Dr. K. K. Asai	Workshop on 'e-content Development & Set up and Usage of Virtual Classroom'.	Participant	March, 14-17, 2012	03 days, University of Mumbai
19	Smt. N. O. Joshi	National Seminar on 'Politics in Sports'	Participant (paper presented)	October, 10-11, 2011	UGC-ASC of LNUPE, Gwalior
20	Smt. N. O. Joshi	National Conference on 'Physical Education & Sports Sciences'.	Resource person	December, 29, 2011	01 day, J.J.T. University Rajstan, G.H.R.W.S. Thane
21	Smt. N. O. Joshi	State Level Workshop on 'Application of Free Software in Business Statistics, Economics, Commerce & Management'	Participant	February, 17-18, 2012	02 days, BNN College, Pune

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant / Resource person	Date	Venue
22	Smt. N. O. Joshi	International Congress on 'Contemporary enrichment in Physical Education & Sports'	Participant (paper presented)	January, 10-12, 2012	02 days, Dept. of Physical Education, University of Mumbai
23	Shri. K. J. Maru	Workshop on 'e-content Development & Set up and Usage of Virtual Classroom'.	Participant	March, 14-17, 2012	03 days, University of Mumbai
24	Shri. K. J. Maru	State Level Workshop on 'Application of Free Software in Business Statistics, Economics, Commerce & Management'	Participant	February, 17-18, 2012	02 days, BNN College, Pune
25	Mrs. M. 10. Samant (Librarian)	One day programme on 'Achieving Professional Excellence'	Participant	Jan., 4, 2012	01 day, NMIMS University Library, Mumbai

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year **2012 - 2013**:

Sr. No.	Name of the staff and designation	Theme of the conference/ workshop/ seminar	Attended as participant / Resource person	Date	Duration and Venue
1	Dr. G. K. Dhokrat	National Conference on Physical Education and Sports for a Healthy India	Resource person	July, 6-7, 2012	02 days, Y.C. College, Karad, Dist-Satara
2	Smt. R. C. Kawade	Seminar on 'Need of Physical fitness & Wellness in the Era of Rat Race'	Participant & Paper Presented	August, 24, 2012	01 day, Aundhgaon, Pune
3	Shri. R. N. Shelke	State Level Workshop on 'Research Methodology'	Participant	August, 24-25, 2012	02 days, Dombivli
4	Dr. R. R. Dhakne	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
5	Smt. R. C. Kawade	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai

Sr. No	Name of the Staff	Theme of the Conference/Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
6	Shri. J. M. Hotkar	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
7	Dr. K. K. Asai	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
8	Shri. R. N. Shelke	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
9	Smt. N. O. Joshi	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
10	Shri. K. J. Maru	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	Participant	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
11	Dr. K. K. Asai	International Conference on Yoga and Youth : Classical and Contemporary Perspectives	Participant & Paper Presented	December, 27-30, 2012	04 days, Kaivalyadhama Lonavla
12	Dr. R. R. Dhakne	Conference on Traditional Physical Cultures, Sports and Games	Participant & Paper Presented	January, 15-17, 2013	03 days, HVPM, Amravati
13	Dr. K. K. Asai	Conference on Traditional Physical Cultures, Sports and Games	Participant & Paper Presented	January, 15-17, 2013	03 days, HVPM, Amravati
14	Shri. K. J. Maru	Conference on Traditional Physical Cultures, Sports and Games	Participant & Paper Presented	January, 15-17, 2013	03 days, HVPM, Amravati
15	Smt. R. C. Kawade	International Conference on 'Yoga : Tradition-Modernity-Technology	Participant	January, 17, 2013	01 day, Lonavla, Pune
16	Shri. J. M. Hotkar	International Conference on 'Yoga : Tradition-Modernity-Technology	Participant	January, 17, 2013	01 day, LYI, Lonavla, Pune
17	Shri. J. M. Hotkar	International Conference on Futuristic Trends in Physical Education	Participant	January, 24-26, 2013	03 days, Punjab
18	Smt. R. C. Kawade	International Conference on Futuristic Trends in Physical Education	Participant & Paper Presented	January, 24-26, 2013	03 days, Punjab
19	Shri. R. N. Shelke	International Conference on Futuristic Trends in Physical Education	Participant & Paper Presented	January, 24-26, 2013	03 days, Punjab

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
20	Smt. N. O. Joshi	National conference of Sports Psychology	Participant & Paper Presented	January, 29-31, 2013	03 days, Kerala
21	Dr. K.K. Asai	Asia-Pacific International Conference on Sports & Exercise Psychology	Participant & Paper Presented	February, 21-23, 2013	03 days, Nagpur
22	Smt. N. O. Joshi	Asia-Pacific International Conference on Sports & Exercise Psychology	Participant & Paper Presented	February, 21-23, 2013	03 days, Nagpur
23	Smt. S. N. Chougule	Asia-Pacific International Conference on Sports & Exercise Psychology	Participant & Paper Presented	February, 21-23, 2013	03 days, Nagpur
24	Smt. R. C. Kawade	National Seminar on 'Research: Proposal, Publication & Impact Factor	Participant & Paper Presented	February, 24, 2013	01 day, Barshi, Dist-Solapur
25	Shri. R. N. Shelke	National Seminar on 'Research: Proposal, Publication & Impact Factor	Participant & Paper Presented	February, 24, 2013	01 day, Barshi, Dist-Solapur
26	Shri. J. M. Hotkar	National Seminar on 'Research in Physical Education & Sports'	Participant & Paper Presented	Feb-March, 26-18, 2013	LNUPE, Gwalior
27	Smt. N. O. Joshi	National workshop on 'Sports Psychometric'	Participant	March, 11-17, 2013	07 days, LNUPE, Gwalior
28	Smt. R. C. Kawade	Capacity Building Workshop	Participant	March, 18-29, 2013	12 days, WRC, ICSS University, Mumbai
29	Shri. R. N. Shelke	Capacity Building Workshop	Participant	March, 18-29, 2013	12 days, WRC, ICSS University, Mumbai
30	Smt. M. 10. Samant Librarian	Workshop on knowledge discovery and techniques	Participant	Oct., 20-27, 2012	One day SUKM & NMIMS, Mumbai
31	Smt. M. 10. Samant Librarian	Workshop on Career Advancement Schemes	Participant	May, 15, 2012	One day R.J. college, Ghatkopar
32	Dr. G. V. Pargaonkar	International Conference on 'Yoga : Tradition-Modernity-Technology	Participant	January, 17, 2013	01 day, Lonavla, Pune
33	Dr. G. V. Pargaonkar	International Workshop on 'Multidisciplinary approach to university leaders development'	Participant	July, 30-August, 03, 2012	05 days, Harverd Uni. Cambridge (USA)

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year **2013 – 2014**:

Sr. No.	Name of the staff and designation	Theme of the conference/ workshop/ seminar	Attended as participant/ Resource person	Date	Duration and Venue
34	Dr. G. K. Dhokrat	International Workshop on Leisure Sports and recreation	Participant	June, 20-23, 2013	WREA Training Center, Seoul-South Korea
35	Dr. G. K. Dhokrat	International Conference in Research on Yoga, Holistic Health & Sport Sciences	Participant	Dec. 26-28, 2013	Shree Sadguru Education So's Jalgaon.
36	Dr. K. K. Asai	International Conference in Research on Yoga, Holistic Health & Sport Sciences	Participant	Dec. 26-28, 2013	Shree Sadguru Education So's Jalgaon.
37	Smt. N. O. Joshi	International Conference in Research on Yoga, Holistic Health & Sport Sciences	Participant	Dec. 26-28, 2013	Shree Sadguru Education So's Jalgaon.
38	Dr. G. K. Dhokrat	International Conference on Leadership Training and Job Opportunities in Recreational sports at global level	Participant	March, 21-22, 2014	Sant Gadge Baba Amravati University, Amaravati

Details of various Training Programmes/ conferences/seminars/ Workshops attended by the faculty in the year **2014 – 2015**:

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
1	Dr. G. V. Pargaonkar	ICSSR sponsored workshop on capacity building in conducting experimental research in education	Presentation	July, 04, 2014	Dept. of Edn. University of Mumbai
2	Dr. G. V. Pargaonkar	International Congress on Sports Psychology	Presentation	Oct.,15-18, 2014	Delhi University & (SPAI) India
3	Dr. G. V. Pargaonkar	National Conference on Physical Education & Sports	Presentation	Jan.,8-10, 2015	Mulund college of commerce, Mulund
4	Dr. G.V. Pargaonkar	National Conference on perspectives of Higher Education in the 21 st Century	Presentation	Jan, 30-31, 2015 & 1 st Feb.,15	Association of Indian College Principals (AICP)
5	Dr. G. V. Pargaonkar	UGC sponsored refresher programme on Physical Education & Sports	Presentation	March, 6, 2015	Chandrashekhar Agashe college of Physical Education, Pune Uni.

Sr. No	Name of the Staff	Theme of the Conference/ Work shop/ Seminar	Attended as Participant/ Resource person	Date	Venue
6	Dr. G. V. Pargaonkar	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
7	Dr. G. K. Dhokrat	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
8	Dr. R. R. Dhakne	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
9	Dr. K.K. Asai	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
10	Prof. R.C. Kawade	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
11	Smt. N. O. Joshi	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
12	Shri R. N. Shelke	International conference on ' Traditional Yoga'	Participant	Jan.,17, 2015	Lonavala Yoga Institute
13	Dr. G. K. Dhokrat	International conference on 25 th Pan Asian Conference of Sports & Physical Education-2014	Participant	Aug.,8-10, 2014	IFCSS Osmania University, Hyderabad
14	Dr. G. K. Dhokrat	National conference on Superior India by 2020 through Physical Education, Traditional and Cultural Activities	Participant	Oct.,10-11, 2014	M.S.M.'s college of Phy. Edn., Aurangabad
15	Dr. R. R. Dhakne	International Congress on Sports Psychology	Participant	Oct.,15-18, 2014	Delhi University & (SPAI) India
16	Dr. K. K. Asai	International Congress on Sports Psychology	Participant	Oct.,15-18, 2014	Delhi University & (SPAI) India
17	Dr. N. O. Joshi	7 th Asian-South Pacific Association of Sport Psychology International Congress	Participant	Aug.,7-10, 2014	Japanese Society of Sport Psychology, Tokyo, Japan
18	Dr. N.O. Joshi	International Congress on Sports Psychology	Participant	Oct.,15-18, 2014	Department of Physical Education & Sports Sciences
19	Dr. K. J. Maru	International Congress on Sports Psychology	Participant	Oct.,15-18, 2014	Delhi University & (SPAI) India

3.2 Research and Publication Output

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

➤ Academic Session 2010-11

1. Dr. Pargaonkar G. V, Dr. Asai K. K. & Dr. G. K. Dhokrat, "*Effects of weight training programme for the skill development of Volley ball for boys*" Indian Journal of Sports Science and Physical Education, Vol.20, pp.25-40, (Jan.,2011).
2. Dr. Pargaonkar G. V, Dr. Asai K.K., "*Effect of Yogic Exercises on co-ordination and reaction time for Kabaddi Players*", Yoga Mimansa, Vol.LII No.1, PP.23-33, (April,2010).
3. Shri. J. M. Hotkar & Dr. G. V. Pargaonkar, "*Suryanamaskar for the promotion of school student's fitness*," Yoga Mimansa, Vol. XLII No.3, pp.194-201 (Oct., 2010).
4. Dr. Asai K. K., "*Sand Running Training Programme for the Promotion of Motor Fitness of School Boys*," Indian Journal of Sports Science and Physical Education, Vol.19, No.1 & 2, Patiala, (January & July, 2010) Indi10.
5. Dr. Asai K. K. & Dr. G. V. Pargaonkar, "*Hill Running training programme for the promotion of Speed and Selected Athletic Events for Boys*" Scientific Journal in Sports and Exercise, Vol.7, No.1, pp.38-46 (Jan.,2011).
6. Dr. G. K. Dhokrat, "*Effect of Medicine Ball exercise for the promotion of Selected Motor Fitness components and Skill in Football*," Scientific Journal in Sports & Exercise, Vol. 7 No.1, pp.47-50 (Jan., 2011).
7. Shri. K. J. Maru, Dr. G. V. Pargaonkar & Dr. K. K. Asai, "*Important Steps in Clinical Research in Physical Education on Health Related Physical Fitness with sedentary people*", Entire Research, vol.3:1, pp.33-39, (Jan.,2011).
8. Dr. G. K. Dhokrat, Dr. K. K. Asai, "*Relationship of Height & Weight to the Performance of Volleyball Players*," Entire Research, vol.3:1, pp.56-61 (Jan., 2011).
9. Shri. K. J. Maru, Dr. K. K. Asai, "*Health Related Fitness & Special Population*", Entire Research vo.2:4, pp.5-6 (Oct., 2010).
10. Dr. K. K. Asai, Dr. G. V. Pargaonkar, Smt. N. O. Joshi, "*Effect of Selected Exercises on Blood Pressure, Pulse Rate, Respiratory Rate & Skill Development in Handball*" Entire Research , Vol.2:2, pp.22-28, (April,2010).
11. Dr. K. K. Asai, "*Aerobics Training Programme on Body Fats and Selected Anthropometric Measurements of Obese girls*", Variorum, Vol.1:1, pp.1-6, (August, 2010).
12. Shri. K. J. Maru, Dr. G. V. Pargaonkar, Dr. K. K. Asai," Energy

Expenditure & Weight Management", Variorum, Vol.1-2, pp.-4, (Nov.2010).

13. Dr. G. K. Dhokrat, "Role of Yoga Practices for Reverting Foot Defects Among School Children", Physical Education Research Link, Vol. IX (4) pp.107-109, (June, 2010).
14. Dr. G. K. Dhokrat, "Effect of Selected Exercise Training Programme for the Promotion of Certain Physical Fitness Components and Skills in Fencing," Entire Research vo.2, pp.27-29 (April., 2010).

➤ Academic Session 2011-12

1. Dr. J. M. Dhope, "Effect of Yogic Practices on Academic Achievement of School Girls", Yoga Mimansa, Vol.XLII, No.3, Lonavala, (Oct.,2010).
2. Smt. R. C. Kawade,"Development of Abdominal Muscle Strength through Yoga," Yoga Mimansa, Vol.XLIII No.3, Lonavala, (Oct.,2011).
3. Smt. R. C. Kawade, "Yoga Improves Flexibility," Entire Research, Vol.01, issue-III, (Feb.,2011) Thane.
4. Dr. Asai K. K., "Effect of the Yoga Practices for the Promotion of Balance, Reaction Time and Shooting Performance in 10 meter Rifle Shooting for Girls," Yoga Mimansa, ISSN:0044-0507, Vol.XLIII, (April.,2011).
5. Dr. Asai K. K., "Asanas and Leziuum Programme on Selected Physical Fitness Variables of School Boys," Entire Research, ISSN: 0975-5020, Vol.3, issue-2, (April.,2011) Thane, Maharashtra.
6. Dr. Asai K. K., Dr. J. M. Dhope, "Effect of the Break in Physical Education Training Programme on Selected Physical Fitness Variable of Male students," Scientific Journals of Sports and Exercise, ISSN:0974-2964, Vol.7, (Jan.-Jun.,2011), New Delhi.
7. Dr. G. K. Dhokrat, "A Comparative Study of the Effect of Programme and Aerobic for the promotion of Cardiovascular Edurance of School Girls, " Vyayam Vidnyan, Vol.44 No.3, (August., 2011) Amaravati.
8. Dr. G. K. Dhokrat, "A Comparative Study of Selected Motor Fitness Components of Volleyball and Kho-Kho Players," International Journal of Physical Education, Sports & Yogic Sciences, 1(2), pp.44-45, Indore (Feb., 2012).

➤ Academic Session 2012-13

1. Dr. G. K. Dhokrat, "Effect of Dands and Baithakas on selected Physical Fitness Components and Plying ability of male Kho-Kho players" Quarterly International Journal of Physical Education Sports Management and Yogic Science (Pesy) ISSN:2231-1394, vol.-2, No. 2, April-June 2012, Delhi.
2. Dr. G. K. Dhokrat, "Effect of Circuit Training on Motor Fitness and Performance in 200 meter Run of Boys Aged 12-14 years", International Journal of Sports and Health Education ISSN:2278-0645, vol. 1, Issue 2, June 2012, Jalgoan (M.S.)

3. Dr. G. K. Dhokrat, "Commercialization in Sports and Situational Ethics: A Sportspersons Perspective", Prasad Dada Funde Applied Research And Development Institute Journal (PDFARDIJ) ISSN:2249-8346, Vol. 5, 01 August, 2012, Ahemadnagar (M.S.)
4. Dr. G. K. Dhokrat, "Effect of Specific Exercise Programme on Dribbling Skills of Intellectually Disabled Male Soccer Players", International Journal of Health, Physical Education and Computer Science in Sports (IACSS) ISSN : 2231-3265, vol.-8, No. 1, Oct-Dec., 2012, Hydrabad (A.P.)
5. Dr. G. K. Dhokrat, "Relationship Between Pay Package of Sportspersons and Match Fixing: A Survey", Quarterly International Journal of Physical Education Sports Management and Yogic Science (Pesy) ISSN: 2231-1394, Dr. G. K. Dhokrat, vol.-2, No.4, Oct.Dec.,2012, Delhi.
6. Dr. R. R. Dhakne, "Critical Evaluation of the Problems Faced by the Physical Education Teacher of D.T.Ed. Colleges of Mumbai City", Scientific Journal of Sports and Exercise, ISSN: 0974-2964, vol.-9, No. 1, Jan-June, New Delhi.
7. Smt. R. C. Kawade, "Utility of Yoga Practices for the Promotion of Selected Athletic Events", Variorum Multi-Disciplinary e-Research Journal, ISSN 976-9714, vol.-02, Issue-IV, May, 2012.
8. Smt. R. C. Kawade, "Futuristic Trends in Physical Education, Twenty first Century Publications, vol-II, Patiala
9. Dr. K. K. Asai, "An Investigation into the Physical Education Facilities available in Junior colleges in Mumbai City", International Journal of Social Sciences and Interdisciplinary Research, ISSN : 3630, vol.-1, Issue 10, October, 2012, Candigarh.
10. Dr. K. K. Asai, "Effect of Certain Multiple Jump Exercises for the Promotion of Motor Fitness and Performance in Long", 7th International Conference on Yoga for the Youth, Lonavla, Pune, Kaivalyadhama Press.
11. Dr. K. K. Asai, "Critical Evaluation of the Problems Faced by the Physical Education Teacher of D.T.Ed. Colleges of Mumbai City", Scientific Journal of Sports and Exercise, ISSN : 0974-2964, vol.-9, No. 1, Jan-June, New Delhi.
12. Dr. K. K. Asai, "Effect of Yogic Exercises for the Promotion of Physical Fitness and Badminton Skills of Junior girls", Entire Research, ISSN 0975-5020, vol-4, Issue-III, July, 2012, Mumbai
13. Dr. K. K. Asai, "Playing Atya-Patya game for the Promotion of Physical Fitness", Entire Research, ISSN 0975-5020, vol-4, Issue-IV, October, 2012, Mumbai.

➤ Academic Session 2013-14

1. Dr. G. V. Pargaonkar, Dr. K. K. Asai, "A comparative study of anxiety levels between cricket, volleyball and basketball players among junior

- college boys*", Entire Research, ISSN : 0975-5020, vol.-5, Issue II, April, 2013.
2. Smt. N. O. Joshi, "A comparative study of anxiety levels between cricket, volleyball and basketball players among junior college boys", Entire Research, ISSN : 0975-5020, vol.-5, Issue II, April, 2013.
3. Dr. R. R. Dhakne, Dr. K. K. Asai, "Critical evaluation of the problems faced by the physical education teacher of D.T.ED. colleges of Mumbai city", Scientific Journal In sport and Exercise, ISSN : 0974-2964 , vol.-9 No.1, Issue I Jan-Jun,2013.
4. Dr. G. V. Pargaonkar, Shri. K. J. Maru, "Specialised circuit training programme for promotion of motor fitness and performance of 100 M runners", Entire Research, ISSN : 0975-5020, vol.-6, Issue 1, January, 2014.
5. Dr. G. K. Dhokrat, "Effect of Plyometric Training on Agility, Balance and Playing Ability of Karate Players", International Journal of Health, Physical Education Computer Science in Sports ISSN:2231-3265, Volume 13, No.1 Quarterly, January 2014 to March 2014

➤ **Academic Session 2014-15**

1. Dr. G. K. Dhokrat, "Approach of Indian Players Towards Commercialization in Indian Sports", Indian Streams Research Journal, ISSN:2230-7850, Vol.4, Issue -5, June 2014
2. Dr. G. K. Dhokrat, "Aspect of Commercialization in Indian Sports", Golden Research Through (GRT), ISSN:2231-5063, Vol.4, Issue-1, July, 2014
3. Dr. G. K. Dhokrat, Effect of Traditional Activity Training on Selected Motor Fitness Components of School Children", International Journal of Health, Physical Education and Computer Science in Sports, ISSN:2231-3265, Vol. 15, July-Sept., 2014
4. Dr. G. K. Dhokrat, "Effect of Polymeric Exercises on Handball Players, Indian Streams Research Journal, ISSN:2230-7850, Vol. 4, Issue-10, Nov., 2014.
5. Dr. G. K. Dhokrat, "Anxiety and Achievement Motivation among Football and Volleyball Players, Golden Research Through (GRT), ISSN:2231-5063, Vol.4, Issue-3, Sept., 2014
6. Shri. K. J. Maru, Dr. K. K. Asai, "Principles of Cardiorespiratory Endurance Training and Exercise Programme", Entire Research, Vol. 16, Issue II, April, 2014
7. Shri. K. J. Maru, Dr. K. K. Asai, "Basic Principles for Resistance training in Sport of Body Building", Entire Research, ISSN 0975-5020, vol.6 Issue-III, Thane, 2014, July
8. Dr. K. K. Asai, "Comparative Study of Motor Fitness and Psychological Variables between Football and Handball Players", Research Journal of Arts, Management & Social Sciences, ISSN 0975-4083, Vol.XI-II, Impact Factor 0.564 (IIFS), Rewa (M.P.) India, Sept., 2014

9. Shri. K. J. Maru, "Effect of Baseball Training on Selected Motor Performance Components of Boys", Variorum-Disciplinary e-Research Journal, Vol. 05, Issue III, Feb., 2015
10. Shri. K. J. Maru, Dr. K. K. Asai "Dietary Guidelines and Menu Planning", Variorum Multi-Disciplinary e-Research Journal, Vol.- 05, Issue-II, May, 2014
11. Shri. K. J. Maru, Dr. K. K. Asai, "Basic Principles for Resistance training in Sport of Body Building", Entire Research, ISSN 0975-5020, vol.6 Issue-III, Thane, 2014, July, 2014

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

- Prin. Dr. G.V. Pargaonkar has been elected as a *Member of Senate* as well as *Management Council of the University of Mumbai* for the tenure of five years (i.e. 2010-2015)
- Prin. Dr. G.V. Pargaonkar has been elected as a *Secretary of Principal Association* (ANGC), Mumbai (2014).
- Prin. Dr. G.V. Pargaonkar has been elected as a *Member of Governing Body* of Dyaneshwar Vidyalaya, Mumbai. (2014).
- The Principal Dr. G. V. Paragaonkar has been awarded '*Best Principal Award*' by Lions Clubs international, District 323 AI on 5th Sept., 2011 at Government Law College, Churchgate, Mumbai.
- Dr. K. K. Asai, has been elected as *Director* of Sahakari Bhandar Consumer Credit society, Mumbai. (2011)
- Dr. R. R. Dhakne, has been elected as a *Chairman of BOS* in Physical Education, University of Mumbai. (2014).
- Shri J. M. Hotkar, has been elected as *Director* of Satara Sahakari Bank, Mumbai. (2014).
- Shri R. N. Shelke, has been elected as a *Executive Committee Member of Mumbai School Sports Association* (MSSA), Mumbai.
- Shri R. N. Shelke, has been elected as a *Executive Committee Member of Mumbai City Gymnastic Association*, Mumbai.
- Dr. K. K. Asai, has been elected as a *Executive Committee Member of Mumbai City Gymnastic Association*, Mumbai.

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 developed Audio-Visual CD's viz. MCQ on NET/SET Examination and Indigenous activity (NFC Lezium) for effective teaching and learning.
- 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. 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	International conference on Mind & Beyond- A Traditional Yogic Approach	50	January, 17, 2011	01 day, Lonavala Yoga Institute, Lonavla
2	State Level Seminar on Technology in Physical Education	04	February, 07-08, 2011	02 days, CPE, Loni (Ahmednagar) Maharashtra
3	State level workshop cum Seminar on Psychological Testing & data Analysis in Phy. Edn. & Sports Research	60	10th & 11th March, 2011	02 days B.P.C.10.CP.E – Wadala, Mumbai
4	SET Examination workshop Sponsored by SET Office, Pune)	65	November 07-14, 2011	08 days, BPCA College, Wadala, Mumbai
5	Seminar-cum-workshop on 'Psychological Dimension of Physical Education and Sports Research	60	August, 25-26, 2012	02 days, BPCA College, Wadala, Mumbai
6	International Conference on 'Yoga : Tradition-Modernity-Technology	50	January, 17, 2013	01 day, Lonavla, Pune
7	International Congress on Sports Psychology	25	Oct ., 15-18, 2014	University of Delhi
8	NET/SET Examination workshop Sponsored by SET Office, Pune)	72	November 03-08, 2014	06 days, BPCA College, Wadala, Mumbai
9	Indian Science Congress	150	January 3-7 2015	University of Mumbai, Mumbai
10	International conference on 'Traditional Yoga'	50	Jan., 17, 2015	01 day, Lonavala Yoga Institute, Lonavla

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. 10,54,710.00 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.
- In collaboration with a renowned *Gayo Fitness Academy*, the institution has recently initiated nodal center for training personnel's in fitness industry. Through the said center various short term and long term programmes including certificate/diploma courses in specialized areas viz. personal fitness training, Fitness Center Management, Sports nutrition, fitness for physically challenged persons/older age/youth will be conducted.

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 37 years**.
- Regular Sports Training centre for school children belonging to 5 to 15 years age group of nearby locality, **every year from last 22 years**.
- Conducts **summer camps** in sports training for personality development, **every year, from last 37 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.
 - Community orientation and rural services as well as orientation in corporate life and practical experiences pertaining to nature's 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 in various Games and Sports.
- 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., *Participation in Indian Science Congress Organised by University of Mumbai, Awareness of World Hepatitis Day.*

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.
- 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 promoting and implementing various projects for community development in last five years:

- There are research project undertaken by College faculty and Scholars of B.P.C.A'S Research Center related to community development have been completed in last five years the detail of which are as under:
 1. **Dr. (Mrs.) Linda R. Dennis** has completed research project "*Assertion of Special Olympic Movement in India*" during the year 2011
 2. **Dr. (Shri) Thomas J. B. Pires** has completed research project "*Development of Physical Education and Sports Programme for Institute of the Intellectually Disabled*" during the year 2012.
 3. **Dr. (Mrs.) Neetu O. Joshi** has completed research project "Yoga and Aerobic effect on Psycho-physiological Parameters and HRPF of College Girls with Irregular Menstruation Cycle" during the year 2015.
 4. **Dr. (Mrs.) Mary Benson** "Yoga and HRPF of Perceptual Ability of Visually Impaired School Boys" during the year 2015.

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.
- 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 “*Gayo Fitness Academy*”, Mumbai, for developing and conducting vocational/professional/ value added courses in Fitness and Exercises sciences and Nutrition science including the distance education courses offered by International Sports Sciences Association (ISSA), USA, the college accredited by the Distance Education Accreditation Commission (DEAC), recognized by the Govt. of US are being initiated in the institution.
 - Linkage with “*World Recreation Educational Organisation*”, Seoul, South Korea, for sharing research data and technology information for five years w.e.f. June 2013.
 - Linkage with “*Maharashtra State Board of Secondary Education*”, Pune as well as *State Board of Text-Book Production and Curriculum Research (Balbharti)* by way of representation.
 - Linkage with *University of Mumbai, Shivaji University, Kolhapur, Savitribai Phule University of Pune, Goa University* by way of representation in curricular designing process.
- **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 “*Elite Football League of India*”, (EFLI) for imparting training and promoting American style football.

- 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**

Linkage with Bharati Vidyapeeth University (Pune), University of Mumbai, Shivaji University and Savitribai Phule University of Pune by way of representation on Research Committees by the faculty.

- **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 & Variorum, (Mumbai), Research Journal of Arts, Management & Social Sciences, Rewa (M.P.), Golden Research Thought & Indian Streams Research Journal, (Solapur).

- **Consultancy**

Linkage with “*Gayo Fitness Academy*” and *Talwalkar* Gym for advice in providing consultancy in fitness.

- **Extension**

- Linkage with Various Games and Sports Associations/organizations located in Mumbai City district Viz. Football, Gymnastics, Mallakhamb, Fitness, Yoga, Volleyball, Kabaddi, Kho-Kho, Langadi & Athletics for conducting various activities and programmes for the promotions of games, sports and exercise systems.
- Linkage with University of Mumbai/ Govt. of Maharashtra for promoting and propagating indigenous/traditional activities on the various occasions.

- **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:

- November 7-14, 2011
- November 3-8, 2014

Five students passed SET examination, sixteen students passed NET examination and two students passed GRF 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.
- Linkage with University of Mumbai for conducting research and PG programmes.
- 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.
- Linkage with **Infovision Solutions Pvt Ltd**, conducting Orientation programmes on use of Smart Note Book for PG Scholars and Teachers.
- **Student Placement**
 - Linkage with organizations/Agencies Viz. **Edu Sports** Education Trust, Leep start, Universal Education Group, ISSA, SSP, SEDIL, Get set Go, **Asseema** Educational Trust and **Dumbelled.com** for recruiting students of our college in various CBSE, ICSE, SSC & International School In the Vicinity of Mumbai by organizing Campus interview.

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)
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 Langadi Association	
8	Maharashtra State Kabaddi Association	Conducting competition at Local, State and National level
9	Maharashtra State Amateur Gymnastics Association	
10	Director of Sports and Youth Services, Govt. of Maharashtra	For conducting various schools and State level competition through DSO Office as well as other State, National and International Programmes (Regional level)
11	SPSS	For Conducting research activities (National level)
12	SET Office, University of Pune	For conducting workshop on SET Examination (Regional level)

13	Mahatma Gandhi Seva Mandir, Govt. of Maharashtra	For conducting elocution, Essay writing competition (Local level)
14	British Council of India (International Linkage)	workshop on Physical Education Pedagogy (Sports development programme)
15	Police Department Thane	For conducting practicals in recruitment of Police Trainee
16	Human Study center, Mumbai	For conducting scientific programmes and awareness on environment, Value Education, wild Animals (local level)
17	Ministry of Information and Broadcast, government of India	For organizing programme on AIDS Awareness Programme (National level)
18	Municipal corporation of Greater Mumbai	For organizing various sports competitions (local level)
19	Sane Guruji Rastriya Smarak, Dadar	For organizing scout guide camp curricular and co-curricular activities (local level)
20	Priyadarshini Academy, Malbar Hill	For organizing training in Athletic on International Synthetic Track
21	Social Welfare Department of Government of Maharashtra	For organizing sports for physically Handicapped
22	University of Mumbai, Mumbai	For organizing cultural and youth festival on all India level
23	Govt. of Maharashtra	For conducting Rally and Demonstration of Indigenous activity during state level celebration of Republic Day
24	Mumbai School Sports Association (MSSA)	For organizing inter-school Gymnastics competition (State level)
25	Mumbai Kabaddi Association, Mumbai	For organizing inter-school Kabaddi competition (District level)
26	Mumbai Sahakar Board, Kulaba , Mumbai	For organizing lectures on cooperative movement in India (local level)
27	ICCR Govt. of India	For organizing International Sports Meet for students of various countries studying in Mumbai
28	Bharti Vidyapith University, Pune	Faculty Exchange Programme (State level)
29	Chandrashekhar Aagashe college, Pune	
30	Shri Sarvajanic Balmandir School, Kalachwki, Mumbai	
31	Kranti Singh Nana Patil Vidyalay, S.S Wagh Marg, Naigon, Mumbai	
32	Dnyaneshwar Vidyalay, Wadala, Mumbai	
33	Abhudya Secondary and Higher Secondary (Marathi and English Medium) , Abhudya Nagar, Kalachowki, Mumbai	

34	Saraswati High School (Marathi and English Medium), Mahim	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)
35	Vidya Mandir High School (Marathi, Hindi and English Medium), Vikroli	
36	S.S.M Heigh School Kalachowki (Marathi Medium), Kalachowki	
37	Ahilya Vidya Mandir (Marathi Medium), Kalachowki	
38	Korba Mithaghar Municipal School(Marathi, Hindi and English Medium), Korba Mithaghar, Wadala(E)	
39	Sahkar Nagar Municipal School (Marathi, Hindi and English Medium), Sahakar Nagar, Wadala (W)	
40	Municipal Secondary School (Marathi, Hindi and English Medium), Lalbag, Mumbai	
41	Byculla Municipal Secondary school (Marathi), Byculla (W)	
42	St. Bridge Municipal School (Marathi), Byculla (W) , Naigaon	
43	Auxilium Convent School for Girs, Wadala (W)	
44	Bansidhar High School (English Medium), 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)
45	Ganpatrao Kadam High School (Marathi, Hindi and English Medium), Off Worli Naka , Lower Parel	
46	Nadkarni Park Municipal (Marathi) Nadkarni Park, Wadala (w)	
47	St. Joseph's High School (English Medium), Vikroli (W)	
48	Saibaba Path Municipal School (Marathi and Hindi Medium), Parel	
49	Woolen Mill Municipal School (Marathi Medium), Dadar	
50	S.I.W.S High School (English Medium), Wdala (W)	
51	J.B. Vachha Girls High School (English Medium) Dadar	
52	Antinio D'silva High School (English Medium) Dadar (W)	
53	St. Joseph's High School (English Medium), Wadala	

54	Edu Sports Education Trust	For conducting campus interview and placement
55	Leep start	
56	Universal Education Group	
57	ISSA	
58	SSP	
59	SEDIL	
60	Get set Go	
61	Asseema Educational Trust	
62	Dumbelled.com	

4. Does the institution have

- a) **Twining programmes**
- b) **Student Exchange Programmes**
- c) **Collaboration with institutions and organizations like LNIPE, SAI, NSNIS, 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 participation in refresher courses/ Workshops/Conferences/Examinations etc. for career advancement of faculty and students.
- Sharing expertise for conducting workshop and reviewing literature.
- **Sports Authority of India:** for attending sports training certificate courses for faculty improvement.
- **NSNIS:** for attending Sports training certificate courses for faculty improvement.
- **NCTE:** Dr. G.V. Pargaonkar (Principal) attended workshop on curriculum development held at Tamilnadu Sports University during September 2015.
- **State/National Association:** Details are given in **Criterion 3.5.1 and 3.5.2.**
- **NAAC:** Dr. G. V. Pargaonkar (Principal) worked as member of the Peer Team and visited about 21 Teacher Education institutions for Assessment and Accreditation process during last five years.
- **UGC:** Dr. G. V. Pargaonkar (Principal) worked as a member of the committee for the allocation of 11th Plan **UGC** Grant, appointed by the chairman UGC, New Delhi & formulation of Twelfth Five Year Plan (2012-17), working group on Sports and Physical Education, **Planning Commission (HRD)**, Govt. of India.

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. G. K. Dhokrat 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): collaboration and interaction with other universities are as follows:
 - Worked as a *Member of Academic Council, Management Council & Senate, University of Mumbai, (2010-2015).*
 - Worked on various important committees of the University of Mumbai including *Grievance Redressal Committee, Purchase committee, Fact Finding Committee, High Power Committee, Selection Committee etc.*
 - Represented University of Mumbai and participated in the workshop on *'Multidisciplinary Approach to University Leaders Development' organised by Harvard University, US July 30-03 August, 2012.*
 - Worked/Working as *Chairman Member of Research & Recognition Committee (RRC), Board of Studies (BOS) and Academic Council of the SNDT Women's University, Savitribai Phule Pune University, Solapur University and Goa University.*
 - Worked as a **Paper Setter, Examiner** as well as *Chairperson for State Eligibility Test (SET),* University of Pune.
 - Working as Recognized *Ph. D guide* of the University of Mumbai.
 - Worked as *Ph. D. Examiner for University of Pune, Shivaji University, Dr. B. A. Marathwada University, Nagpur University, Amaravati University, University of Kerla, Delhi University, Nanded University, Shantiniketan University, YCMOU and LNIPE.*
 2. **Dr. R. R. Dhakne**: - Presently working as **Chairman of Board of Studies (BOS) in Physical Education of the University of Mumbai.**
 - Visited few institutions as *member of LIC* for the purpose of affiliation of the University of Mumbai.

- Worked as Ph. D. *examiner for Shivaji University, Kolhapur* and Swami Ramanand Tirth *Marathwada University, Nanded*.
- Worked as *Chairman, Paper-setter and examiner* of University of Mumbai & *Paper-setter and examiner* Savitribai Phule University, *Pune and Bharati Vedyapeeth University, Pune* and
- Worked as *member of the sub-Committees* constituted by the statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.
- Worked as *Subject Expert and Committee Member* in Maharashtra State Bureau of Text Book Production and Curriculum Research (Bal Bharati), Pune.
- Working as a recognized *Ph. D. Guide* of *University of Mumbai*.

3. Dr. G. K. Dhokrat

- Visited few institutions as *member of LIC* for the purpose of affiliation of the University of Mumbai.
- Worked as Ph. D. *external examiner* for Swami Ramanand Tirth *Marathwada University, Nanded, R. T. M. Nagpur University*.
- Working as a Member of Executive Committee M.S.M.S. Aurangabad.
- Worked/Working as *Chairman, Paper-setter and examiner* of University of Mumbai
- Working as a recognized *Ph. D. Guide* of *University of Mumbai*.
- Worked as *member of the sub-Committees* constituted by the statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.

4. Dr. K.K. Asai

- Visited few institutions as *member of LIC* for the purpose of affiliation of the University of Mumbai.
- Worked as Ph. D. *external examiner* for Swami Ramanand Tirth *Marathwada University, Nanded*.
- Worked / working as *Paper-setter and examiner* of *Savitribai Phule University, Pune* and *Bharati Vedyapeeth University, Pune*.
- Worked/working as *member of the sub-Committees* constituted by the statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.
- Worked as *Subject Expert and Committee Member* in Maharashtra State Bureau of Text Book Production and Curriculum Research (Balbharati), Pune.
- Working as a recognized *Ph. D. Guide* of *University of Mumbai*.

5. Dr. N. O. Joshi & Dr. K. J. Maru

- Worked as *member of the sub-Committees* constituted by the

statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.

- Worked / working as *Paper-setter and examiner* of *University of Mumbai, Bharati Vedyapeeth University, Pune.*
- Working as a recognized *Ph. D. Guide* of *University of Mumbai.*

6. Smt. R. C. Kawade

- Worked as member of the sub-Committees constituted by the statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.
- Worked / working as *Paper-setter and examiner* of *University of Mumbai, Bharati Vedyapeeth University, Pune.*

7. Shri J. M. Hotkar,

- Visited few institutions as member of LIC for the purpose of affiliation of the University of Mumbai.
- Worked as member of the sub-Committees constituted by the statutory bodies (University of Mumbai) for preparing draft syllabus as well as amendments of UG & PG programmes.
- Worked as *Paper-setter and examiner* of *University of Mumbai.*

8. Smt. S. N. Chougule & R. N. Shelke -

- Worked as member of sub-committee for Semester based Credit and Grading System syllabus in the University of Mumbai.
- Worked / working as *Paper-setter and examiner* of *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. 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. Yoga Study Center, Fitness Center, Sports Training Center conducted by the institution.
9. Faculty involvement and representation in research consultancy and extensive services.
10. Innovation by way of preparation of CD's, Videos by the faculties.

ADDITIONAL INFORMATION FOR RE-ACCREDITATION/RE-ASSESSMENT

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

- The NAAC Peer Team visited during last Assessment and Accreditation process (2nd cycle) was quite happy with reference to research consultancy and extension:

Evaluative observations by NAAC pear team:

<i>Promotion of Research</i>	<ul style="list-style-type: none"> • Established Research Training Drive (RTD). • Conducts Seminars and Workshops on Research Methodology and aspects related to research. • Management encourages and support research activities.
<i>Research and Publications output</i>	<ul style="list-style-type: none"> • Three Minor and Three Major UGC Research projects completed. • 19 papers published in Sports Journals. • Two books published in regional language. • Annual publication of "Kreeda-Vishwa" magazines.
<i>Consultancy</i>	<ul style="list-style-type: none"> • Offers consultancy in held, Fitness and Yogic practices. • Provide research consultancy. • Offers consultancy to various sports organizations. • 3.5 lakhs revenue generated through consultancy.
<i>Extension Activity</i>	<ul style="list-style-type: none"> • Conducts recreational activities for children suffering from cancer. • Regularly organize summer coaching camp, AIDS awareness programmes and Civil Defense courses. • Need based extension programmes organized with the help of GO's & NGO's.
<i>Collaborations</i>	<ul style="list-style-type: none"> • Establishment of linkages with various organizations initiated. • Faculty exchange programmes initiated. • Organized National Workshop in collaboration with LNUPE and Kumaun University as well as Fitness Society of India. • PEC India programme with British council initiated.
<i>Best Practices in Research, Consultancy and Extension</i>	<ul style="list-style-type: none"> • Established Research Training Drive (RTD). • Initiation of Research for Special Children. • Tie-up activities with practice teaching schools.

Suggestions by NAAC pear team

- i. *Staff shall be motivated to peruse Ph. D., published Books and Research Articles.*
- ii. *Research nodal center may be established and research activities may be intensified.*

Action Taken by the Institution

- As regard to above suggestion-i. About 80% faculty competed Ph. D., 6 teachers are recognized Ph. D. guide, two books published and many articles published by the faculty, during last five years.
- With respect to suggestion-ii. In pursuance of establishing Nodal Center for Research, the institution took a step by way of making availability of more guiding teachers for doctoral research. Earlier there were only two guides, today the research center provided Seven Guiding Teachers and made a provision for enrolling more scholars for Ph. D. degree. In addition, for updating scholars and guides, the institution also conducted various workshops under the guidance of competent Luminaries, during last five years.

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

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	01
2	Total Plinth Area	1191.66 sq. mts.	01
3	Open space	6455.37 sq. mts.	01
4	Principal's office	20 sq. mts.	01
5	Office room	53 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"> Hall No.- 1 (Ground floor) Hall No.- 2 (2nd floor) Hall No.- 3 (4th floor) 	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	318.80 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 30 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.
- 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 (2nd floor) – 280 sq. mts.
- Multipurpose hall-III (4th 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 every day 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 center from 7.30 10.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. It is fully used during *National, State, District level competitions* in Kabaddi, Volleyball, Gymnastics, Mallakhamb, Chess, Taekwondo, Jodo, Kho-Kho, 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
Building Maintained by the Governing body	2010-11	13,00,000.00	12,01,948.00	98,052.00
	2011-12	17,00,000.00	17,08,450.00	(-)8,450.00
	2012-13	13,00,000.00	12,71,478.00	28,522.00
	2013-14	25,00,000.00	26,71,280.00	(-)1,71,280.00
	2014-15	20,00,000.00	21,17,510.00	(-)1,17,510.00
Play Field.	Maintained by the Governing Body			
Laboratories	2010-11	1,25,000.00	1,05,000.00	20,000.00
	2011-12	1,25,000.00	1,10,000.00	15,000.00
	2012-13	1,25,000.00	1,20,000.00	5,000.00
	2013-14	1,25,000.00	1,25,000.00	--
	2014-15	1,25,000.00	1,50,000.00	(-)25,000.00
Furniture	2010-11	15,000.00	26,811.00	(-) 11,811.00
	2011-12	15,000.00	12,700.00	2,300.00
	2012-13	15,000.00	13,900.00	1,100.00
	2013-14	15,000.00	14,200.00	800.00
	2014-15	15,000.00	18,500.00	(-)2,500.00

Particulars	Year	Budget Allocation	Amount Utilized	Unspent Balance
Equipment	2010-11	45,000.00	64,726.00	(-)19,726.00
	2011-12	45,000.00	49,189.00	(-)4,189.00
	2012-13	45,000.00	37,785.00	7,212.00
	2013-14	45,000.00	47,552.00	(-)2,552.00
	2014-15	45,000.00	41,226.00	3,774.00
Computers (Maintenance as well as up-gradation.)	2010-11	2,00,000.00	3,76,541.00	1,62,346.00
	2011-12	2,00,000.00	2,10,288.00	(-)10,288.00
	2012-13	2,00,000.00	1,87,794.00	12,206.00
	2013-14	2,00,000.00	2,08,510.00	(-)8,510.00
	2014-15	2,00,000.00	1,97,111.00	2,889.00

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,erox 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
1)		FORMAL ACTIVITIES	
	1.1	Lezium	173
	1.2	Wands	74
	1.3	Dumbells	97 Pair
	1.4	Drill Flag	58 Pair
	1.5	Jambia	16 Pair
	1.6	Latthi	40
	1.7	Demo Zanz	182 Pairs
	1.8	Skipping Rope	07
	1.9	Indian Club	30
	1.10	Plastic Cones 3"	22
	1.11	Plastic Cones 12"	15
	1.12	Plastic Cones 6"	06
	1.13	Plastic Cones 8"	62
	1.14	Plastic Cones 5"	04
2)		ATHLETICS EQUIPMENT	
	2.1	DISCUSS	
	2.1.1	Rubber 2 kg.	05
	2.1.2	Rubber 1 kg.	04
	2.1.3	Wooden 2 kg.	12
	2.1.4	Wooden 1.5 kg.	09
	2.1.5	Wooden 1kg	12

	2.2	JAVELINE	
	2.2.1	Men	20
	2.2.2	Women	15
	2.3	SHOT-PUT	
	2.3.1	16 lbs	03
	2.3.2	12 lbs	15
	2.3.3	08 lbs	05
	2.3.4	04 lbs	06
	2.3.5	Shot put Toe board	02
	2.4	HIGH JUMP	
	2.4.1	Stand	02
	2.4.2	Cross bar	04
	2.5	LONG JUMP	
	a	Take of board	02
	2.6	TRACK EVENTS	
	2.6.1	Hurdles	11
	2.6.2	Batons	18
	2.6.3	Gun	03
	2.6.4	Read, Yellow and White flags	10
	2.6.5	Starting Blocks	21
	2.6.6	Clappers	08
	2.6.7	Spikes	7 Pairs
	2.7	MEASURING TAPE	
	2.7.1	Measuring tape 15M.	03
	2.7.2	Measuring tape 30m.	10
	2.7.3	Measuring tape 50m.	09
	2.7.4	Measuring tape 100m.	01
	3)	MAJOR GAMES EQUIPMENT	
	3.1	BASKET BALL	
	3.1.1	Basket ball net	02
	3.1.2	Basket ball board	02
	3.1.3	Basket ball pole	02
	3.1.4	Basket ball	30
	3.1.5	Basket ball rings	05
	3.2	CRICKET	
	3.2.1	Bat	08
	3.2.2	Batsman pad	04
	3.2.3	Stump	10
	3.2.4	Wicket keeper pad	02
	3.2.5	Wicket keeper gloves	01
	3.2.5	Season Ball	24
	3.2.6	Bells	07
	3.2.7	Helmet	02
	3.2.8	Batsman gloves	03
	3.3	FOOTBALL	
	3.3.1	Football	19
	3.3.2	Corner flags	04
	3.3.3	Goal post	02
	3.3.4	Goal keeper's gloves	02

3.4	HANDBALL	
3.4.1	Balls (men)	20
3.4.2	Balls (women)	18
3.4.3	Goal-post net	02
3.4.4	Goal keeper's gloves	02 pair
3.4.5	Goal post	02 Pair
3.5	HOCKEY	
3.5.1	Hockey Sticks	44
3.5.2	Hockey ball	21
3.5.3	Goal Keeper kit	02
3.6	SOFTBALL	
3.6.1	Slugger	05
3.6.2	Ball	12
3.6.3	Gloves	08
3.7	VOLLEYBALL	
3.7.1	Volleyball	27 Pcs
3.7.2	Net	08 Pcs
3.7.3	Antenna	04 Pairs
3.7.4	Volleyball Pole	02 Pairs
3.8	TENI-COIT	
3.8.1	Teni-coit net	01
3.8.2	Teni coit rings	40
3.8.3	Pole	02
3.9	RUGBY- BALL	
a	Rugby Ball	01
3.10	TABLE TENNIS	
3.10.1	Racket	24
3.10.2	Ball	24 Boxes
3.10.3	Net	06
3.10.4	Table	03
3.10.5	Stand	06
3.11	THROW BALL	
a	Ball	06
3.12	BALL BADMINTON	
a	Racket	12
3.13	WRESTLING	
3.13.1	Wrestling Costume	06
3.13.2	Wrestling Mat Cover	02
3.13.3	Wrestling Official Scoring Pad	08
3.13.4	Wrestling mats	72
3.13.5	Wrestling shoe	02
3.14	JUDO	
a	Judo Dress	20
3.15	KHO-KHO.	
a	Kho-Kho Pole	04 pair
3.16	BADMINTON	
3.16.1	Racket	41
3.16.2	Shuttle cock	06 Boxes

Sr.No.		Name of the Sports Equipment	Quantity
	3.16.3	Net	01
	3.16.4	Badminton pole	01 pair
	3.17	TENNIS	
	3.17.1	Tennis racket	05
	3.17.2	Tennis ball	07
	3.17.3	Tennis net	01
	3.17.4	Tennis pole	01 Pair
	3.18	CARROM	
	3.18.1	Carom board	02
	3.18.2	Stand	02
4)		GYMNASTICS EQUIPMENT	
	4.1	Parallel Bar	02
	4.2	Balancing Beam	04
	4.3	Spring Board	03
	4.4	Mattress (Quire)	32
	4.5	Crash Mat	07
	4.6	Trampoline	02
	4.7	Single Bar	01
	4.8	Baby Bar	03
	4.9	Roman Ring Frame	01
	4.10	Uneven Bar	01
	4.11	Mallakhamb with Stand	02
	4.12	Mallakhamb Fixed	01
	4.13	Mallakhamb Hanging	01
	4.14	Rope Mallakhamb	05
	4.15	Peg Steel	08
	4.16	Gymnastic Box	03
	4.17	Trolley	02
	4.18	Hauling Horse	01
	4.19	Climbing Rope	01
	4.20	Pomel Horse	01
5)		YOGA EQUIPMENT	
	5.1	Yoga Mats cotton	43
	5.2	Yoga Mats rubber	37
6)		WEIGHT TRAINING EQUIPMENT	
	6.1	Treadmill	02
	6.2	CR 800 Sports Recumbent Bick	01
	6.3	CU 800 Upright Bick	01
	6.4	Lat Pulldown/Seated Rowing Machine	01
	6.5	Preacher Curl/Triceps Extension Machine	01
	6.6	Pec Fly/Rear Delt Machine	01
	6.7	Leg Extension/Leg Curl Machine	01
	6.8	Functional Training Station	01
	6.9	Wrist Curl Machine	01
	6.10	Smith Machine	01
	6.11	Leg Press Machine	01

	6.12	Multi Utility Rack	01
	6.13	Adjustable Bench	01
	6.14	Abdominal Crunch Board	01
	6.15	Hyper Extension Machine	01
	6.16	Standing Twister Machine	01
	6.17	Rubberized Dumbbells (10 lbs)	02
	6.18	Rubberized Dumbbells (50 lbs)	02
	6.19	Rubberized Dumbbells (60 lbs)	02
	6.20	Rubberized Dumbbells (70 lbs)	02
	6.21	Weight Plates (Blue) (7.5 lbs)	02
	6.22	Dumbbells (2.5 lbs)	02
	6.23	Dumbbells (05 lbs)	02
	6.24	Dumbbells (10 lbs)	02
	6.25	Dumbbells (15 lbs)	04
	6.26	Dumbbells (20 lbs)	04
	6.27	Dumbbells (25 lbs)	04
	6.28	Dumbbells (30 lbs)	02
	6.29	Dumbbells (35 lbs)	02
	6.30	Dumbbells (35 lbs)	02
	6.31	Dumbbells (35 lbs)	02
	6.32	Rubberized Wight Plates (05 lbs)	08
	6.33	Rubberized Wight Plates (10 lbs)	12
	6.34	Rubberized Wight Plates (25 lbs)	06
	6.35	Rubberized Wight Plates (35 lbs)	02
	6.36	Rubberized Wight Plates (45 lbs)	04
	6.37	Olympic Weight Plate (45 lbs)	08
	6.38	Weight Machine	02
	6.39	Olympic Barbell (4')	02
	6.40	Olympic Barbell (5')	01
	6.41	Barbell (7.5')	01
	6.42	Barbell (4')	01
	6.43	Aerobic Steps (New)	02
	6.44	Aerobic Steps (Wooden)	02
	6.45	Aerobic Steps (Old)	01
	6.46	Dips Handle	02
	6.47	Exercise Ball (Gray)	01
	6.48	Exercise Ball (Red)	01
	6.49	Exercise Ball (White)	01
	6.50	Exercise Ball (Blue)	01
	6.51	Weight lifting Belt	01
	6.52	Medicine Ball (1.5 kg)	01
	6.53	Aluminum Stick	02
	6.54	Yoga Mats (6')	04
	6.55	Square Mats	05
	6.56	Ankle Weight (1.5 kg)	02
Sr.No.		Name of the Sports Equipment	Quantity
7)		MUSICAL INSTRUMENT	
	7.1	Base Drum	03
	7.2	Side Drum	08

	7.3	Lezim Dhol	32
	7.4	Tasha	07
	7.5	Halgi	08
	7.6	Lezium Zanz Large	09 Pairs
	7.7	Band Zanz Small	04 Pairs
	7.8	Medium Band Zanz	03 Pairs
	7.9	Large Music Zanz	03 Pairs
	7.10	Dholki	02
	7.12	Dholak	01
	7.13	Triangle With Rod	03
	7.14	Tutari	02
	7.15	Tabla	01Pair
	7.16	Ghumka	06
	7.17	Damroo	01
	7.18	Bigul	02
	7.19	Drum sticks	04 Pairs
	7.20	Khanjeri	02
	7.21	Harmonium	02
8)	GENERAL EQUIPMENT		
	8.1	Tikav (Digging tool)	01
	8.2	Koyta (Cutting tool)	02
	8.3	Big Scissors	01
	8.4	Big Hammer	02
	8.5	Karvat (Saw)	01
	8.6	Hand Pump	04
	8.7	Iron Rod (Pahar)	02
	8.8	Carpet Big	03
	8.9	Tikav Big (Digging tool)	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	02
	8.15	Leg pump	01
	8.16	Frisbee disk	04
	8.17	Small Hammer	01
	8.19	Axe	01
9)	TOOLS		
	9.1	Packad	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
10)	SCOUT AND GUIDE EQUIPMENTS		
	10.1	Bigul	01

	10.2	Drum sticks	02
	10.3	Big Scissors	01
	10.4	Big Hammer	02
	10.5	Karvat	01
	10.6	Hand Pump	04
	10.7	Iron Rod (Pahar)	02
	10.8	Carpet Big	05
	10.9	Tikav Big	02
	10.10	Favada	02
	10.11	Ghamela	02
	10.12	Flag Pole (Iron)	02
	10.13	Flag Pole (Aluminum)	02
	10.14	Torch stand	01
	10.15	Leg pump	01
	10.16	Skating	03
	10.17	Frees be disk	06
	10.18	Small Hammer	01
	10.19	Kurhad	01
	10.20	Pateli (Big)	02
	10.21	Pateli(medium)	02
	10.22	Small Pateli	19
	10.23	Dande Pateli (Tea Pot)	02
	10.24	Polpat (Woodwn)	06
	10.25	Polpat (Aluminum)	05
	10.26	Latni	13
	10.27	Big Parat	01
	10.28	Small Parat	02
	10.29	Big Zakani	02
	10.30	Small Zakani	03
	10.31	Steel Tat	39
	10.32	Gol Thalya (Small & Steel)	02
	10.33	Gol Tat (Aluminum)	07
	10.34	Gol Watya (Steel) bowl small	10
	10.35	Watya	14
	10.36	Kadhai	01
	10.37	Wadge Wati (Big)	01
	10.38	Wadge Wati (Small)	09
	10.39	Pele	03
	10.40	Steel Glass	24
	10.41	Aluminum Glass	04
	10.42	Plastic Glass	13
	10.43	Dal Patr (Davale)	05
	10.44	Server Spoon(Aluminum)	06
	10.45	Kavilte (Steel)	05
	10.46	Bhatwadi (Steel)	03
	10.47	Bhatwadi (Aluminum)	01
	10.48	Lokhandi Kavilte (Big)	02
	10.49	Lokhandi Kawilte (Small)	05

	10.50	Chimte (Lokhandi)	04
	10.51	Tambya (Steel)	02
	10.52	Tave (Lokhandi)	10
	10.53	Kisnya (Square)	03
	10.54	Kisnya (Oval)	03
	10.55	Galnya (Plastic)	04
	10.56	Galnya (Steel)	01
	10.57	Nalachi Toti	01
	10.58	Nalacha Filter	02
	10.59	Tea Cup (Plastic)	09
	10.60	Tea Cup (Chinimati)	17
	10.61	Zare (Lokhandi)	02
	10.62	Jarman / Aluminum Jug	01
	10.63	Plastic Jug	12
	10.64	Kerosin Pump	01
	10.65	Punel	01
	10.66	Ketli	02
	10.67	Chamche (Steel)	27
	10.68	Chamche (Plastic)	05
	10.69	Suri	09
	10.70	Solani (Skin Remover of Potato)	07
	10.71	Khalbatta/ Musali	01
	10.72	PavBhagi Tava	01
	10.73	Flag (Blue Scout)	01
	10.74	Flag (Tri Color)	08
	10.75	Damru	01
	10.76	Pad (Exam)	05
	10.77	Ogal BW O	100
	10.78	Cotton rope	34
	10.79	Dori Cotton	20
	10.80	Dhal	01
	10.81	Pocket Rop	21
	10.82	Sky Blue Scarf	84
	10.83	Dark Blue Scarf	11
	10.84	Red Scarf	14
	10.85	Marun & Pink Scarf	10
	10.86	Pakkad	01
	10.87	Poster of Fansi Dress	08
	10.88	Tent	06
	10.89	Dhal (Trophys of B.P.C.A.)	24
	10.90	Wooden name plates	3
	10.91	Cutter	03
	10.92	Paint Brash	02
	10.93	Duster	10
	10.94	Paper Punch	02
	10.95	Stapler	01
	10.96	Candle	01Box

	10.97	Poster Color	01Box
	10.98	Scissor	05
	10.99	Zanj (small for pray)	04
	10.100	Pencil	04
	10.101	Flag Real(Indian) with rope	10
	10.102	Flag Rope(scout flag)	01
	11	ELECTRIC EQUIPMENTS	
	11.1	Holder	10
	11.2	Adapter	02
	11.3	Scrue Driver	02
	11.4	Halogen	04
	11.5	Extension Board	01
	11.6	Electric cable	15
	11.7	Bulb	06
	11.8	Halogen Tubs	03
	11.9	Three Pin	01
	11.10	Two pin	03
	11.11	Flag pulley	05
	11.12	Torch	02
	11.13	Scout Guide books	13

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. R. R. Dhakne (Sr. Teacher) - | ... | ... | Member |
| 3. | Dr. K. K. Asai (Teacher) - | ... | ... | Member |
| 4. | Mrs. N.O. Joshi (Teacher) - | ... | ... | Member |
| 5. | Student Representative | ... | ... | Member |
| 6. | 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 support access to subscribe UGC-INFONET Digital Library Consortium through e-resources & N-List programme for faculty, students and research scholars of the college.
3. 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).
4. 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, Scholars 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:

1. **Firstly** Library procures the Books which are duly recommended by teachers and students through Teacher/ Students Requisition Form.
2. **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.

1. **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.
2. **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.

Yes, the Institution provides Inflibnet facility all the staff and Ph. D. scholars of the college are given User ID and Password to utilize inflibnet service through the wi-fi connectivity. It helps them to get updated information regarding their respective subject / projects.

7. How do the staff and students come to know of the new arrivals?

1. **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 are10.
2. **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
3. **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.
4. **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 Ph.D. scholars 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-enable 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 and 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
HCL DESKTOP Intel Core 2 Duo @ 1.6 GHz / 1 GB RAM /COMBO DRIVE/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/ HCL 17" COLOUR MONITOR/ 500 G HDD	10	14
DELL DESKTOP SYSTEM Intel Core 2 Duo@ 1.6 GHz / 2 GB RAM /COMBO DRIVE/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/DELL 17" COLOUR MONITOR/500 G HDD	01	

WIPRO DESKTOP SYSTEM INTEL i5 4TH GENERATION,@ 1.8 GHZ / 2 GB RAM /COMBO DRIVE/WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ WIPRO 17" COLOUR MONITOR/ 500 DDR HDD 3	01	
hp SYSTEM INTEL Core 2 Duo@ 1.6 GHz/ 2 GB RAM /COMBO DRIVE/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/hp 17" COLOUR MONITOR/500 G HDD	02	

(Sports Medicine Lab)

Configuration	Quantity	Total
WIPRO DESKTOP SYSTEM INTEL i3 4TH GENERATION,@ 1.8 GHZ / 2 GB RAM /COMBO DRIVE/WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ WIPRO 17" COLOUR MONITOR/ 500 DDR HDD 3	1	4
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	1	
hp DESKTOP SYSTEM INTEL i3 4TH GENERATION,@ 1.8 GHZ / 2 GB RAM /COMBO DRIVE/WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ hp 17" COLOUR MONITOR/ 500 DDR HDD 3	2	

(Sports Equipment Room)

Configuration	Quantity	Total
Intel P IV 2.8 GHz / 512 MB HDD /CD DRIVE/LOGITECH KBD MOUSE /10/100 MBPS LAN CARD/ SAMTRON 15" COLOUR MONITOR	1	1

Library

Configuration	Quantity	Total
HCL DESKTOP Intel Core 2 Duo @ 1.6 GHz / 1 GB RAM /COMBO DRIVE/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/ SAMSUNG 15" COLOUR MONITOR/500 G HDD	3	3

Office

Configuration	Quantity	Total
DELL DESKTOP SYSTEM Intel Core 2 Duo@ 1.6 GHz/ 2 GB RAM /COMBO DRIVE/ COMPAQ KBD OPTICAL MOUSE /10/100 MBPS LAN CARD/ SAMSUNG 17" COLOUR MONITOR/500 G HDD	1	4
WIPRO DESKTOP SYSTEM INTEL i3 4TH GENERATION,@ 1.8 GHZ / 2 GB RAM /COMBO DRIVE/ WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ WIPRO 17" COLOUR MONITOR/500 DDR HDD 3	1	
hp DESKTOP SYSTEM		

INTEL i3 4 TH GENERATION,@ 1.8 GHZ / 2 GB RAM /COMBO DRIVE/ WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ hp 17" COLOUR MONITOR/ 500 DDR HDD 3	2	
---	---	--

Classrooms

Configuration	Quantity	Total
hp DESKTOP INTEL i5 4 TH GENERATION,@ 1.8 GHZ / 4 GB RAM /COMBO DRIVE/ WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ hp 17" COLOUR MONITOR/ 500 DDR HDD 3	2	2

Internal Quality Assurance Cell (IQAC)

Configuration	Quantity	Total
hp DESKTOP INTEL i3 4 TH GENERATION,@ 1.8 GHZ / 4 GB RAM /COMBO DRIVE/ WIPRO KBD OPTICAL MOUSE 1/101/1000 MBPS LAN CARD/ hp 17" COLOUR MONITOR/500 DDR HDD 3	1	1

Personal computers (Laptop with wi-fi) to Faculty

Configuration	Quantity	Total
HP Laptop 238 1TU 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
HCL Laptop Intel Core 2 Duo T6400 2 GB Ram/250 GB HDD /DVD Writer Bluetooth/ web camera, /14" TFT COLOUR DISPLAY	+	
LENOVO Laptop 1 GB Ram/250 GB HDD /DVD Writer Bluetooth/ 14" TFT COLOUR DISPLAY	4	
	1	
Total Number of Computers:		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	2015
3	Kasper sky Total Internet Security	2015
4	Windows	10
5	MS Office (Home & Business Pro)	2015
6	Coral-draw Professional	13
7	Adobe Photoshop	CS 3
8	Acrobat Professional	11
9	Open Office	-
10	HTML	-
11	Adobe Flash	-
12	Sony sound forge	-

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., M.P.Ed curriculum and Ph. D. Course work
- 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 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.

- i. *Developing lesson plans.*
- ii. *For preparing teaching aid information.*
- iii. *Retrieval of computer aided information.*
- iv. *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 20 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, organizations 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 permitted on regular basis/as and when needed to use library resources

including books, journals, periodicals, encyclopedia, internet 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 purpose, without disturbing the daily routine time table.
- The various practice teaching schools are also utilizes the infrastructure, facilities of the institution for educational/Physical Education purpose as a 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 Smart Note book, TV, VCR, Computer & LCD etc. are also made available in the classrooms.

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 on every floor** 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 and also there are **Tetra Pac Recycle bin boxes** are available in 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.bpcacpemumbai.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 leaning resources to all stake holders and external agencies (GO's and NGO's).
- Regular Cleanliness Campaign.
- Regular Pest control.
- 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?

- The NAAC Peer Team visited during last Assessment and Accreditation process (2nd Cycle), the members were quite happy with reference to infrastructure and learning resources:

Evaluative observations by NAAC pear team:

Physical Facilities for Learning	<ul style="list-style-type: none"> • Possesses moderate infrastructure to keep pace with academic growth. • NCTE Norms and standards followed. • 6000 sq. mt. land available. • Common activity hall available. • Classrooms equipped with LCD, OHP, TV & VCR
Maintenance of infrastructure	<ul style="list-style-type: none"> • Clean, beautiful and pollution free campus. • Optimal use of available infrastructure. • AMC exists. • CC TV Camera installed and fire extinguishers available. • Students and staff maintain the campus clean and tidy.
Library as a learning recourse	<ul style="list-style-type: none"> • Computerized library. • OPAC System exists. • Online free journal link provided. • Three international journals and 33 Indian journal available. • Seating capacity of 45 students
ICT as a learning recourse	<ul style="list-style-type: none"> • Students are trained to use internet facility. • Free internet facility is provided to faculty and students. • Laptops provided for regular faculty members.
Other facility	<ul style="list-style-type: none"> • Hostel facility available for men students. • Changing room and rest room are provided for girls. • Canteen facility is available on the roof of the building. • Purified drinking water facility provided. • Free zerox and fax facility provided for faculty.
Best practices in the development of infrastructure and learning resources	<ul style="list-style-type: none"> • Maintenance of academic units/play ground is neat, clean, and used optimally.

Suggestions by peer team of NAAC

1. Hostel facility to be created for women students and play field facilities to be further enhanced.

Action taken by the Institution

1. As per above suggestion, the college has created hostel facility for needy female students on 2nd floor of the building with all requirements and safety measures. The play field facility also further enhanced by providing additional play field as per requirement by way of tie-up with University Sports Complex and Priyadarshini Sports Complex.
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 and seating capacity has been increased.
- 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 & Ph.D.

5.2 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 Smart Note book, LCD.
- Provided laptops with wi-fi facility for their preparation and use of teaching.
- Availability of various charts, models.
- Internet facility in computer lab, library, office & Laboratories with e-subscription.

- Provision of Zero problem period that helps the faculty for mentoring the weak students. (Academic/Practical)
- Provision of feedback on teaching/training ability from students.
- Teachers' active involvement in various committees as an in-charge, member or coordinator supporting to the students.
- Providing exposures to the faculty to participate in various Seminars, Conferences, Workshops & 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, tests and assignments, 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 Redressal Committee working in the institution for students. The composition of the same is as under:-

Dr. G. V. Pargaonkar (Principal)	Chairman
Dr. R.R. Dhakne	Member
Student Representative	Member
Dr. 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.

5.3 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 15th Jan 2019)

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

Dr. Pires Thomas	Dr. Linda Denis
Dr. Limbkar Jitendra	Dr. Mary Benson
Shri Paste Yashwant	Dr. Kalpana Gunde
Shri Omprakash Joshi	Smt. Uma Baiskar
Shri Sambhaji Sawant	Smt. Sonal Patil
Shri Kateshiya Rajesh	Smt. Arati Chorpade
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: 15th December 2002
Last Election Held: 15th January 2014
- (c) List of Alumni Association activities of last two years:

Activities during 2013-14

- Summer Sports Training Camp for school children (5-15 yrs.) in Gymnastics, Mallakhamb, Yoga, Aerobics, Skating, Weight Training (10th April to 25th April 2014) in which 130 school

children participated.

2. *Regular Sports Training for School children* (5-15 yrs) in Gymnastics, Mallakhamb, Yoga, Acrobatics, Suryanamaskar (15th June 2013 to 31st March 2014) in which 175 school children (girls=85, boys=95).
3. Felicitation programme of the players of training center for their outstanding achievements at state and *national level Gymnastics, Acrobatics and Artistic* event on 1st April 2013
4. Representation of Alumni Association at National Level for orientation in *Artistic Gymnastics*. The members viz. Shri Dadasaheb Shinde, Shri Devendra Patil, Shri Ganesh Bhise, Shri Sandip Chavan & Shri Premanand Naik have participated in the same.
5. Demonstration of indigenous activities on the occasion of –
 1. Demonstration of indigenous activities during *State level Mini Talent Display Competition*. (15th March, 2014)
 2. Demonstration of indigenous activities on the occasion of *Annual Prize Distribution* function of the college. (27th April, 2014).
6. In addition to the above activities through Sports Training Center, the *Two Days Workshops and Orientations* with respect to amendments in the rules and regulations of the various Games and Sports as well as School Curriculum were conducted, *once* in a year.
7. Members of Alumni Association also attended *Annual Prize Distribution Function* of the college every year.
8. Members of Alumni Association also gave input to the *placement cell* of the college for recruitment purpose from time to time.
9. Members of Alumni Association also addressed the *issues of Physical Education and Sports* at State level from time to time.
10. Members of Alumni Association met on their own (batch wise classmates) by way of organizing informal meetings on '*BPCA Katta*', which is provided for *Caring and Sharing*.
11. Supporting financially the current students by way of providing seed money to run the '*Earn and Learn*' Scheme.

Activities during 2014-15

1. *Summer Sports Training Camp* for school children (5-15 yrs.) in Gymnastics, Mallakhamb, Yoga, Aerobics, Skating, Weight Training (11th April to 23rd April 2014) in which 170 school children participated.
2. *Regular Sports Training* for School children (5-15 yrs) in Gymnastics, Mallakhamb, Yoga, Acrobatics, Suryanamaskar (13th June 2014 to 10th April 2015) in which 175 school children.
3. Organization of Inter School Gymnastic, Artistic & Acrobatic Gymnastic competition. (13-14 Sept. 2014)

4. Organization of district level selection competition. (21-22 Sept. 2014)
5. Organization on State level Rhythmic Gymnastics Official Classes. (7-8 Nov. 2014)
6. State level Mini Talent Display Competition. (28th March, 2015)
7. Demonstration of indigenous activities and Acrobatics and Artistic Gymnastic on the occasion of Annual Prize Distribution of the College.
8. In addition to the above activities through Sports Training Center, the Two Days Workshops and Orientations with respect to amendments in the rules and regulations of the various Games and Sports as well as School Curriculum were conducted, *once* in a year.
9. Members of Alumni Association also attended *Annual Prize Distribution Function* of the college every year.
10. Members of Alumni Association also gave input to the *placement cell* of the college for recruitment purpose from time to time.
11. Members of Alumni Association also addressed the *issues of Physical Education and Sports* at State level from time to time.
12. Members of Alumni Association met on their own (batch wise classmates) by way of organizing informal meetings on '*BPCA Katta*', which is provided for *Caring and Sharing*.
13. Supporting financially the current students by way of providing seed money to run the '*Earn and Learn*' Scheme

(d) Top ten Alumni occupying prominent positions/excelled in sports games.

- i. **Shri Ganeshbhai Gojibhai Tandel**
Presidential Award for "BEST PHYSICAL EDUCATION TEACHER" of 2013
- ii. **Dr. S. A. Sonawane,**
Prof. and Head/Department of Education, Savitribai Phule University of Pune.
- iii. **Dr. Mrs. Nayana Nimkar**
Former Principal, Chandrashekhar Agashe College of Physical Education, Pune; former Director of BCUD, University of Pune.
- iv. **Dr. Manmat Manohar Gharote**
Director, Lonavla Yoga Institute (*International Institute of Yoga*), Lonavla (India).
- v. **Dr. Mrs. Sandhya Jinturkar**
Special Officer, Health and Physical Education, Maharashtra State Board of Text Book Production and Curriculum Development (Balbharati), Pune.
- vi. **Prof. (Dr.) Ratan Kumar Pande**
Head, Department of Hindi, University of Mumbai.
- vii. **Miss. Linda Denis**
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. Prajakta Raut**
Deputy Education Officer, Zilha Parishad, Thane.
- xii. **Shri Dhairadhar Patil**
Junior Supervisor, Department of Physical Education, MCGM.
- xiii. **Mrs. Vina Khawale**
Maharashtra State Shivchhatrapati best Player Award winner, a Physical Education Teacher, Shivaji Vidyalay, Kalachakki, Mumbai.
- xiv. **Mr. Harish Mulya**
Maharashtra State Shivchatrapati best Player Award winner, working as Physical Education Teacher in Garodia International School.
- xv. **Mr. Kalpesh Jadhav**
Maharashtra State Shivchatrapati best Player Award winner, Physical Education teacher, presently working as a sports coach in Germany
- xvi. **Shri. Chikhale**
Principal, N.M.K High School, Kala Chawki, Mumbai.
- xvii. **Shri Kamlakar Temkar**
Principal, Modern Jr. College, Malad, Mumbai.
- xviii. **Shri Sudhir Thale**
Principal, R. P. Naik Vidyalaya, New Mumbai.
- xix. **Shri Sanjay Patil**
Principal, Sane Guruji Vidyalaya, Dadar, Mumbai.
- xx. **Shri Anup Thakur**
Maharashtra State **Shivchatrapati** Best Player Award winner

(e) Details on the contribution of alumni to the growth and development of the institution

1. The major achievement of the alumni Association the growth and Development of the institution is it has provided Sports and Games Training as well as competition experiences including health, Vigor and inculcation of good habits to the school going children (about 800 to 900), residing the nearby the institution, throughout the year for last five years.
2. Through the afore mentioned sports training center the players brought laurel to the institution through their outstanding performance during the sports competitions at various levels as below-

• Achievement of Sports Training Centre (2013-14)

Name	Gender	Event	Level
1. Prasad Aaware	M	Gymnastics	State
2. Sangramsing shete	M	Trampoline	State
3. Mithil Rane	M	Gymnastics	State
4. Dhishant Shinde	M	Floor Exercise	State

Name	Gender	Event	Level
5. Tanmay Ghanekar	M	Acrobatics Gymnastics	State
6. Sarvesh Bendre	M	Gymnastics	State
7. Anshul Hadye	M	Gymnastics	State
8. Sejal Daud	F	Acrobatics Gymnastics	State
9. Jasmit Kaur Dadiyal	F	Acrobatics Gymnastics	State
10. Sayali Musale	F	Acrobatics Gymnastics	State
11. Sakshi Pawar	F	Artistic Gymnastic	State
12. Aakansha Mohite	F	Trampoline	State
13. Sanskruti Pawar	F	Balancing Beam	State
14. Riddhi Vira	F	Acrobatics Gymnastics	State
15. Riddhi Hariya	F	Trampoline	National
16. Khushi Shah	F	Acrobatics Gymnastics	State
17. Prithviraj Phadnis	M	Gymnastics	National
18. Shantam Lone	M	Artistic Gymnastic	National
19. Darshan Ghanekar	M	Gymnastics	State
20. Kartik Padalkar	M	Gymnastics	State
21. Aaditya Phadnis	M	Floor Gymnastics	State
22. Yash Pardesi	M	Gymnastics	State
23. Shubham Shelar	M	Gymnastics	State
24. Ajay Pardesi	M	Trampoline	State
25. Shivani Daud	F	Trampoline	State
26. Prakruti Shah	F	Acrobatics Gymnastics	State
27. Soham Naik	M	Balancing Beam	State
28. Akshata Shete	F	Rhythmic Gymnastic	National

• Achievement of Sports Training Centre (2014-15)

Name	Gender	Event	Level
1. Prithviraj Phadnis	Male	Gymnastics	State
2. Darshan Ghanekar	Male	Gymnastics	State
3. Kartik Padalkar	Male	Gymnastics	State
4. Mithil Rane	Male	Gymnastics	State
5. Devesh Shah	Male	Gymnastics	Zone
6. Yash Pardesi	Male	Gymnastics	Zone
7. Sairaj Pawar	Male	Gymnastics	Zone
8. Vedant Gadekar	Male	Gymnastics	Zone
9. Sakshi Pawar	Female	Gymnastics	Zone
10. Aakansha Mohite	Female	Gymnastics	Zone
11. Riddhi Vira	Female	Gymnastics	Zone
12. Riddhi Hariya	Female	Gymnastics	Zone
13. Uma Dabholkar	Female	Gymnastics	Zone
14. Rutuja Patil	Female	Gymnastics	Zone
15. Soham Naik	Male	Artistic Gymnastics	State
16. Sanskruti Pawar	Female	Artistic Gymnastics	State
17. Aaditya Phadnis	Male	Artistic Gymnastics	State
18. Shamant Lone	Male	Artistic Gymnastics	State
19. Samriddhi Ghosh	Female	Rhythmic Gymnastics	State
20. Madiha Jafar	Female	Rhythmic Gymnastics	State
21. Janhavi Sawant	Female	Rhythmic Gymnastics	State
22. Tejasvi Dange	Female	Rhythmic Gymnastics	State
23. Trisha Dharamshi	Female	Rhythmic Gymnastics	State
24. Shivani Daund	Female	Trampoline	State

PS.: *During the year 2014-15 the students of training center have participated in various competitions of Gymnastics, Artistic, Rhythmic, and Acrobatic Gymnastics and in all achieved total of 138 medals (59 Gold, 37 Silver and 42 Bronze).*

3. The Alumni Association contributed financially by way of providing seed money to run 'Earn and Learn' scheme
4. It has provided feedback to the institution in many ways formal and informal for many activities such as placement cell, curriculum development etc.
5. The Alumni Association also contributed for the professional upliftment by way of addressing the professional issues, representation in workshop and orientation programmes.
6. It has further also contributed by way of supporting in the institutional efforts towards promotion and propagation of Indigenes Activities, Games and Sports.

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 70% to 80% 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 20-25 students participate in state, national and all India inter-university level competitions every year.
- About 50-60 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:

- | | |
|---|------------------|
| • <i>The Principal of College</i> | Chairman |
| • One teacher recommended by Principal | Member |
| • One Student on the basis of <i>Academic achievement</i> | Member |
| • One Student (Academic achievement) | Member |
| • One Student (Sports Achievement) | Member |
| • One Student (NCC) | Member |
| • One Student (NSS) | Member |
| • One Student (Cultural Activity) | Member |
| • <i>Two female students</i> (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. Two 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. Two 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 st and 2 nd 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.

5.4 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 50% to 60% 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 one hours on each 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?

The NAAC Peer Team visited during last Assessment and Accreditation process (2nd Cycle), the members were quite happy with reference to Students Support and Progression:

Evaluative observation of NAAC Peer Team

Students progression	<ul style="list-style-type: none"> • Homogenous groups formed. • Conducts systematic assessment throughout the year. • Alumni of the institution are well placed in different organizations.
Student Support	<ul style="list-style-type: none"> • Placement Cell functions effectively.

	<ul style="list-style-type: none"> • Remedial programmes conducted for low achievers. • Free internet facility provided. • Interest free loan facility maximum to the tune of Rs. 5,000/- for needy students is provide by the institution. • Grievance redressal cell exists.
Student Activities	<ul style="list-style-type: none"> • Curricular and co-curricular activities organized throughout the year. • Alumni association actively supports students activities. • Student council functions.
Best Practices in Student Support and Progression	<ul style="list-style-type: none"> • Earn and learn scheme supported by alumni association. • Provides updated prospectus and physical handbooks to all students. • Campus interview is conducted.

Suggestions by peer team of NAAC

1. Potential of Alumni Association to be utilized for quality improvement and mobilization of revenue.

Action Taken by the Institute

1. As regard to above suggestion, Alumni Association has been utilized for the quality improvement and mobilization of revenue in the following ways:
 - Through their more active participation and involvement in college activities.
 - Generating more revenue through Sports Training Center conducted by Alumni Association.
 - Generating revenue by way of Fitness Center for providing sophisticated fitness facilities.
 - Addressing professional issues through Alumni Association.
 - Providing seed money to run 'Earn and Learn' scheme.
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 intuition 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. 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. R. Gurav
• Shri. P. Pansare	• Shri R. Desai
• 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 Organizational 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. B.S. Ghag	Member
3. Shri. S.B. Shete	Member
4. Shri. D.B. Shete	Member
5. Shri. P. Pansare	Member
6. Dr. R.R. Dhakne	Representative of teaching staff
7. Dr. G.K. Dhokrat	Representative of teaching staff
8. Shri. J. M. Hotkar	Representative of teaching staff
9. Shri. S.L. Ghate	Representative of non-teaching staff
10. Shri. A. Khedkar	Representative of non-teaching staff
11. Dr. 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. K. K. Asai	Member
- Dr. N. O. Joshi (Women Representative)	Member
- Shri. S. G. Ghate (Office Representative)	Member
- Students Representative	Member
- Dr. R. R. Dhakne (Senior most Teacher)	Member-Coordinator
- *Career/ Guidance / Counseling/ Consultancy / Placement cell*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Dr. N. O. Joshi (Teacher)	Member
- Smt. Samant (Librarian)	Member
- Students Representative	Member
- Dr. R. R. Dhakne (Sr. Teacher)	Member-Coordinator
- *Sexual Harassment Committee*

- Dr. G. V. Pargaonkar (Principal)	Chairperson
- Dr. R. R. Dhakne (Sr. Teacher)	Member
- Smt. N. Shinde (Non-teaching)	Member
- Students Representative (Female)	Member
- Smt. 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 5.3.1**

- 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
2010-11	88,56,201.00	93,00,966.00	4,44,765.00
2011-12	89,71,539.00	97,49,376.00	77837.00
2012-13	1,52,68,224.00	1,65,27,209.00	12,58,985.00
2013-14	1,57,47,451.00	1,51,58,297.00	--
2014-15	1,66,88,929.00	1,55,56,986.00	--

M.P.Ed. course (Self Finance course)

Year	Income	Expenditure	Deficit
2010-11	11,87,344.00	14,20,986.00	232942.00
2011-12	12,16,769.00	10,75,677.00	--
2012-13	11,93,121.00	8,52,299.00	--
2013-14	12,26,458.00	10,54,058.00	--
2014-15	13,30,481.00	11,16,355.00	--

Ph.D. course (Self Finance course)

Year	Income	Expenditure	Deficit
2010-11	6,835.00	3,182.00	--
2011-12	13,623.00	7,575.00	--
2012-13	14,011.00	1,64,575.00	23,764.00
2013-14	3,51,494.00	2,00,401.00	--
2014-15	2,87,748.00	2,10,818.00	--

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.
2012-13	Govt. of Maharashtra	Salary	1,43,29,917.00
2013-14	Govt. of Maharashtra	Salary	1,43,51,333.00
2014-15	Govt. of Maharashtra	Salary/Non Salary	1,49,85,588.00

The institution also runs self-finance courses like M.P.Ed./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.	
		I	II
Admission	100.00	22,000.00	22,000.00
Tuition	3,000.00	--	--
Gymkhana	200.00	--	--
Library	100.00	--	--
Costume	1,000.00	--	--
Scout Camp	700.00	--	--
Sports/Yoga Equipment	450.00	--	--

Medical Checkup	20.00	--	--
Souvenir	150.00	--	--
First Aid	100.00	--	--
Computer Training	2,000.00	--	--
Course Material	500.00	--	--
Library Deposit	100.00	--	--
Laboratory Deposit	300.00	--	--
Enrolment	220.00	--	--
Examination	1,020.00	1,420.00	1,420.00
Convocation	250.00	--	250.00
University fees	130.00	--	--
Yuva Raksha	20.00	--	--
Registration	--	825.00	--
Total...	10,360.00	24,245.00	23,670.00

Fees Head	Ph. D. Rs.
Admission Processing Fees	200.00
Registration/ Registration Fees	1,025.00
Admission Form and Prospectus Fees	
Examination/ Viva Voce Fee/ Mark sheet/ Provisional Certificate Fees	650.00
Convocation	250.00
Document Verification Fees	400.00
Refundable Deposit (Caution/Library/Lab)	800.00
Identity Card	50.00
Enrolment Fees	
Eligibility Fees	
Tution Fees	6,000.00
Library Fees	1,000.00
Laboratory Fees	
Gymkhana Fees	200.00
Magazine	100.00
Development Fees	500.00
Utility	250.00
Computer Internet	1,000.00
Other Fees/ Extracurricular Activities	200.00
Student Welfare	50.00
Vice Chancellors Fund	20.00
E-Suvidha	50.00
E-Charges	20.00
Disaster Relief Fund	10.00
Ashwamedha Fee	20.00
Group Insurance	40.00
University Sports and Culture Activities	30.00
Total...	12,865.00

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 software's.

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?

- The NAAC Peer Team visited during last Assessment and Accreditation process (2nd Cycle), the members were satisfied with reference to Governance and Leadership.

Evaluative observations by NAAC peer team:

Institutional Vision and Leadership	<ul style="list-style-type: none"> Vision and mission statements are meaningfully stated based on universal truth and meet the objectives of higher education. Democratic academic leadership exists. Honest, dedicated, committed, proactive management with clear understanding of vision and mission with heritage of social commitment of their predecessors.
Organizational Arrangement	<ul style="list-style-type: none"> Management information systems exists. Various committees function. Responsibility shared among staff members. Academic and administrative freedom given to Principal.
Strategy development and deployment	<ul style="list-style-type: none"> Democratic and decentralization of administration exists. Strategic planning and co-operative team spirit exists. Perspectives long range plan identified.
Human Resource Management	<ul style="list-style-type: none"> Work load of teaching and non-teaching staff balanced and well managed. Optimum contribution of human resources for the growth and development of the institution.
Financial Management and Resource Mobilization	<ul style="list-style-type: none"> Internal and external audit system exists. Uses software financial management. Optimum utilization of grants. Revenue generated by conducting certificate courses, self-finance courses and summer camps.
Best Practices in Governances and Leadership	<ul style="list-style-type: none"> Decentralization of organization arrangements. Reputation of institution is high in the public due to dynamic leadership.

Suggestions & Action taken by the Institution

With references Governance and Leadership there is no specific suggestion made by the earlier NAAC Peer Team.

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 Chandrashekhar Aagashe College of Physical Education, Pune for sharing expertise in Physical Education and Sports Sciences
- 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 |
| • Dr. G. K. Dhokrat : | Sr. Teacher |
| • Shri J. M. Hotkar : | Sr. Teacher |
| • Dr. K.K. Asai : | Sr. Teacher |
| • Dr. N. O. Joshi : | Sr. Teacher |
| • Dr. K. J. Maru : | Sr. Teacher |
| • Shri. S. L. Ghate : | Sr. Administrative officer |
| • Prin. (Dr.) T. K. Bera : | External Expert on Quality Management |
| • Prof. (Dr.) S. Sonawane: | External Expert on Quality Management |
| • Shri. R. R. Dhakne : | Member Secretary/coordinator |

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:

- Annual College Bulletin.
- Display of information on notice board.
- Oral and written communication.
- News paper and T.V channels.
- Availability of annual report in library.
- On the occasion of various activities/programmes/meetings.
- Obtaining feedback from different constituents of the institution.
- Organizing meeting of the Alumni Bi-annual

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:

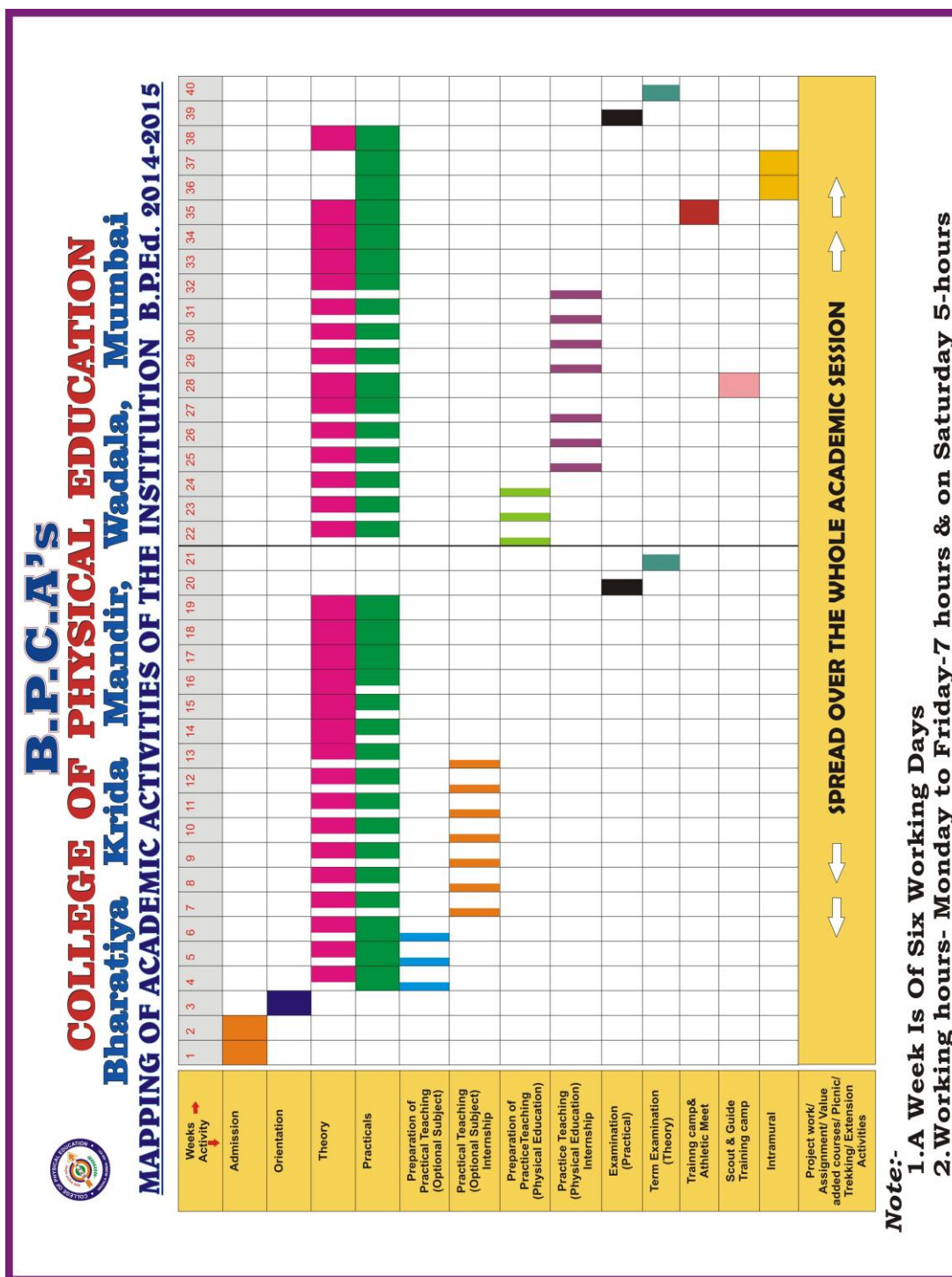
- Institution is preparing professionally fit personnel by imbuing in them required competencies, skills, human values, civic responsibility and economic efficiency along with quest for excellence in the profession, in order to prepare future citizens of India - *fit for transforming the developing nation 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 Indi10.

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



4. DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self Re-Accredited Report (RAR) are true to the best of my knowledge.

This RAR 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 RAR during the Peer Team visit.

Signature of the Head of the Institution
with seal

Place:

Date:

APPENDICES

1. Brief note on Physical Education Scenario in the State
2. Academic Calendar of the institution for B.P.Ed. and M.P.Ed. Programmes
3. Values/goals framework
4. Time Tables Theory and Practical for B.P.Ed. and M.P.Ed. Programmes
5. Master Plan of the existing building and facilities of the Institution
6. Master Plan for projected expansion of infrastructural facilities of the Institution
7. Sample of students feedback on curriculum and faculty (Questionnaire & Answer sheet)
8. Sample of students feedback on facilities & programmes
9. Sample of feedback on practice teaching of students by peers
10. Sample of feedback on practice teaching by staff of practice teaching schools
11. Sample of Teachers Appraisal Report
12. Audited income-expenditure statement for the previous financial year
13. Copy of latest recognition order of NCTE
14. University results for previous academic year
15. Best practices of the institution
16. Glimpses of Some of the Major Activities/Programmes Held During Last Five Years

APPENDIX-1

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 '**Higher and Technical Education**' and has **two ministers** viz. cabinet and state.

Secretariat office of the Government is located in Mumbai, the Capital City of Maharashtra, whereas, Directorate Office of Higher and Technical Education is at Pune whereas Jt. Director Office is located as Mumbai. All the colleges of Physical Education in the state are attached with the Higher and Technical Education Department of the Govt. of Maharashtra.

There are about 90 Colleges of Physical Education in the State, scattered in proportionately and affiliated to the various Universities of the state. Further, out of 90 colleges only 9 colleges are aided by the State Government, through Director of Higher and Technical Education, 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 is also 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 as well as Research Programmes. The college also 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.

Due to the recent shifting in the year 2013 of colleges of Physical Education from earlier Govt. Department (i.e. School Education and Sports) to Higher and Technical Education our colleges (particularly Aided Colleges) are facing many problems with respect to Fee fixation, Structure of Employees, Service conditions, Non provision for Non Salary expenses etc. Further, due to the recently revised Norms of NCTE (2014) many colleges are facing the problems of not getting sufficient students for admission. It is also challenging to all the aided higher education institutions in the state to cope up with the recent resolution of the state government of filling up upto only 50% and 75% administrative and teaching vacant posts, respectively, for facing the financial problem of the Government. Which, in turn, may create problems in sustenance and enhancement of the quality of higher education, in future.

However, our institution is trying it's level best to cope up with the present scenario of higher education in the state, while pursuing the quality of education being imparted.

APPENDIX-2

Academic Calendar of the institution for B.P.Ed. and M.P.Ed. Programmes

B. P. C. A's COLLEGE OF PHYSICAL EDUCATION
WADALA, MUMBAI - 400 031.

ANNUAL CALENDAR*

B. P. Ed. PROGRAMME (2014 - 2015)

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
SEMESTER-I		
1	21.07.2014	Re-opening of the college
2	22.07.2014	<ul style="list-style-type: none"> Commencement of Practical & Theory classes Orientation of the B.P.Ed Programme begins
3	26.07.2014	House Formation (classification of students)
4	26.07.2014	Selection of Optional Methods
5	29.07.2014	Holiday - (Ramzan Id)
6	01.08.2014	Teaching of Optional Methods begins
7	02.08.2014	Beginning of Interhouse Competitions
8	01.08.2014 - 02.08.2014	Group Singing Training Camp
9	11.08.2014	Micro Teaching Lesson begins
10	15.08.2014	Celebration of Independence Day , Inter-House Group Singing Competition
11	18.08.2014	Holiday - (Gopalkala & Pateti)
19	08.09.2014	Holiday -(Anant Chaturdashi)
23	20.08.2014	Communicative/ Soft Skills Classes begins
12	23.08.2014	Formation of Students Council
13	26.08.2014	Organization of Demonstration Lessons & Discussion (Optional method)
14	27.08.2014	Organization of Hike-Cum-Trekking
15	29.08.2014	Holiday -(Ganesh Chaturthi)
16	01.09.2014 - 02.09.2014	Preparation of Simulation Lesson & Feedback
17	04.09.2014	Simulation Lesson Begins & Feedback
18	05.09.2014	Self Governed Programme followed by Celebration of Teachers Day
20	12.09.2014	Practice Teaching Lessons in schools begin (every Tuesday & Friday)
21	12.09.2014	Psychology Experiment begins
22	19.09.2014	Information and Communication Technology Literacy classes begins
24	01.10.2014	Elocution Competition/Essay Writing (Nasha Bandhi Saptah)
25	02.10.2014	Holiday -(Mahatma Gandhi)
26	03.10.2014	Holiday -(Dasera)
27	04.10.2014	Nasha Bandhi Saptah Function
28	11.10.2014	Organization of Communicative/ Soft Skills & Seminar
29	20.10.2014 - 08.11.2014	Diwali Vacation
30	03.11.2014 - 08.11.2014	Health & Fitness Management Course
31	17.11.2014 to 21.10.2014	First Term Practical Examination
32	21.11.2014	Information and Communication Technology (ICT) Exam
33	22.11.2014	Submission of Psychology Journals, Value Education Assignments.
34	24.11.2014 - 27.11.2014	First Semester Theory Examination
35	28.11.2014 onwards	Supervised study programme
36	02.12.2014	Feedback of First Semester Theory Examination
37	2 nd Week of December	First Semester University Exam (Theory)
38	12.12.2014	Preparation of Lezium Competition & Formation of Groups for Scout and Guide Training Camp
39	13.12.2014	Organization of Inter-School LEZIUM Competition (Dattaram Lad Trophy)

APPENDIX-2 (Cont.)

40	15.12.2014 – 16.12.2014	Camp Preparation
41	17.12.2014 to 22.12.2014	Organization of Scout and Guide Training Camp
42	24.12.2014 to 01.01.2015	Winter Break
SEMESTER-II		
38	02.01.2015	Re-opening of Second Semester
39	08.01.2015 to 10.01.2015	Organization of Inter-school Competitions (Hind-Karandak Trophy)
40	21.01.2015	Demonstration of Micro Teaching Lessons/Physical Education Lessons
41	23.01.2015	Preparation of Micro teaching Lesson - Physical Education
42	26.01.2015	Celebration of Republic day
43	29.01.2015	Micro Teaching of Physical Education Lesson begins
44	03.02.2015	Physical Education Simulation Lesson begins
45	09.02.2015 to 13.02.2015	Athletic Training Camp at Priyadarshini park, Nepean sea Road, Malabar Hill
46	16.02.2015	Physical Education Practice Teaching in Schools begins
47	17.02.2015	Holiday – (Mahashivratri)
48	19.02.2015	Holiday – (Chhatrapati Shivaji Maharaj Jayanti)
49	20.02.2015	Organization of Athletic Meet at Priyadarshini Park, Mumbai (PDP)
50	28.02.2015	Organization of Physical Fitness Tests
51	06.03.2015	Holiday – (Dhulivandan)
	21.03.2015	Holiday – (Gudi Padwa)
52	27.03.2015	Organization of Picnic or Visit
53	28.03.2015	Holiday – (Ramnavmi)
54	02.04.2015	Holiday – (Mahavir Jayanti)
55	03.04.2015	Holiday – (Good Friday)
56	14.04.2015	Holiday – (Dr.Ambedkar Jayanti)
57	16.04.2015 to 20.04.2015	Second Term Practical Examination
58	27.04.2015 – 29.04.2015	Demonstration practice for Annual Prize Distribution
59	27.04.2015 – 29.04.2015	1. Supervised study programme 2. Analysis of feedback 3. Physical verification of Library, Laboratories, store room, etc 4. Planning for the next academic year
63	28.04.2015	Submission of Assignments of Playfield Marking & Minor Games
64	24.04.2015 to 29.04.2015	Supervised study programme
65	30.04.2015	Annual Prize Distribution
67	March 2015	Organization of Intramural Competition: • Football-07.03.2015 Handball-11.03.2015 • Kabaddi-09.03.2015 Volleyball-14.03.2015
68	Spread Over from August 2014 to March 2015	District Level Technical Official Classes & Certificate Examinations in- • Kabaddi Kho-Kho Athletics • Langdi Football Volleyball
69	1 st Week of May 2015	Theory Courses University Exam

*Tentative-Right to change in this calendar is with the Principal

* Inter-house competition will generally take place every Saturday

- Semester - First Semester : 14.07.2014 to 24.12.2014
- Second Semester : 02.01.2015 to 31.05.2015
- TOTAL NUMBER OF WORKING DAYS : 112 days (Including Internal Examinations)-I Semester
- : 110 days (Including Internal Examinations)-II Semester
- WORKING HOURS : 7.30 a.m. to 4.30 p.m. (Monday to Friday)
- 7.30 a.m. to 1.30 p.m. (Saturday)

ANNUAL CALENDAR COMMITTEE (2013-14)

- Dr. G.V. Pargaonkar, (Principal) :Chairman
- Smt. N.O. Joshi, (Incharge -Theory, UG) :Member
- Shri.R.N.Shelke,(Incharge - Practice Teaching, Optional Method) :Member
- Smt. R.C.Kawade (Incharge -Physical Education Lesson) :Member
- Dr. K.K.Asai, (Incharge - ICT) :Member
- Dr.G.K.Dhokrat (Incharge-Practical) :Member Co-ordinator

Principal

APPENDIX-2 (Cont.)

B. P. C. A's
COLLEGE OF PHYSICAL EDUCATION
WADALA, MUMBAI – 400 031.
ANNUAL CALENDAR
M. P. Ed. (SEMESTER-I) (2014-15)

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	21.07.2014	Reopening of the College
2	22.07.2014	Orientation of the course
3	28.07.2014	Selection of specialization games / activities
4	29.07.2014	Holiday – (Ramzan Id)
5	01.08.2014	Computer Application Classes begins
6	15.08.2014	celebration of Independence day
7	18.08.2014	Holiday (Gopalkala)
8	25.08.2014	Practical Classes begins
9	27.08.2014 to 28.08.2014	Seminar Presentation Course-I
10	29.08.2014	Holiday – (Ganesh Chaturthi)
11	05.09.2014	Celebration of Teacher's Day
12	08.09.2014	Holiday – (Anant Chaturthi)
13	12.09.2014	Project on Historical Aspects (Course-I)
14	19.09.2014 to 20.09.2014	Seminar Presentation (Course-IV)
15	27.09.2014	Discussion on given topic (Course-I)
16	30.09.2014	Field visit to All India Institute of Medical Rehabilitation
17	02.10.2014	Holiday (Mahatma Gandhi Jayanti)
18	03.10.2014	Holiday (Dasara)
19	05.10.2014 to 06.10.2014	Organization on state level workshop
18	13.10.2014 to 14.10.2014	Organization of Physiological Variable Testing
19	20.10.2014 to 08.11.2014	Diwali Vacation
20	19.11.2014 to 20.11.2014	Practical Examination
21	24.11.2014 to 27.11.2014	Semester I - Theory Examination
22	29.11.2014	Feedback of I Semester Theory Examination
23	01.12.2014	Supervised study programme

- TERMS - First Semester : 14.07.2014 to 24.12.2014
Second Semester : 02.01.2015 to 31.05.2015
- TOTAL NO. OF WORKING DAYS of SEME-I : 111 days (Including Examination)
- WORKING HOURS : 3.00 p.m. to 7.30 p.m. (Monday to Saturday)

APPENDIX-2 (Cont.)

B. P. C. A's
COLLEGE OF PHYSICAL EDUCATION
WADALA, MUMBAI – 400 031.

ANNUAL CALENDAR

M. P. Ed. (SEMESTER-III) (2014-15)

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	21.07.2014	Reopening of the College
2	22.07.2014	Orientation of the course and theory classes begin
3	28.07.2014	Selection of Athletic events for specialization
4	29.07.2014	Holiday – (Ramzan Id)
5	15.08.2014	Celebration of Independence day
6	18.08.2014	Holiday (Gopalkala)
7	25.08.2014	Practical classes begins
8	27.08.2014	Visit to Fitness Wellness Centre (C-X)
9	29.08.2014	Holiday – (Ganesh Chaturthi)
10	01.09.2014 to 02.09.2014	Seminar Presentation Course (C-X)
11	04.09.2014	Selection of Dissertation topics
12	05.09.2014	Celebration of Teacher's Day
13	08.09.2014	Holiday – (Anant Chaturthi)
14	15.09.2014 to 16.09.2014	Proposal Presentation
15	29.09.2014 to 30.09.2014	Organisation of Performance of Yogic Practices
16	01.10.2014	Organisation of Yogic Classes on B.P.Ed. students (Internship C-IX)
17	02.10.2014	Holiday (Mahatma Gandhi Jayanti)
18	03.10.2014	Holiday (Dasara)
19	05.10.2014 to 06.10.2014	Organization on state level workshop
20	08.10.2014 to 09.10.2014	Organisation of Assignment on Fitness Testing
21	11.10.2014	Discussion on given topic (C-IX)
22	20.10.2014 to 08.11.2014	Diwali Vacation
23	11.11.2014	Visit to Health Centre (Mumbai District AIDS Control Society – MDACS, Mumbai) (C-XI)
24	14.11.2014 to 15.11.2014	Seminar Presentation (C-XI)
25	21.11.2014 to 22.11.2014	Practical Examination
26	24.11.2014 to 27.11.2014	Semester III – Theory Examination
27	29.11.2014	Feedback of Seme.III Theory Exam
28	01.12.2014	Supervised study

- TERMS - First Semester : 14.07.2014 to 24.12.2014
Second Semester : 02.01.2015 to 31.05.2015
- TOTAL NO. OF WORKING DAYS of SEME-I : 113 days (Including Examination)

APPENDIX-2 (Cont.)

B. P. C. A's
COLLEGE OF PHYSICAL EDUCATION
WADALA, MUMBAI – 400 031.

ANNUAL CALENDAR

M. P. Ed. (SEMESTER-II) (2014-15)

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	02.01.2015	Re-opening of the college (Seme-II)
2	05.01.2015	Holiday (Gurunanak Jayanti)
3	15.01.2014	Internship on B.P.Ed. students begins (C-V)
4	17.01.2015	Participation in International Conference, Lonavla
5	26.01.2015	Celebration of Republic day
6	30.01.2015	Demonstration of Advance Coaching lesson (C-VIII)
7	07.02.2015	Organisation of Project work on Test and Measurement (C-V)
8	09.02.2015	Advance Coaching Lesson begins (C-VIII)
9	19.02.2015	Holiday (Shiv Jayanti)
10	23.02.2015 to 24.02.2015	Seminar Presentation (C-VI)
11	03.03.2015	Organisation of Testing Psychological variables (C-VI)
12	06.03.2015	Holiday (Dhuliwandan)
13	16.03.2015	Organisation of Intramural Competition
14	26.03.2015 to 27.03.2015	Workshop on SPSS
15	28.03.2015	Holiday (Ram Navmi)
16	02.04.2015	Holiday (Mahavir Jayanti)
17	03.04.2015	Holiday (Good Friday)
18	14.04.2015	Holiday (Dr. Ambedkar Jayanti)
19	20.04.2015 to 23.04.2015	Semester II – Theory Examination
18	25.04.2015	Feedback on Theory Examination
19	27.04.2015	Supervised study

- TERMS - First Semester: 14.07.2014 to 24.12.2014
Second Semester : 02.01.2015 to 31.05.2015
- TOTAL NO. OF : 111 days (Including Examination)
WORKING DAYS of SEME-I
- WORKING HOURS : 3.00 p.m. to 7.30 p.m. (Monday to Saturday)

APPENDIX-2 (Cont.)

B. P. C. A's
COLLEGE OF PHYSICAL EDUCATION
WADALA, MUMBAI – 400 031.
ANNUAL CALENDAR
M. P. Ed. (SEMESTER-IV) (2014-15)

SR. NO.	DATE	ACTIVITIES/PROGRAMMES
1	02.01.2015	Re-opening of the college (Seme-IV)
2	05.01.2015	Holiday (Gurunanak Jayanti)
3	11.01.2015	Participation in Interschool Sports Event Management (C-XV)
4	16.01.2015	Field visit to Sports Goods Centers (C-XV)
5	26.01.2015	Celebration of Republic day
6	28.01.2015	Assignment of News writing on Competition/Tournament attended (C-XV)
7	30.01.2015	Demonstration of Advance Coaching lesson (C-XIII)
8	09.02.2015	Advance Coaching Lesson begins [Athletic (C-XIII)]
9	19.02.2015	Holiday (Shiv Jayanti)
10	27.02.2015	Assignment on Nutritional Aspects (C-XIV)
11	06.03.2015	Holiday (Dhuliwadan)
12	13.03.2015 to 14.03.2015	Organisation of Seminar – (C-XIV)
13	16.03.2015	Organisation of Intramural Competition
14	26.03.2015	Discussion on given topics (C-XVI)
15	28.03.2015	Holiday (Ram Navmi)
16	02.04.2015	Holiday (Mahavir Jayanti)
17	03.04.2015	Holiday (Good Friday)
18	04.04.2015	Assignment on Recent Sports Policies (C-XVI)
19	10.04.2015	Field Visit to SAI Centre (C-XVI)
20	14.04.2015	Holiday (Dr. Ambedkar Jayanti)
21	13.04.2015 to 18.04.2015	Preparation and Submission of Dissertation (C-XVII)
22	20.04.2015 to 23.04.2015	Semester IV – Theory Examination
23	25.04.2015	Feedback on Theory Examination
24	27.04.2015	Supervised study

- TERMS - First Semester : 14.07.2014 to 24.12.2014
Second Semester : 02.01.2015 to 31.05.2015
- TOTAL NO. OF WORKING DAYS of SEME-I : 113 days (Including Examination)
- WORKING HOURS : 3.00 p.m. to 7.30 p.m. (Monday to Saturday)

APPENDIX-3

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"> • Ensuring Equity in the transaction of programs • For catering the needs of the individuals and other organizations (GO's and NGO's) • Social justice by following strictly, the policies • Increasing access to higher education • Catering the financial needs • Enabling to produce fit citizens • Promoting Health and Fitness among masses • Emphasis on unity and National Integrity
II. Fostering Global Competencies among Students	<ul style="list-style-type: none"> • Development of Application skills • Promotion of Life skills • Innovative and creative approach in functioning • Linkage and Collaboration • Development of Professional skills
III. Inculcating Value system in students	<ul style="list-style-type: none"> • Value integration in academic programmes • Value integration in management practices • Value inculcation through co-curricular and extra-curricular Activities
IV. Promoting the use of Technology	<ul style="list-style-type: none"> • For effective teaching-learning process • For enrichment of learning • For increasing the access online programmes • For system management
V. Quest for Excellence	<ul style="list-style-type: none"> • Development of benchmarks of excellence • Best Practices application • Institutionalization of continuous improvement systems

APPENDIX-4

Time Tables Theory and Practical For B.P.Ed.

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI - 400 031.
B.P.ED. PROGRAMME (2014-15)
THEORY TIME TABLE
w.e.f. 1st August, 2014

Time	DIV - A					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10.00 to 10.40					01.08.14	02.08.14
10.45 to 11.25						
11.30 to 12.10						
12.15 to 12.55						
	04.08.14	05.08.14	06.08.14	07.08.14	08.08.14	09.08.14
10.00 to 10.40	Prof. Maru(C-III)	Dr. Dhakne(C-III)	Dr. Dhokrat (C-I)	Prof. Kawade(C-III)	Micro Teaching Demonstration Lesson	Dr. Asai(C-I)
10.45 to 11.25	Dr. Dhokrat (C-I)	Prof. Hotkar(C-I)	Prof. Chougule(C-II)	Prof. Shelke (C-I)	Prof. Hotkar-Set Induction	Prof. Maru(C-III)
11.30 to 12.10	Dr. Dhakne(C-III)	Prof. Kawade(C-III)	Prof. Maru(C-III)	Dr. Asai(C-I)	Dr. Dhokrat-Stimulus Variation	Prof. Joshi (C-II)
12.15 to 12.55		All Special Method (C-IV)	Prof. Special Method (C-IV)		Dr. Dhakne- Questioning	Dr. Dhakne(C-III)
	11.08.14	12.08.14	13.08.14	14.08.14	15.08.14	16.08.14
10.00 to 10.40	Dr. Asai(C-II)	Prof. Shelke (C-I)	Micro Teaching Lesson begins (Set Induction)	Micro Teaching Lesson No.2	Celebration Of Independence Day	Dr. Dhokrat (C-I)
10.45 to 11.25	Prof. Hotkar(C-I)	Prof. Chougule(C-II)	Lesson No.1			Dr. Dhakne(C-III)
11.30 to 12.10	Dr. Asai(C-II)	Dr. Dhakne(C-III)				Dr. Asai(C-I)
12.15 to 12.55	All Special Method (C-IV)					Prof. Maru(C-III)

Prof. N.O. Joshi
(Theory Incharge)

w.e.f. 1st August, 2014

THEORY TIME TABLE

DIV - B

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					01.08.14	02.08.14
10.00 to 10.40						
10.45 to 11.25						
11.30 to 12.10						
12.15 to 12.55						
10.00 to 10.40	04.08.14	05.08.14	06.08.14	07.08.14	08.08.14	09.08.14
10.45 to 11.25	Prof. Hotkar(C-I)	Prof. Kawade (C-II)	Dr. Dhakne (C-III)	Prof. Hotkar (C-I)	Micro Teaching Demonstration Lesson	Prof. Shelke (C-I)
11.30 to 12.10	Prof. Kawade(C-III)	Dr. Dhokrat (C-I)	Prof. Shelke (C-I)	Prof. Chougule(C-II)	Prof Hotkar-Set Induction	Dr. Dhakne(C-III)
12.15 to 12.55	Prof. Maru(C-III)	Prof. Joshi (C-II)	Dr. Asai(C-II)	Prof. Maru(C-III)	Dr. Dhokrat-Stimulus Variation	Prof. Maru(C-III)
		All Special Method (C-IV)			Dr. Dhakne- Questioning	Prof. Kawade(C-III)
	11.08.14	12.08.14	13.08.14	14.08.14	15.08.14	16.08.14
10.00 to 10.40	Prof. Chougule(C-II)	Dr. Asai(C-II)	Micro Teaching Lesson begins			Dr. Dhakne(C-III)
10.45 to 11.25	Dr. Dhakne(C-III)	Prof. Hotkar(C-I)	Lesson begins (Set Induction)	Micro Teaching Lesson No.2	Celebration Of Independence Day	Prof. Maru(C-III)
11.30 to 12.10	Prof. Joshi (C-II)	Prof. Shelke (C-I)	Lesson No.1			Dr. Dhokrat (C-I)
12.15 to 12.55	All Special Method (C-IV)					Dr. Asai(C-II)

Prof. N.O. Joshi
(Theory Incharge)

APPENDIX-4 (Cont.)

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI - 400 031.
B.P.ED. PROGRAMME (2014-15)

w.e.f. 18th August, 2014

THEORY TIME TABLE

DIV - A

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10.00 to 10.40	18.08.14	19.08.14	20.08.14	21.08.14	22.08.14	23.08.14
10.45 to 11.25	HOLIDAY (GOPALKALA)	Dr. Dhakne (C-III)	Micro Teaching Lesson No.2	Prof. Maru (C-IV)	Micro Teaching Lesson No.3	Prof. Shelke (C-I)
11.30 to 12.10		Prof. Shelke (C-I)		Prof. Hotkar(C-I)		Dr. Dhakne(C-III)
12.15 to 12.55		All Special Method (C-IV & V) (Lesson Guidance)		All Special Method (C-IV & V) (Lesson Guidance)		Dr. Asai (C-II)
	25.08.14	26.08.14	27.08.14	28.08.14	29.08.14	30.08.14
10.00 to 10.40	Dr. Asai (C-II)	Micro Teaching Lesson No.4	Hike	HOLIDAY	HOLIDAY (GANESH CHATURTHI)	Prof. Maru (C-IV)
10.45 to 11.25	Dr. Dhokrat (C-I)					Prof. Shelke (C-I)
11.30 to 12.10	All Special Method (C-IV & V)					Prof. Joshi (C-II)
12.15 to 12.55						Dr. Dhakne(C-III)

Prof. N.O. Joshi
(Theory Incharge)

APPENDIX-4 (Cont.)

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI - 400 031.
B.P.ED. PROGRAMME (2014-15)

w.e.f. 18th August, 2014

THEORY TIME TABLE

DIV - B

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10.00 to 10.40	18.08.14	19.08.14	20.08.14	21.08.14	22.08.14	23.08.14
10.45 to 11.25	HOLIDAY (GOPALKALA)	Dr. Dhokrat (C-I)	Micro Teaching Lesson No.2	Prof. Joshi (C-II)	Micro Teaching Lesson No.3	Prof. Chougule (C-I)
11.30 to 12.10		Prof. Hotkar(C-I)		Prof. Shelke (C-I)		Dr. Asai (C-II)
12.15 to 12.55		All Special Method (C-IV & V) (Lesson Guidance)		All Special Method (C-IV & V) (Lesson Guidance)		Prof. Joshi (C-II)
	25.08.14	26.08.14	27.08.14	28.08.14	29.08.14	30.08.14
10.00 to 10.40	Prof. Maru (C-IV)	Micro Teaching Lesson No.4	Hike	HOLIDAY	HOLIDAY (GANESH CHATURTHI)	Prof. Chougule (C-I)
10.45 to 11.25	Prof. Chougule (C-I)					Dr. Dhakne(C-III)
11.30 to 12.10	All Special Method (C-IV & V)					Prof. Maru (C-IV)
12.15 to 12.55						Prof. Joshi (C-II)

Prof. N.O. Joshi
(Theory Incharge)


APPENDIX-4 (Cont.)

B. P. C. A's, College of Physical Education, Wadala, Mumbai - 400 031 B. P. Ed. Programme 2013 - 2014 Practical Time Table for August 2013						
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 2013						
3rd August 12-17, 2013						
M						
O						
R						
N						
I						
N						
G						
1st August 1-3, 2013						
2nd August 5-10, 20						

APPENDIX-4 (Cont.)

B. P. C. A's, College of Physical Education, Wadala, Mumbai - 400 031 B. P. Ed. Programme 2013 - 2014 Practical Time Table w.e.f. August 21, 2013							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
4th August 21-24, 2013	—	—	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	Saturday Competition	
5th August 26-31, 2013	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	> Hockey > Ball Badminton /RBJ/HSJ > Cricket/50mt., Relay • Discuss	Saturday Competition	
4th August 21-24, 2013	—	—	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	—	
5th August 26-31, 2013	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	> Suryanamaskar > Lezium (D) > Band tra. (Fit)/Volleyball • Kabaddi • Handball	—	
<div> <div> Morning session </div> <div> Evening session </div> </div>							
> Assembly : Dr. Dhokrat G. K. > Dr. Dhokrat G. K. - Hockey > Shri. Hotkar J. M. - Cricket/50mt., Relay > Smt. Chougule Ball Badminton/RBJ/HSJ > Shri. Maru K. J. - HRPE/Discuss	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho	> Assembly : Smt. Kawade R. C. > Dr. Dhakne R. - Band tra. > Volleyball > Smt. Joshi N. O. - Kabaddi/Basketball > Shri. Shelke R. N. - Suryanamaskar > Smt. Kawade R. C. - Handball > Dr. Asai K. K. - Lezium (D)/kho-kho
<div> <div> Warm Up </div> <div> Monday </div> <div> Tuesday </div> <div> Wednesday </div> <div> Thursday </div> <div> Friday </div> <div> Saturday </div> </div>							
Mor.	Shri. Maru	Smt. Chougule	Shri. Hotkar	Dr. Dhokrat	Shri. Maru	Smt. Chougule	
Noon	Smt. Joshi	Shri. Shelke	Smt. Kawade	Dr. Asai	Dr. Dhakne	—	

Dr. K. K. Asai
(Practical Incharge)


PRINCIPAL
 B. P. C. A'S
 College of Physical Education
 Wadala, Mumbai - 400 031.

H. P. A. S.
PRINCIPAL
B. P. C. A'S
College of Physical Education
Wadala, Mumbai - 400 031.

Dr. R.R. Dhakne
Co-ordinator (Theory)

APPENDIX-4 (Cont.)

B.P.C.A.'S COLLEGE OF PHYSICAL EDUCATION, WADALA, MUMBAI - 400 031.

M.P.ED. (SECOND YEAR)


SEMESTER-III (2014-2015)

THEORY TIME TABLE

W.E.F. 1st October, 2014

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3.00 to 3.55 p.m.			1.10.14	2.10.14	3.10.14	4.10.14
4.00 to 4.55 p.m.	--	--	Dr. Maru Dr. Dhakne Smt. Kawade	HOLIDAY (GANDHI JAYANTI) Library Reading, Assignment, Projects, Seminar Preparation, etc.	HOLIDAY (Dasera) Practicals (Specialization)	Dr. Maru Dr. Dhakne Smt. Kawade
5.00 to 5.55 p.m.						
6.00 to 6.55 p.m.						
7.00 to 7.55 p.m.	6.10.14	7.10.14	8.10.14	9.10.14	10.10.14	11.10.14
3.00 to 3.55 p.m.	Practicals (Specialization)					
4.00 to 4.55 p.m.	Dr. Gharote	Dr. Dhokrat	Dr. Gharote	Dr. Asai	Dr. Gharote	Dr. Gharote
5.00 to 5.55 p.m.	Dr. Dhokrat	Dr. Asai	Dr. Dhokrat	Dr. Maru	Dr. Maru	Dr. Dhakne
6.00 to 6.55 p.m.	Dr. Maru	Dr. Joshi	Dr. Joshi	Dr. Dhakne	Dr. Dhakne	Dr. Joshi
7.00 to 7.55 p.m.	13.10.14	14.10.14	15.10.14	16.10.14	17.10.14	18.10.14
3.00 to 3.55 p.m.	Library Reading, Assignment, Projects, Seminar Preparation, etc.					
4.00 to 4.55 p.m.	Practicals (Specialization)					
5.00 to 5.55 p.m.	Dr. Gharote	Dr. Gharote	Holiday (Election)	Dr. Gharote	Dr. Gharote	Dr. Maru
6.00 to 6.55 p.m.	Dr. Maru	Dr. Dhokrat	Dr. Joshi	Dr. Joshi	Dr. Joshi	Dr. Dhakne
7.00 to 7.55 p.m.	Dr. Dhokrat	Dr. Maru	Dr. Dhakne	Dr. Dhakne	Dr. Maru	Smt. Kawade
3.00 to 3.55 p.m.	20.10.14	21.10.14	22.10.14	23.10.14	24.10.14	25.10.14
4.00 to 4.55 p.m.	Library Reading, Assignment, Projects, Seminar Preparation, etc.					
5.00 to 5.55 p.m.	Practicals (Specialization)					
6.00 to 6.55 p.m.	Dr. Gharote	Dr. Dhakne	Dr. Gharote	Dr. Dhokrat	Dr. Asai	Smt. Kawade
7.00 to 7.55 p.m.	Dr. Joshi	Smt. Asai	Dr. Maru	Dr. Dhakne	Dr. Joshi	Dr. Asai
	Dr. Dhokrat	Dr. Joshi	Dr. Dhakne	Smt. Kawade	Dr. Dhokrat	Dr. Dhokrat
	Library Reading, Assignment, Projects, Seminar Preparation, etc.					
3.00 to 3.55 p.m.	27.10.14	28.10.14	29.10.14	30.10.14	31.10.14	
4.00 to 4.55 p.m.	Practicals (Specialization)					
5.00 to 5.55 p.m.	Dr. Dhokrat	Dr. Dhakne	Dr. Dhokrat	Dr. Asai	Smt. Kawade	
6.00 to 6.55 p.m.	Dr. Dhakne	Dr. Maru	Dr. Joshi	Dr. Dhakne	Dr. Asai	
7.00 to 7.55 p.m.	Dr. Asai	Dr. Dhokrat	Dr. Maru	Dr. Joshi	Dr. Dhakne	
	Library Reading, Assignment, Projects, Seminar Preparation, etc.					

Dr. R.R. Dhakne
Co-ordinator (Theory, P.G.)


PRINCIPAL
B. P. C. A.'S
College of Physical Education
Wadala, Mumbai - 400 031.

APPENDIX-4 (Cont.)

SEMESTER II THEORY EXAMINATION

Invigilation Chart
B.P.ED. Programme (2014-2015)

DATE	TIME	PAPER	INVIGILATOR(B.P.ED)		RELIEVER
			Hall 1	Hall 2	
22/04/2015 Wednesday	2.00 p.m. to 05.00 p.m.	VIII	Smt.Kawade	Smt.Chougule	Shri.Maru
27/04/2015 Monday	8.00 a.m. to 11.00 p.m.	IX	Smt.Chougule	Shri.Maru	Smt.Kawade
27/04/2015 Monday	2.00 a.m. to 05.00 p.m.	X	Shri.Shelke	Smt.Kawade	Shri.Maru
28/04/2015 Tuesday	2.00 a.m. to 5.00 p.m.	XI	Shri.Maru	Smt.Chougule	Smt.Kawade

Note :

1. Invigilators are requested to collect answer books from theory incharge 15 minutes prior to the commencement of the examination.
2. They will arrange all the answer books serially and submit the supervisors report and attendance of candidates to the theory incharge immediately after the examination.
3. The reliever will relive the investigator for 20 min. after 1 ½ hr. from the Commencement of Examination.

Mrs. N.O. Joshi
Theory Incharge

Dr. R.R. Dhakne	_____	Dr. G.K. Dhokrat	_____
Shri. J.M. Hotkar	_____	Miss. S.N. Chougule	_____
Dr. K.K. Asai	_____	Shri. K.J. Maru	_____
Mrs. R.C. Kawade	_____	Shri. R.N. Shelke	_____

APPENDIX-4 (Cont.)**SEMESTER II & IV THEORY EXAMINATION**

Invigilation Chart
M.P.ED Programme (2014-2015)

DATE	TIME	PART-I COURSE	PART-II COURSE	INVIGILATOR
22/04/2015 Wednesday	5.15 p.m. to 7.15 p.m.	V	XIII	Shri.Maru
23/04/2015 Thursday	4.15 p.m. to 6.15 p.m.	VI	XIV	Smt.Chougule
24/04/2015 Friday	4.15 p.m. to 6.15 p.m.	VII	XV	Smt.Kawade
25/04/2015 Saturday	2.00 p.m. to 4.00 p.m.	VIII	XVI	Shri.Maru

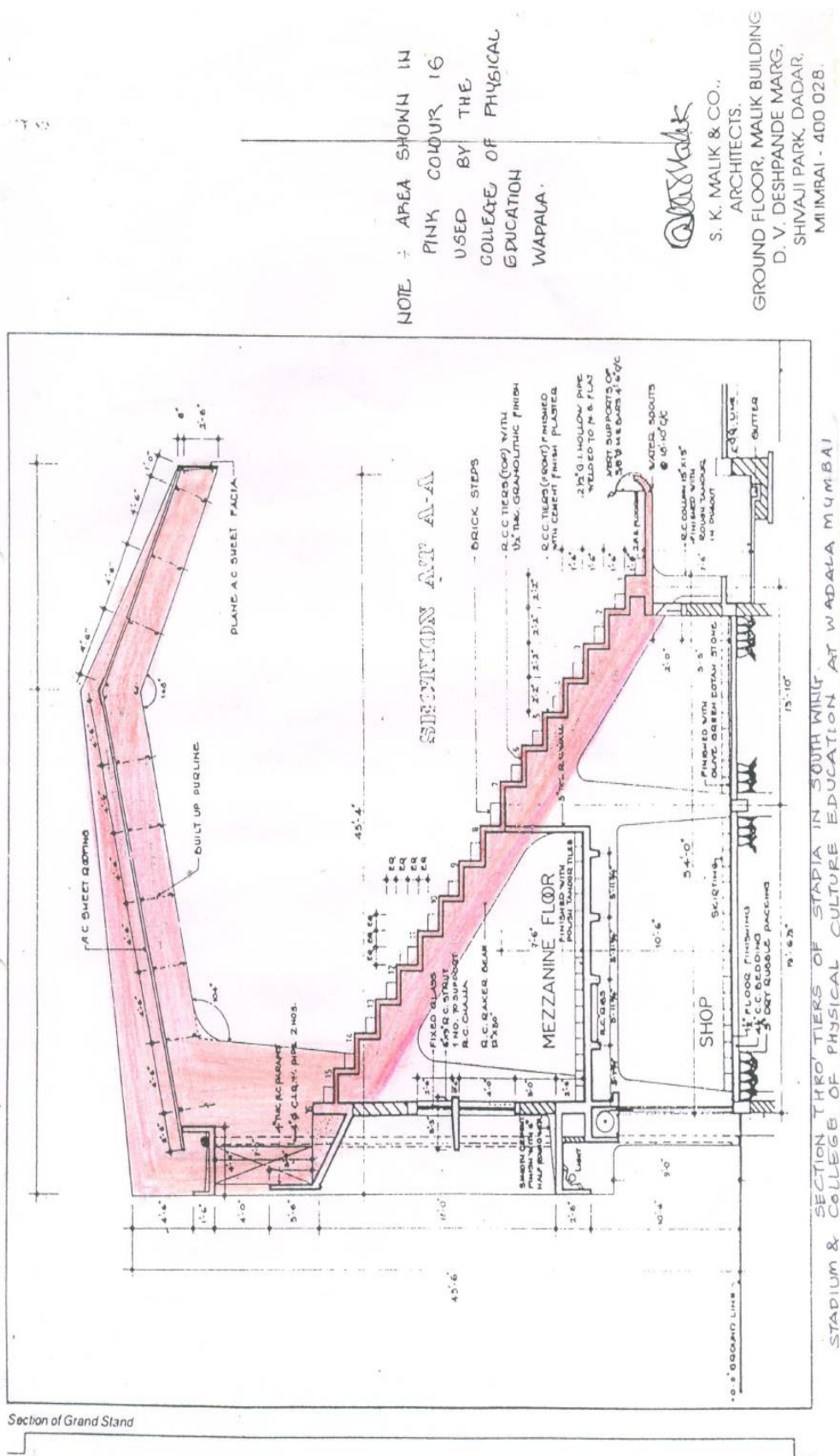
Note :

1. Invigilators are requested to collect answer books from theory incharge 15 minutes prior to the commencement of the examination.
2. They will arrange all the answer books serially and submit the supervisors report and attendance of candidates to the theory incharge immediately after the examination.

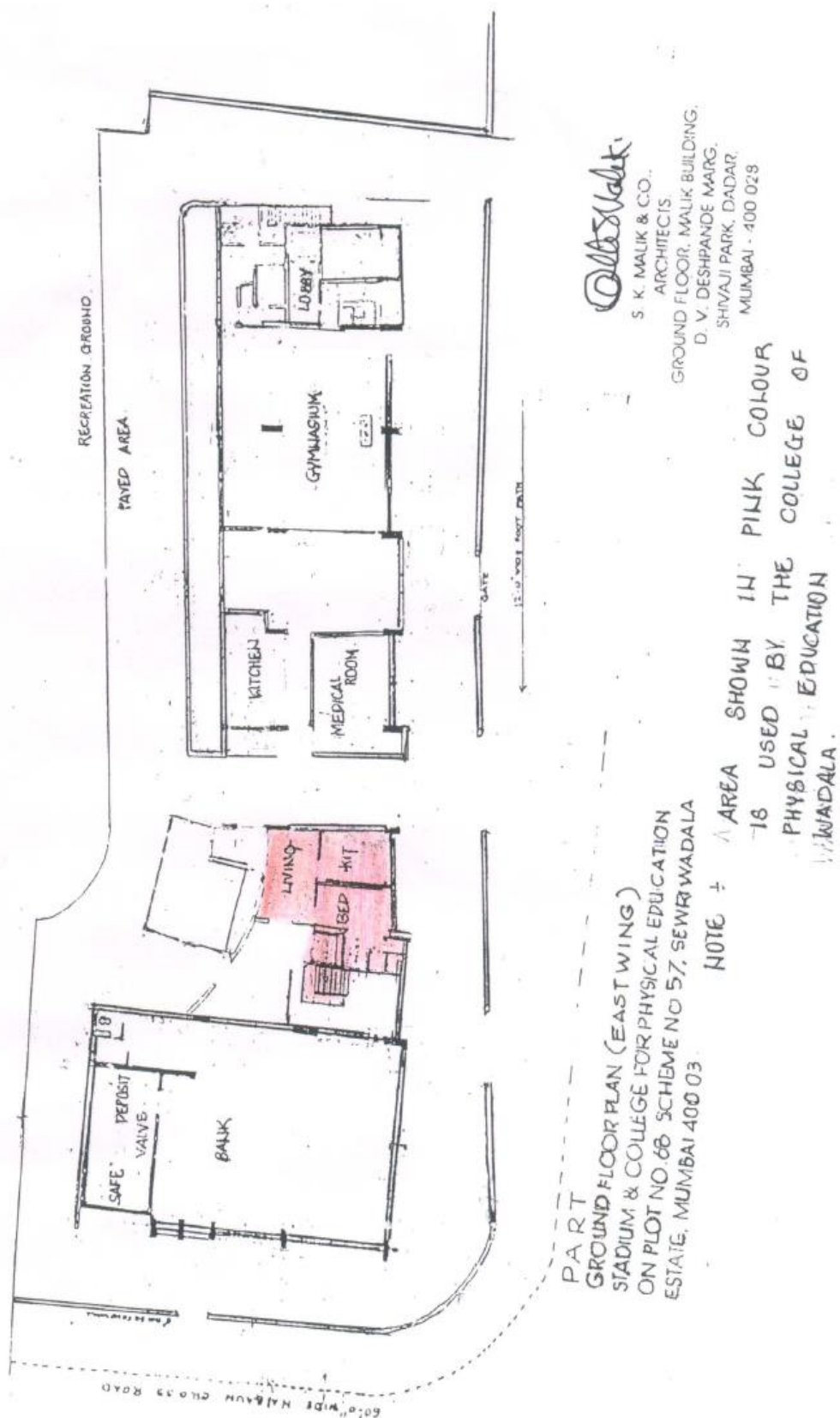
Dr.R.R.Dhakne
Theory Incharge

Dr. G.K. Dhokrat	_____	Shri. J.M. Hotkar	_____
Mrs. N.O.Joshi	_____	Miss. S.N. Chougule	_____
Dr. K.K. Asai	_____	Shri. K.J. Maru	_____
Mrs. R.C. Kawade	_____	Shri. R.N. Shelke	_____

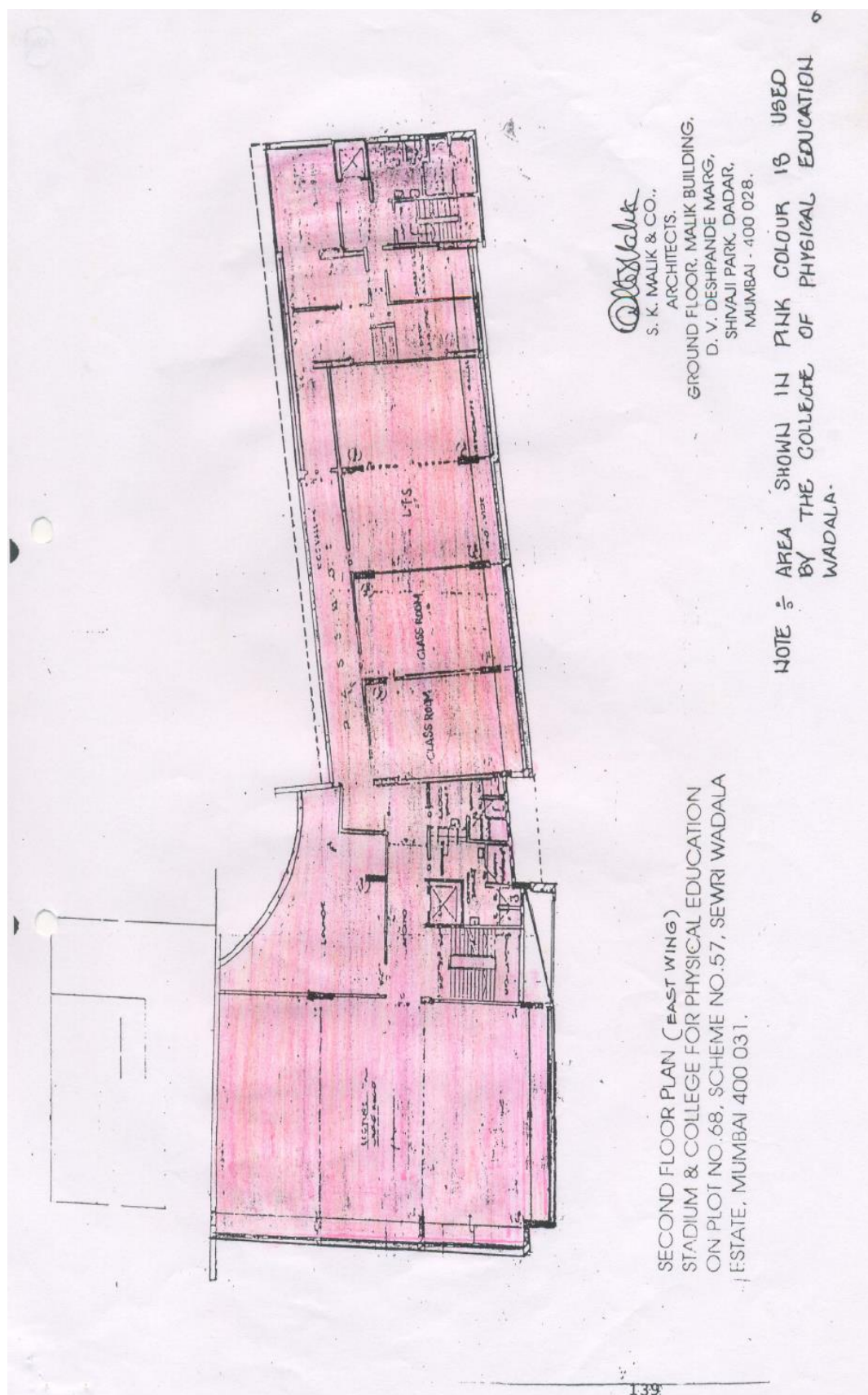
APPENDIX-5 (Cont.)



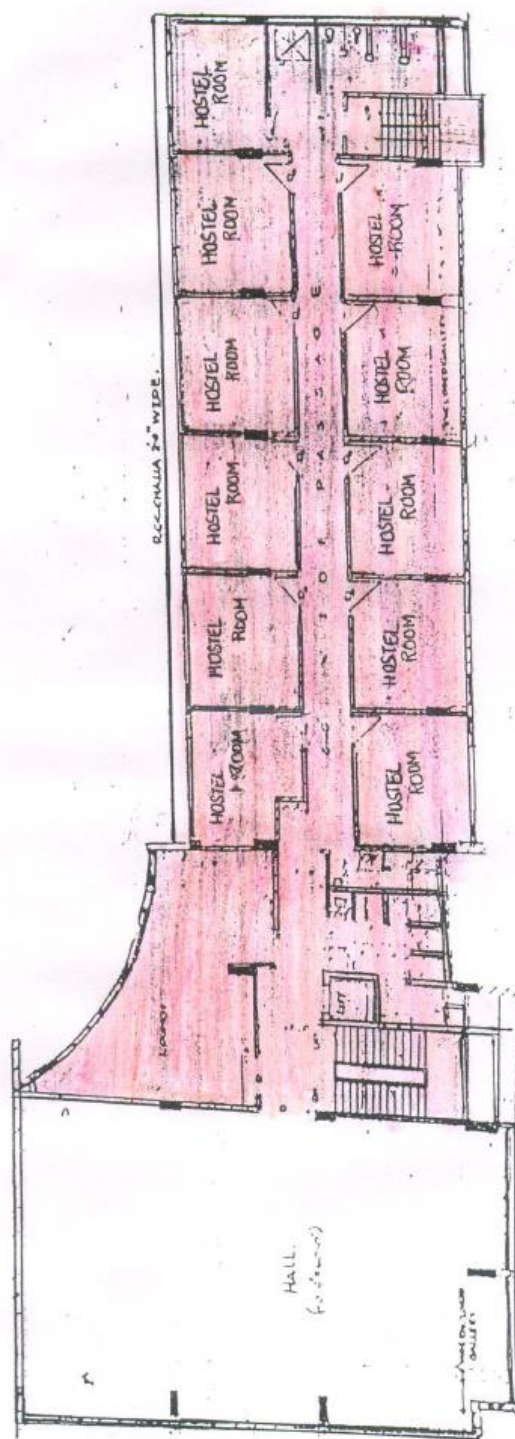
APPENDIX-5 (Cont.)



APPENDIX-5 (Cont.)



APPENDIX-5 (Cont.)



S. K. Malik & Co.

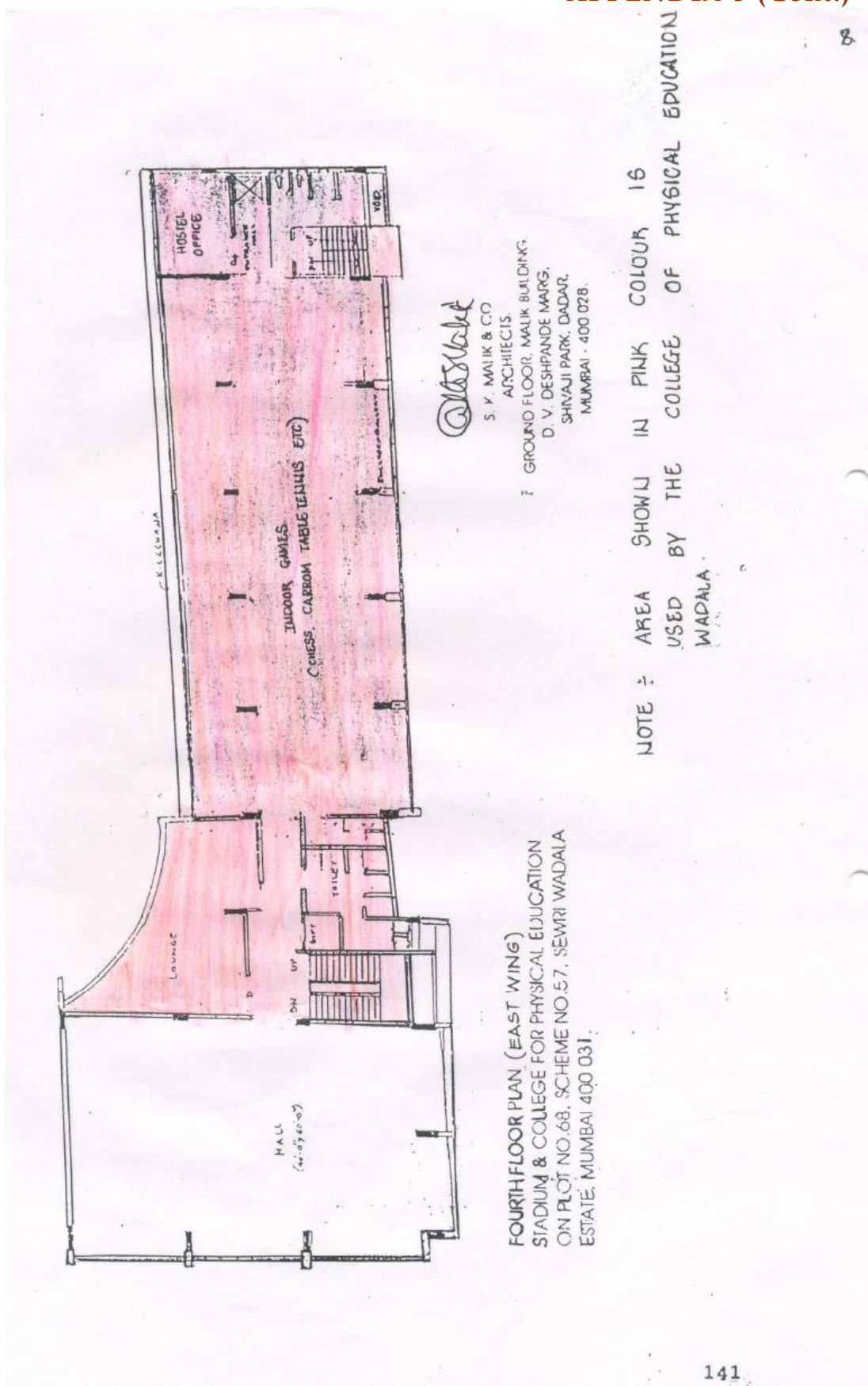
S. K. MALIK & CO.,
ARCHITECTS.

GROUND FLOOR, MALIK BUILDING,
D. V. DESHPANDE MARG,
SHIVAJI PARK, DADAR,
MUMBAI - 400 028.

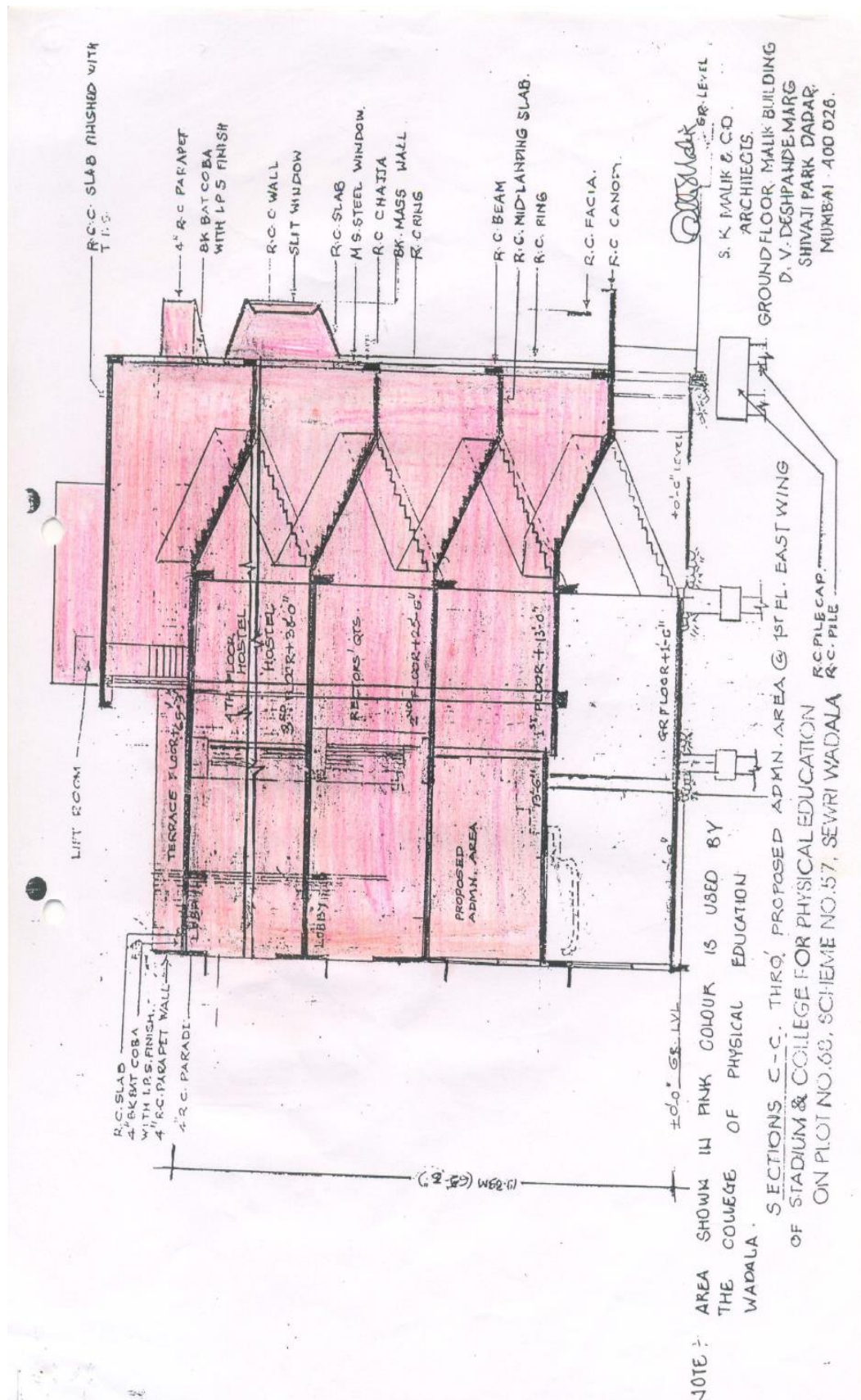
THIRD FLOOR PLAN (EAST WING)
STADIUM & COLLEGE FOR PHYSICAL EDUCATION
ON PLOT NO 68, SCHEME NO 57, SEWRI WADALA
ESTATE MUMBAI 400 031.

NOTE : AREA SHOWN IN PINK COLOUR IS USED BY COLLEGE OF PHYSICAL EDUCATION WADALA

APPENDIX-5 (Cont.)

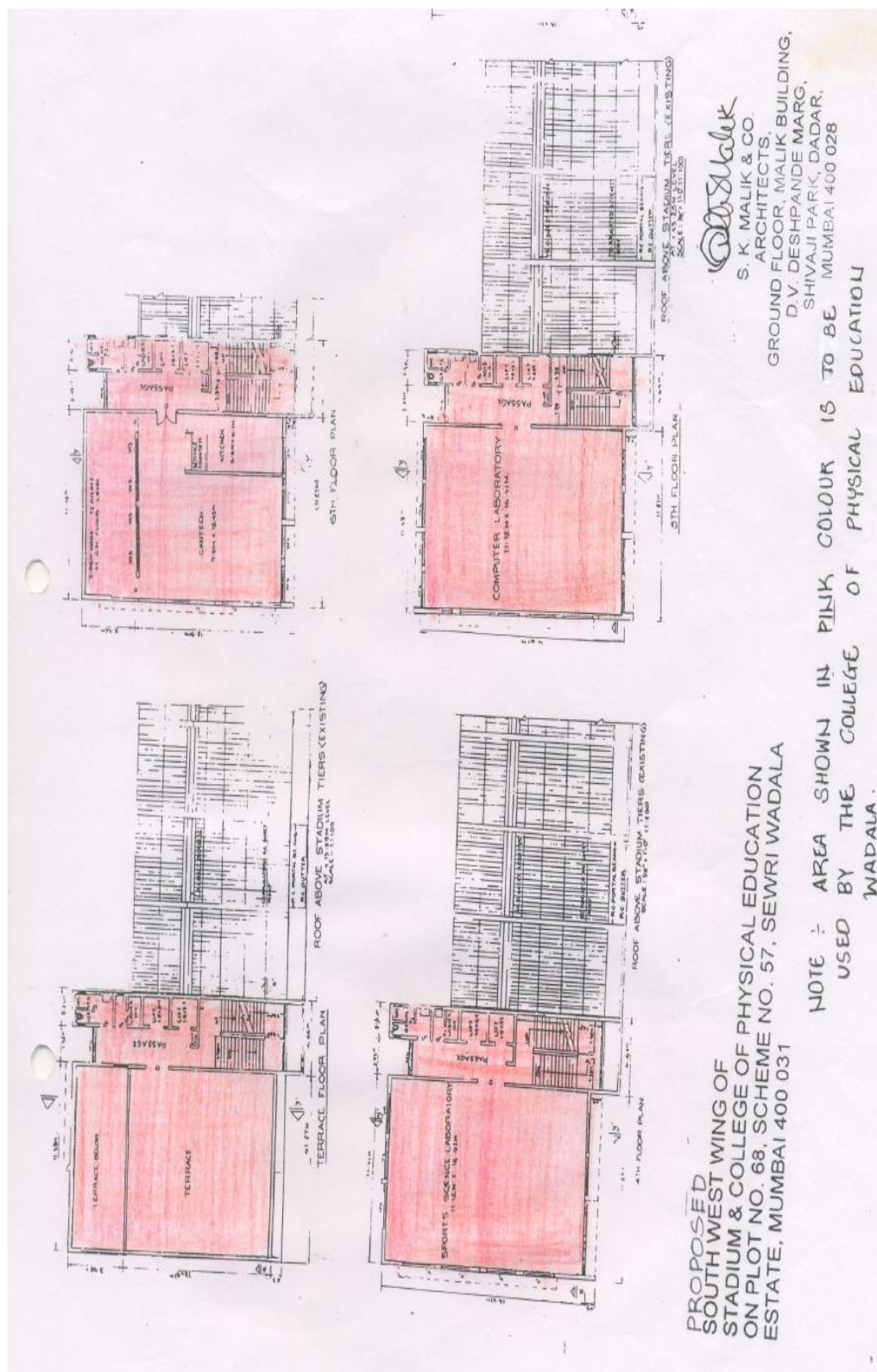


APPENDIX-5 (Cont.)

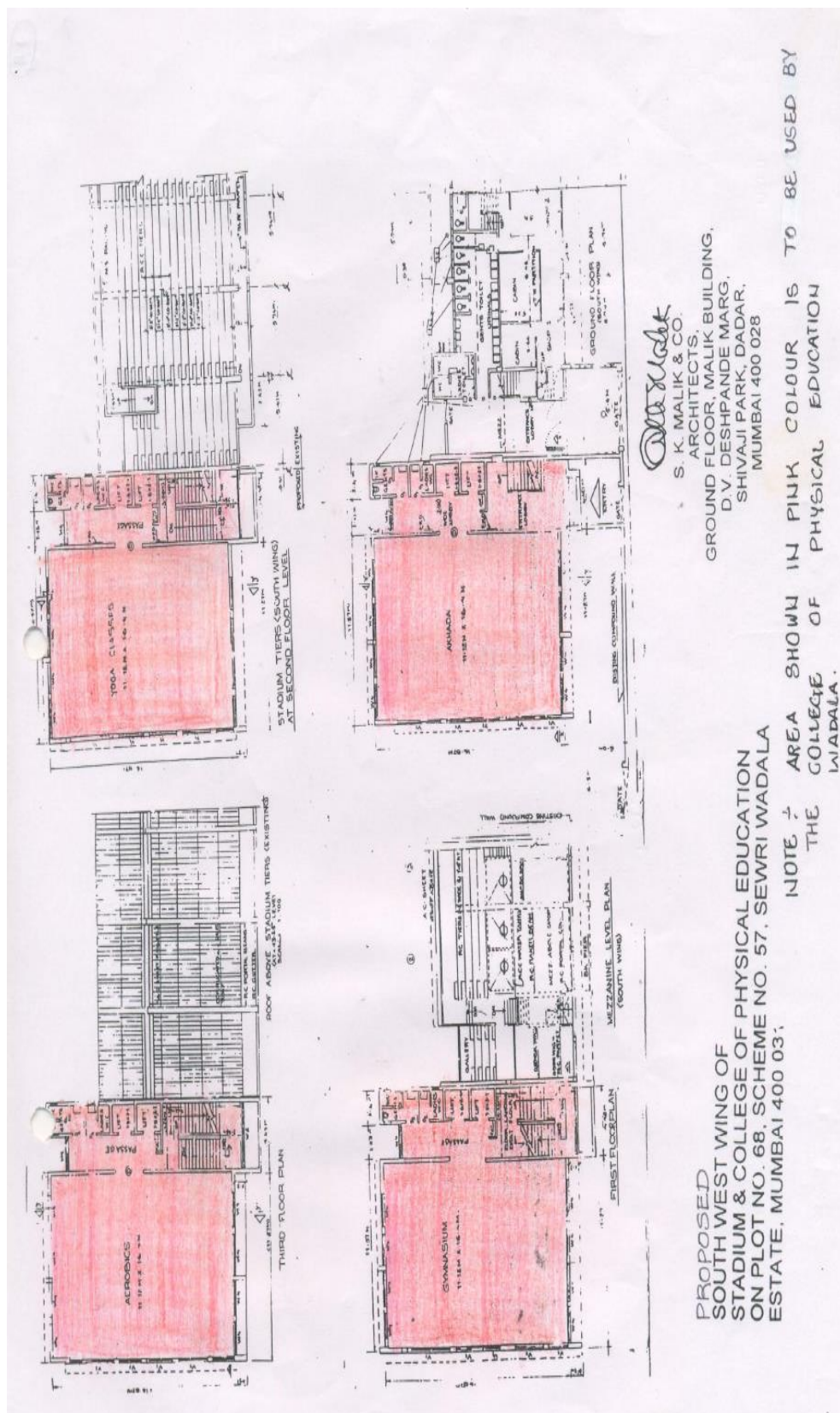


APPENDIX-6

Master Plan for Projected Expansion of Infrastructural Facilities



APPENDIX-6 (Cont.)



APPENDIX-7

Sample of students feedback on curriculum and faculty (Questionnaire & Answer sheet)

B.P.C.A.'s College of Physical Education, Wadala, Mumbai- 31.

Students Feedback (A. Teacher Evaluation)

Name of the Student - _____ Programme - B.P.Ed./M.P.Ed. (Part I)/ M.P.Ed. (Part II) Date - _____

NB: Encircle the correct number indicating to what extent the following attributes are present, Wherein the numbers stands for as follows :-
7-Excellent, 6- Good, 5- Above Average, 4- Average, 3- Below Average, 2- Poor, 1- Unsatisfactory

Sr. No.	Attributes/Parameters	Dr. Dhakne	Dr. Dhokrat	Prof. Hotkar	Dr. Joshi	Prof. Chougule	Dr. Asai	Prof. Maru	Prof. Kawade	Prof. Shelke
1	Preparation before class (Theory)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2	Knowledge about the subject	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3	*Ability/Fluency of language during teaching	M H E	M H E	M H E	M H E	M H E	M H E	M H E	M H E	M H E
	Speech & Pronunciation	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4	Adequacy in BB Writing	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5	Adequate use of ICT	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6	Availability of teacher for guidance after class	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7	Punctuality in attending class	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8	Focus on the content taught avoiding irrelevancy	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9	Classroom Manners	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10	Attitude & behaviour towards women students	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

APPENDIX-7 (Cont.)

Sr. No.	Attributes/Parameters	Dr. Dhakne	Dr. Dhokrat	Prof. Hotkar	Dr. Joshi	Prof. Chougule	Dr. Asai	Prof. Maru	Prof. Kawade	Prof. Shelke
11	Teacher spends enough time for explaining content rather than spending more time in giving notes	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12	Impartiality in Evaluation & Guidance	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13	Ability in organizing & conducting extra-curricular activities	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14	Teachers effectiveness in teaching ground activities	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15	Overall impression of a teacher	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

*M-Marathi, H-Hindi, E-English

Any other Suggestions / Observations _____

Signature of the Student _____

Name of the Student _____

Signature of the Incharge _____

Name of the Incharge _____

APPENDIX-7 (Cont.)

B.P.C.A.'s College of Physical Education, Wadala, Mumbai- 31.

Programme: B.P.Ed. / M.P.Ed-I / M.P.Ed-II

B. Evaluation of Facilities and Programme of the College

NB: Encircle the correct number indicating to what extent the following attributes are present, Wherein the numbers stands for as follows :-

7-Excellent, 6- Good, 5- Above Average, 4- Average, 3- Below Average, 2- Poor, 1- Unsatisfactory

Sr. No.	Facilities	Rating Scale	Sr. No.	Programmes	Rating Scale
1	Playing facilities	1 2 3 4 5 6 7	1	Practice Teaching <ul style="list-style-type: none"> • Academic subject • Physical Education or • Advance Coaching Lesson 	1 2 3 4 5 6 7
2	Office Facilities	1 2 3 4 5 6 7	2	Practicals (Phy. Education)	1 2 3 4 5 6 7
3	Lecturer Hall Facilities	1 2 3 4 5 6 7	3	Theory Classes	1 2 3 4 5 6 7
4	Library facilities	1 2 3 4 5 6 7	4	Internal Evaluation system	1 2 3 4 5 6 7
5	Laboratory facilities	1 2 3 4 5 6 7	5	Inter Collegiate Competition	1 2 3 4 5 6 7
6	ICT facilities	1 2 3 4 5 6 7	6	Intramural	1 2 3 4 5 6 7
7	Audio-Visual facilities	1 2 3 4 5 6 7	7	Inter School Competition or Seminars/Discussion	1 2 3 4 5 6 7
8	Hostel Facilities/ Common Room Facility	1 2 3 4 5 6 7	8	Technical Official Classes	1 2 3 4 5 6 7
9	Method Room Facilities	1 2 3 4 5 6 7	9	Scout & Guide Training Camp, Hiking-Trekking or Field Visits	1 2 3 4 5 6 7
10	Toilet, Bathroom & Drinking water facilities	1 2 3 4 5 6 7	10	Annual Athletic Meet or Workshop/Conferences	1 2 3 4 5 6 7
11	Any other suggestions for further improvement :				

Signature of the Student _____ Signature of the Incharge _____

Name of the Student

Name of the Incharge

APPENDIX-8

Sample of Students Feedback on Facilities & Programmes

B.P.C.A.'s College of Physical Education, Wadala, Mumbai- 31.

Programme: B.P.Ed. / M.P.Ed-I/M.P.Ed-II

B. Evaluation of Facilities and Programme of the College

NB: Encircle the correct number indicating to what extent the following attributes are present, Wherein the numbers stands for as follows :-

7-Excellent, 6- Good, 5- Above Average, 4- Average, 3- Below Average, 2- Poor,
1- Unsatisfactory

Sr. No.	Facilities	Rating Scale	Sr. No.	Programmes	Rating Scale
1	Playing facilities	1 2 3 4 5 6 7	1	Practice Teaching <ul style="list-style-type: none"> • Academic subject • Physical Education or • Advance Coaching Lesson 	1 2 3 4 5 6 7
2	Office Facilities	1 2 3 4 5 6 7	2	Practicals (Phy. Education)	1 2 3 4 5 6 7
3	Lecturer Hall Facilities	1 2 3 4 5 6 7	3	Theory Classes	1 2 3 4 5 6 7
4	Library facilities	1 2 3 4 5 6 7	4	Internal Evaluation system	1 2 3 4 5 6 7
5	Laboratory facilities	1 2 3 4 5 6 7	5	Inter Collegiate Competition	1 2 3 4 5 6 7
6	ICT facilities	1 2 3 4 5 6 7	6	Intramural	1 2 3 4 5 6 7
7	Audio-Visual facilities	1 2 3 4 5 6 7	7	Inter School Competition or Seminars/Discussion	1 2 3 4 5 6 7
8	Hostel Facilities/ Common Room Facility	1 2 3 4 5 6 7	8	Technical Official Classes	1 2 3 4 5 6 7
9	Method Room Facilities	1 2 3 4 5 6 7	9	Scout & Guide Training Camp, Hiking-Trekking or Field Visits	1 2 3 4 5 6 7
10	Toilet, Bathroom & Drinking water facilities	1 2 3 4 5 6 7	10	Annual Athletic Meet or Workshop/Conferences	1 2 3 4 5 6 7
11	Any other suggestions for further improvement :				

Signature of the Student _____ Signature of the Incharge _____

Name of the Student _____ Name of the Incharge _____

APPENDIX-9

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-9 (Cont.)

<p>Name of the Learner Teacher : <u>Vaishali Sahu</u></p> <p>Roll No. <u>28</u> Lesson No. <u>03</u> Time : <u>1:15-1:45</u></p> <p>Name of the School <u>Sarvajanik High School</u></p> <p>Subject <u>Geography</u> Unit <u>7. Air Pressure</u></p>	<p>1) Lesson planning and preparation was good.</p> <p>2) Set Induction was good. Gradual development of lesson was seen.</p> <p>3) Teaching aid was used to explain balloon experiment.</p> <p>4) Teaching method was simple, narrative. The students understood the topic.</p> <p>5) Knowledge of subject matter was good.</p> <p>6) B.B. work need to improve, in terms of handwriting.</p> <p>7) Important points were written on blackboard correctly.</p> <p>8) Questions were asked to students whenever it was necessary.</p> <p>9) Need to improve class control, as students were talking. Class room manners were good.</p> <p>10) Overall lesson was good. If class control is improved, the impact will be more. Some students on the back benches were completing homework. Lesson was complete in 30 mins.</p>
<p>Signature Learner Teacher</p>	<p>Signature Supervisor</p>

<p>Name of the Learner Teacher : <u>Aarya Gosavi</u></p> <p>Roll No. <u>12</u> Lesson No. <u>03</u> Time : <u>2:15-2:45</u></p> <p>Name of the School <u>Sarvajanik High School</u></p> <p>Subject <u>Maths</u> Unit <u>3: Operation of Numbers Multiplication & Division</u></p>	<p>1) Lesson planning and preparation is good.</p> <p>2) Set Induction was good with active participation of students.</p> <p>3) Use of teaching aid was good. It was also explained well.</p> <p>4) Teaching method is good. Explanation is good.</p> <p>5) Knowledge of subject matter is good.</p> <p>6) B.B. work - Handwriting is good but, need to improve spellings.</p> <p>7) Ability to solve difficulties, correction & method of evaluation is good.</p> <p>8) Active participation of students in solving sums. Students were interested to give answers.</p> <p>9) Need to improve class control. Children were giving chorus answers.</p> <p>10) Overall lesson was good. Explanation and confidence of teacher was good. Teacher need to improve on class control as students were talking and giving chorus answers. Instructions should be clearly given and should be followed.</p>
<p>Signature Learner Teacher</p>	<p>Signature Supervisor</p>

Guidelines for lesson Observation (Physical Education)

1. Lesson planning and preparation.
2. Teacher's uniform, command and class control.
3. Ground marking.
4. Us 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-9 (Cont.)

Name of the Learner Teacher : <u>Vaishali Shahu</u>	Name of the Learner Teacher : <u>Ichhapril Kaur Wadva</u>
Roll No. <u>29</u> Lesson No. <u>09</u> Time : <u>8:30-9:00</u>	Roll No. <u>34</u> Lesson No. <u>09</u> Time : <u>9:00-</u>
Name of the School : <u>Sahakar nager school</u>	Name of the School : <u>Sahakar nager School</u>
Subject <u>Yoga</u> Unit <u>Vrikshasana</u>	Subject <u>Motor Fitness</u> Unit <u>Standing broad jump</u>
<ol style="list-style-type: none"> 1) Lesson planning & preparation was good. 2) Teacher's uniform was appropriate. Teacher's command was clear. Class control was good. 3) Ground marking - separated was not required. 4) Use of equipments - mattress and yoga mat. 5) Teacher's demonstration was good. 6) Analysis of teaching - as per methodology. 7) Teacher was correcting mistakes of students. 8) Recreative part - Fruit name game. 9) Student's response was good. 10) Lesson conducted as per methodology. 	<ol style="list-style-type: none"> 1) Lesson planning & preparation was good. 2) Teacher's uniform was appropriate. Teacher's command. loud & clear. Class control was good. 3) Ground marking was ok. 4) Use of equipment - cones & skates. were used. 5) Teacher's demonstration was good. 6) Analysis of teaching - Teacher asked students to perform standing broad jump on semi-circle. There was possibility that they may dash each other. 7) Teacher's was correcting mistakes of students. 8) Recreative part - Standing broad jump relay. 9) Student's response was good. 10) Lesson conducted as per methodology.
<div style="display: flex; justify-content: space-between;"> <div> <p>Signature Learner Teacher</p> </div> <div> <p>Signature Supervisor</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div> <p>Signature Learner Teacher</p> </div> <div> <p>Signature Supervisor</p> </div> </div>

APPENDIX-10

Sample of Feedback on Practice Teaching by Staff of Practice Teaching School

BOMBAY PHYSICAL CULTURE ASSOCIATION'S
COLLEGE OF PHYSICAL EDUCATION,
WADALA, MUMBAI - 400 031.

OBSERVATIONS AND SUGGESTIONS FROM PRACTICE TEACHING SCHOOLS

(ACADEMIC BALMANDIR SCHOOL)
Shree Sarvajani Balmandir School
Abhyudaya Nagar, Bldg. No. 1,
Opp. Kalachowki Police Station,
Cottongreen, Mumbai - 400 033. Year - 2014-15

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)					
	<i>Student teacher should follow the instructions to conduct good lesson.</i> <i>Wish you a bright future.</i> Shree Sarvajani Balmandir School Abhyudaya Nagar, Bldg. No. 1, Opp. Kalachowki Police Station, Cottongreen, Mumbai - 400 033.					

Date :

Supervisor/Head of the school

13/12/2014

APPENDIX-11

Sample of Teachers Appraisal Report

*Bombay Physical Cultural Association's,
College of Physical Education,
Wadala, Mumbai – 400031*

Self Appraisal Report 2014-15

A. General Information

- a. Name : **Shri Dr. Kailas Kawdu Asai**
- b. Address : Ajita Enclave, Flat No. 02, Behind
Narayan Nagar, M. P. Road, Virar (East), Tal –
Vasai, Dist – Palghar, PIN – 401
305
- c. Designation : Assistant Professor
- d. Department : College of Physical Education
- e. Date of Birth : 25th December 1969
- f. Area of Specialization : **Physical Education**
(Test, Measurement & Evaluation in Phy. Edu.)

B. Academic Qualification:

Name of the examination passed	Name of the Board / University	Subject	Year	Division / Grade/ Merit etc.
B. A.	Uni. of Mumbai	Economics	1991	Pass
B. P. Ed.	Uni. of Mumbai	Phy. Edu. With History	1993	II nd Class
M. P. Ed.	Marathwada University	Physical Education	1995	II nd Class
M. Phil	University of Pune	Physical Education	2003	"A" Grade -
Ph.D.	University of Mumbai	Physical Education	No.TH/9867 of 2008	-

C. Research Experience and Training:

Research Stage	Title of the Work / Thesis	University where the work was carried out
M. Phil or equivalent	"A Study of Personality Profile of Physical Education Teachers as Measured by Cattle's 16 P.F. Test"	University of Pune
Ph. D.	"Development of Norms of Health Related Physical Fitness and Body Composition for the Children of Primary Education in Maharashtra"	University of Mumbai
Publications (Give a separate list)	Appendix - I	
Research Guidance (Give the names of students guided successfully)	Shri. Malandkar Hitesh Dilip Degree of M. P. Ed. "Utility of Suryanamaskaras For The Promotion of Health Related Physical Fitness of School Boys"	
Training: <ul style="list-style-type: none"> • Orientation course • Refresher course • MSCIT 		

D. Research Project carried on :

Title of the Project	Name of the Agency	Duration	Remarks
-			

E. Seminars, Workshops, Conference, Symposia etc. attended :

Name of the Seminar / Conference / Symposium / Workshop etc.	Name of the Sponsoring Agency	Place and Date
	Appendix - II	

F. Teaching Experience :

Courses Taught	Name of the University / College / Institution	Duration
i. U.G.	B.P.C.A's. <i>College of Physical Education, Wadala, Mumbai-400031</i>	17 years
ii. P.G.	B.P.C.A's. <i>College of Physical Education, Wadala, Mumbai-400031</i>	05 years
iii. M. Phil	-	-
iv. Any other <ul style="list-style-type: none"> • ICT • Health & Fitness Mana. Certificate Course 	B.P.C.A's. <i>College of Physical Education, Wadala, Mumbai-400031</i>	11 years 05 years

Total Teaching Experience

- A. Under Graduate : 17 years
B. Post Graduate : 05 years

G. Innovations / Contributions in Teaching :

- a. Design of Curriculum :
- **Member of Sub-Committee, University of Mumbai** (Draft syllabus of Master of Physical Education i.e. **M.P.Ed.**)
 - Attended as a **Member of Analysis session of 6th std. Teachers Handbook in Physical Education** organized by **Maharashtra State Textbook Bureau and Curriculum Research Center, "Balbharati" Pune - 411 004**
 - Member of Sub-Committee, **Shivaji University, Kolhapur-416004, Maharashtra** (2 years Draft syllabus of Bachelor of Physical Education i.e. **B.P.Ed. Course**)
 - **Member of Sub-Committee, University of Mumbai** appointed to finalized the draft syllabus of Physical Education as an optional subject for **Foundation Course** for UG (sem- III & sem-IV)
- b. Teaching Methods: @ Test, Measurement & Evaluation in Physical Education and Sports
@ Psychology of Education, Physical Education and Sports
@ Teaching Method in History
- c. Laboratory Experiments: ___ Not Applicable___
- d. Evaluation Methods :
- As a Paper Setter and Examiner of **M.P.Ed. (Phy. Edu. Sem -I) Course@ University of Mumbai.**
 - As a Paper Setter and Examiner of **M.P.Ed. (Phy. Edu. Sem -II) Course@ University of Mumbai.**
 - As a Paper Setter and Examiner of **M.P.Ed. (Sem I) Examination SUMMER 2015 @ Bharati Vidyapeeth, Deemed University, Pune**
 - As a Paper Setter and Examiner of **M.P.Ed. (Sem II) Examination SUMMER 2015 @ Bharati Vidyapeeth, Deemed University, Pune**
 - As a Paper Setter and Examiner of **M.P.Ed. (Sem III) Examination SUMMER 2015 @ Bharati Vidyapeeth, Deemed University, Pune**

- As a Paper Setter and Examiner of **M.P.Ed. (Sem IV)** Examination SUMMER 2015 @ **Bharati Vidyapeeth, Deemed University, Pune**
- As a Paper Setter and Examiner of **S.Y.B.P.E.** Examination SUMMER 2015 @ **Bharati Vidyapeeth, Deemed University, Pune**
- As a Paper Setter and Examiner of **T.Y.B.P.E.** Examination SUMMER 2015 @ **Bharati Vidyapeeth, Deemed University, Pune**
- e. Preparation of resource material including books, reading material, laboratory manuals.--
- f. Remedial Teaching / Student counseling (academic):
Low achiever of B.P.Ed. course (2014-15) Student, **Shri Sumit Mestri.**
- g. Any other

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. :
 - Participated as a Volunteer in **World Hepatitis Day campaign** on 28th July 2014 at **Mumbai** along with Sahakari Bhandar
- 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 :
 - *Contribution to the **Annual Athletic Meet** organized by **B.P.C.A'S, College of Physical Education, Wadala, Mumbai.***

I. Participation in corporate Life :

My contribution to :

- a. College / University / Institution:
 - Participated in the **102nd Indian Science Congress**, held at **University of Mumbai** From **January 3 to 7, 2015** as a **Organizing Committee Member**
 - University of Mumbai has appointed me as a **Member** of the **Local Inquiry Committee.**

- As a **External Referee** of **Ph. D. Viva-Voce** at **Swami Ramanand Teerth University, Nanded-431 606** (Maharashtra) on **August 14, 2014**
- b. Co-Curricular Activities:
 - Qualified National **NET** for Assistant Professor in the subject **Physical Education**. Date of **Qualifying** - **21/04/2014**
 - Qualified Maharashtra **SET** for lecturer ship in the subject **Physical Education**. Date of **Declaration** - **12/06/2014**
- c. Enrichment of Campus Life (Hostels, Sports, Games, Cultural Activities)
- d. Student Welfare and Discipline
- e. Membership/Participation in Bodies/Committees on Education and National Development:
 - **Member** (2011-2016) – **Mumbai City Gymnastic Association**.
Reg. No. Maharashtra state, Mumbai 1899, 2007 G.B.B.S.D.
- f. Professional Organization of teachers:
- g. Membership of Professional Bodies Societies etc:
- h. Editorship of Journals:
- i. Any other information:
 - Recognized as a teacher of the University of Mumbai for the **Ph. D. (Arts)** degree in Physical Education.
 - Recognized as a teacher of the University of Mumbai for the **M.P.Ed.** degree (By Papers) in Physical Education.

APPENDIX-12

Audited Income-Expenditure Statement For The Previous Financial Year

Sanjay Rane
B.Com., L.L.B., (G) F.C.A.

S. S. RANE & CO
CHARTERED ACCOUNTANTS

23, Chanchal Smruti C.H.S. Ltd.,
2nd Floor, 25, G. D. Ambekar Marg,
Wadala, Mumbai - 400 031.

Phone : 43600200
Telefax : 43600205
Email : admin@ssrane.net
Website : www.ssraneandco.com

INDEPENDENT AUDITOR'S REPORT

To

TO THE TRUSTEES OF

The BOMBAY PHYSICAL CULTURE ASSOCIATION, MUMBAI.

Report on the Financial Statements

We have audited the accompanying financial statements of "The BOMBAY PHYSICAL CULTURE ASSOCIATION, MUMBAI." which comprise the Balance sheet as at 31st March 2015, the Income and Expenditure Account for the year then ended, and other explanatory information.

Management's Responsibility for the Financial Statement

The management is responsible for the preparation of these financial statements in accordance with The Bombay Public Trusts Act 1950 and rules made there under. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountant of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain to reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor consider internal control relevant to the trust preparation and fair presentation of the financial statement in order to design audit procedure that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



APPENDIX-12 (Cont.)

Opinion

In our opinion and to the best of our information and according to explanation given to us, the financial statements subject to our comments and observation contained in Audit Memorandum, give the information required by The Bombay Public Trusts Act 1950 and Rules made there under in the manner so required and give true and fair view in conformity with the accounting principles generally accepted in India:

- i) In case of Balance Sheet, of the state of affairs of the trust as at 31st March 2015,
- ii) In the case of the Income and Expenditure Account, of the Deficit for the year ended on that date; and

Report on other Legal and Regulatory Matters

The Balance sheet and the Income and Expenditure Account have been drawn up in accordance with the provisions of The Bombay Public Trusts Act 1950.

We report that:

- a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of our audit;
- b) In our opinion, proper books of accounts as required by law have been kept by the trust so far as it appears from our examination of those books and proper returns adequate for the purpose of our audit have been received from trust;
- c) In our opinion and according to information given to us, there has been no material impropriety or irregularity in the expenditure or in the realization of money due to the trust;
- d) To the best of our information and explanation given to us, the transactions of the trust, which have come to our notice, have been within the competence of the trust.
- e) The Balance sheet and the Income and Expenditure Account deal with by this report are in agreement with the books of accounts and returns.

Place: Mumbai.

Date: 28/07/2015

For S. S. Rane & Co
Chartered Accountants



(CA Sanjay Rane)
(M. No. 037852)

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants

(CA Sanjay Rane)
M.N.O. 037862

Stamp: RANE & CO. Chartered Accountants, Mumbai

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President: [Signature]
Gen Secretary: [Signature]
Treasurer: [Signature]

Place: Mumbai
23RD JULY 2015

APPENDIX-12 (Cont.)




B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA,
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2015
B.P.ED. COURSE

Expenditure	Amount	Income	Amount
To Salaries to Staff	11,351,650.00	By Fees from Students	
Teaching Staff	2,807,954.00	Admission Fee	10,800.00
Non-Teaching Staff		Computer Training Fees	208,000.00
		Convocation Fees	25,250.00
		Course Material Fees	104,000.00
To Audit Fees	45,990.00	Costume	2,500.00
To Advertisement	7,569.00	Eligibility Fees	4,600.00
To Computer Expenses (Software)	168,811.00	Enrolment Fees	22,220.00
To Contingencies	27,003.00	Examination Fees	107,590.00
To Convocation Fees	25,000.00	Examinal Charges	10,400.00
To Costume Expenses	100,000.00	Gymkhana	20,800.00
To Course Material Expenses	50,252.00	Library	10,400.00
To Electricity Bill	29,916.00	Medical Check up	2,080.00
To Eligibility Fees	4,211.00	Other Fees (Scholarship)	205.00
To Enrolment Fees	22,400.00	Scout Camp	72,800.00
To Examination Fees	103,100.00	Souvenir Fees	15,600.00
To First Aid Charges	9,999.00	Sports and Yoga Equipment	48,800.00
To Gymkhana Expenses	22,733.00	Tuition	312,000.00
To Library Journals (UGC)	42,253.00	University Fees	1,041,215.00
To Library Journals (UGC)	14,041.00	Yuva Raksha Fees	2,020.00
To News paper and periodicals	29,445.00		
To Postage and Telephone	77,353.00	By Other Fees	
To Printing and Stationary	29,965.00	Admission Form Fees	65,100.00
To Repairs	17,825.00	T.C. Fees	2,600.00
To Repair Charges	70,000.00		
To Scout Camp Expenses	16,640.00	By Awards and Incentives	451.69
To Souvenir Expenses	716.00		
To Travelling Expenses	8,400.00	By Bank Interest	51,275.60
To University Fees	20,000.00	Saving Account	38,106.31
To Yearly Affiliation fees	1,300.00	Interest on F.D.R.	89,381.91
To Yuva Raksha Expenses (Insurance)	169.00		
To Bank Charges		By Government Grants	
		Salary Grant	13,859,604.00
To Maintenance of Equipment (UGC)		Non-Salary Grant (2006-07 to 2008-09)	1,125,984.00
Audio Visual Aids	204.59		
Computers	31,460.07	By Grants from U.G.C.	
Computers (U.G.C. Carrer and Counseling)	9,861.73	Eleventh Plan Grant final Instalment	97,014.00
Computers (U.G.C. Net Work)	4,583.07	Twelthe Plan Grant	400,000.00
Electricity Fittings	151.30		
Equipment (U.G.C.)	2,488.37	By Book Bank Grants from University of Mumbai	7,579.00
Fans and Fittings	59.04		
Furniture & Fixtures	2,827.22		
Library Books	61,653.63		
Office Equipment	38.12		
Sports Equipment	42,158.16		
Stores	755.46		
IOAC Equipment (UGC)	31,312.20		
To Excess of Income over Expenditure	187,552.96		
	1,131,943.64		
Total	16,688,929.60		16,688,929.60

As per our report of even date attached
For S.S. FANE & CO.
Chartered Accountants
(CA Sanjay Rane)
M.No.03785X,
Place- Mumbai
Dated: 25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION
President
Gen. Secretary
Treasurer

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

 President
 Gen. Secretary
 Treasurer

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants

(CA Sanjay Rane)
M No.037852

Place- Mumbai
Date- 20 July, 2015

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA
STATEMENT SHOWING THE DEPRECIATION CHARGED ON FIXED ASSETS FOR THE YEAR ENDING 31ST MARCH, 2015
B.P.ED. COURSE

Sr.No.	Particulars	Rate	Gross Value 31/03/2014	Additions	Gross Value 31/03/2015	Depreciation upto 31/03/2014	W.D.V. as on 31/03/2014	Addition	Total	Depreciation	W.D.V. as on 31/03/2015	Depreciation upto 31/03/2015
1	Furniture and Fixture	10%	204,409.48	0.00	204,409.48	176,137.29	28,272.20	-	28,272.20	2,827.22	25,444.98	178,964.51
2	Sports Equipment	60% 30%	813,752.13	360.00 40,866.00	814,112.13 40,866.00	764,281.53	49,470.60	360.00 40,866.00	49,830.60 40,866.00	23,898.36 12,259.80	19,932.24 28,606.20	812,819.97
3	Library Books	60% 30%	573,469.54	0.00	573,469.54	562,508.99	10,960.55	183,591.00	10,960.55	6,576.33	4,384.22	624,162.62
4	Electricity Fittings	10%	26,995.20	0.00	26,995.20	25,482.20	1,513.01	0.00	1,513.01	151.30	1,361.71	25,633.50
5	Audio Visual Aids	60%	165,459.31	0.00	165,459.31	165,118.32	340.99	0.00	340.99	204.59	136.40	165,322.91
6	Equipment (U.G.C.)	60% 30%	745,634.95	0.00	745,634.95	741,487.66	4,147.29	0.00	4,147.29	2,488.37	1,658.92	743,976.03
7	Sundry Stores	20%	39,010.00	0.00	39,010.00	35,232.68	3,777.32	0.00	3,777.32	755.46	3,021.86	35,988.14
8	Fans and Fittings	10%	4,131.50	0.00	4,131.50	3,541.07	590.43	0.00	590.43	59.04	531.39	3,600.11
9	Office Equipment	60%	24,434.00	0.00	24,434.00	24,370.47	63.53	0.00	63.53	38.12	25.41	24,408.59
10	Computer	60% 30%	1,052,108.00	1,400.00	1,053,508.00	1,014,524.55	37,583.45	1,400.00	38,983.45	23,390.07	15,593.38	1,045,984.62
11	Computer(UGC Net work)	60% 30%	250,678.00	26,900.00	277,578.00	243,039.55	7,638.45	26,900.00	34,538.45	8,070.00	18,830.00	296,418.00
12	Computer (U.G.C.) (Career and Counseling)	60% 30%	204,086.00	0.00	204,086.00	187,649.78	16,436.22	0.00	16,436.22	9,861.73	6,574.49	197,511.51
13	IQAC Equipment	60% 30%	0.00	48,187.00	48,187.00	0.00	0.00	48,187.00	48,187.00	28,912.20	19,274.80	24,874.80
			0.00	8,000.00	8,000.00	0.00	0.00	8,000.00	8,000.00	2,400.00	5,600.00	5,600.00
	Total		4,104,168.11	309,304.00	4,413,472.11	3,943,374.09	160,794.04	309,304.00	470,098.04	187,552.96	282,545.08	4,130,927.05

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



Place: Mumbai
Dated : 25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Gen. Secretary
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA,
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2015
M.P.ED.COURSE

Expenditure	Amount	M.P.ED.COURSE Amount	Income	Amount	Amount
To Salary of Teaching Staff	311,100.00				
To Salary of Non-Teaching Staff	158,500.00				
To Audit Fees	25,616.00				
To College development Charges	38,740.00				
To Computer Expenses (Software)	18,290.00				
To Contingency	49,994.00				
To Convocation	6,250.00				
To Costume Expenses	55,750.00				
To Deputation Expenses	11,596.00				
To Eligibility Fees	341.00				
To Enrolment Fees	220.00				
To Examination	71,200.00				
To Electricity Bill	136,040.00				
To Functional Expenses	41,069.00				
To Honorarium to Visiting Lecturer	24,700.00				
To Miscellaneous Expenses	5,550.00				
To Printing Expenses	15,119.00				
To Postage Expenses	2,980.00				
To Stationary Expenses	20,625.00				
To Stationary Expenses	22,920.00				
To Travelling Expenses	19,338.00				
To Telephone Expenses	12,343.00				
To University Fees	5,500.00				
To Depreciation	858.10				
Audio Visual Aids	21,212.40				
Computer Expenses	4,714.75				
Fans and Fittings	18,689.97				
Furniture and Fixture	216.17				
Library Books	101.92				
Office Equipment	108.34				
Research Equipment	16,664.76				
Sports Equipment	5.40				
Sundry Stores					
		62,573.81			
To Excess of Income over Expenditure		214,126.99			
Total		1,330,481.80			1,330,481.80
			By Fees Account	6,250.00	
			By Convocation Fees	320.00	
			By Eligibility Fees	220.00	
			By Enrolment Fees	76,000.00	
			By Examination Fees	20,625.00	
			By Registration Fees	1,100,000.00	1,203,415.00
			By Tuition Fees		
			By Other Fees		
			By Admission Form fee	38,700.00	39,100.00
			By T.C. Fees	400.00	
			By Bank Interest		34,330.80
			By Miscellaneous Receipt		12,386.00
			By Other Receipt		41,250.00

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



(CA Sanjay Rane)
M/No.037852

Place: Mumbai
Dated: 25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Gen. Secretary
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION, WADALA,
BALANCE SHEET FOR THE YEAR ENDING 31ST MARCH, 2015
M.P.ED COURSE

M.P.ED COURSE		M.P.ED COURSE	
Liabilities	Amount	Assets	Amount
Depreciation Fund :		Furniture and Fixture	
Bal : As per last Balance Sheet	988,102.39	Bal: as per last Balance Sheet	426,861.00
Add : Additions during the year	62,573.81	Library Books	
		Bal: as per last Balance Sheet	124,173.75
Deposits :		Research Equipment	
Caution Money	4,760.00	Bal: as per last Balance Sheet	48,101.00
Library	11,940.00	Fans and Fittings	
Advances and Deposits		Bal: as per last Balance Sheet	108,882.00
Advance from B.P.C.A.	40,412.51	Audio Visual Aids	
Advance from Cent.Govt. for Research Equipment	75,000.00	Bal: as per last Balance Sheet	92,398.00
Audit Fees Payable		Office Equipment	
		Bal: as per last Balance Sheet	40,464.00
Income and Expenditure Account		Sundry Stores	
Balance as per last Balance Sheet	669,922.71		1,200.00
Add: Additions during the year	214,126.99	Computer Expenses	
		Bal: Balance as per last Balance Sheet	372,742.00
		Add: Additions during the year	25,899.00
		Sports Equipment	
			39,678.00
		Advances & Deposit	
		Advance to B.Ed.(Phy.) course	60,000.00
		Deposit with B.E.S.T.	15,000.00
		Cash and Bank Balances	
		Cash in Hand	7,068.00
		Saving Account No. 3341	707,171.66
Total		Total	2,069,638.41

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



(CA Sanjay Rane)
M.No.037852A

Place- Mumbai

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Gen. Secretary
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION WADALA,
STATEMENT OF DEPRECIATION CHARGED ON FIXED ASSETS FOR THE YEAR ENDING 31ST MARCH, 2015
M.P.ED. COURSE

Sr.No.	Particulars	Rate	Gross Value 31/03/2014	Additions	Gross Value 31/03/2015	Depreciation upto 31/03/2014	W.D.V. as on 01.04.2014	Additions	Total	Depreciation upto 31/03/2015	W.D.V. as on 31.03.2015	Depreciation upto 31/03/2015
1	Furniture and Fixtures	10%	426,861.00	0.00	426,861.00	239,961.33	186,899.67	0.00	186,899.67	18,689.97	168,209.70	258,651.30
		5%										
2	Library Books	60%	124,173.75	0.00	124,173.75	123,810.13	363.62	0.00	363.62	218.17	145.45	124,028.30
		30%										
3	Research Equipment	60%	48,101.00	0.00	48,101.00	47,920.44	180.56	0.00	180.56	108.34	72.22	48,028.78
		30%										
4	Fans and Fittings	10%	108,882.00	0.00	108,882.00	61,734.56	47,147.45	0.00	47,147.45	4,714.75	42,432.70	66,449.31
5	Audio Visual Aids	60%	92,398.00	0.00	92,398.00	90,967.83	1,430.17	0.00	1,430.17	858.10	572.07	91,825.93
		30%										
6	Office Equipments	60%	40,464.00	0.00	40,464.00	40,294.23	169.87	0.00	169.87	101.92	67.95	40,396.15
		30%										
7	Sundry Stores	20%	1,200.00	0.00	1,200.00	1,172.98	27.02	0.00	27.02	5.40	21.62	1,178.38
8	Computer Expenses	60%	372,742.00		372,742.00	350,337.50	22,404.50	0.00	22,404.50	13,442.70	27,091.10	371,549.90
		30%	0.00	25,899.00	25,899.00			25,899.00	25,899.00	7,769.70		
9	Sports Equipments	60%	39,678.00	0.00	39,678.00	11,903.40	27,774.6	0.00	27,774.60	16,664.76	11,109.84	28,568.16
		30%										
	Total		1,254,499.75	25,899.00	1,280,398.75	988,102.40	286,397.46	25,899.00	312,296.46	62,573.81	249,722.65	1,030,676.21

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



Place Mumbai
Dated : 25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

[Signature]
President

[Signature]
Gen. Secretary

[Signature]
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION WADALA,
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH, 2015
P.H.D.CENTRE

Expenditure	Amount	Amount	Income	Amount	Amount
To Administrative Charges	33,000.00		By Fees		
To Affiliation Fees	10,000.00		Ashwamedha	580.00	
To Audit Fees	2,620.00		Computer Fees	29,000.00	
To Cultural Activities	180.00		Development Fees	14,500.00	
To Disaster Relief Fund	290.00		Disaster Relief Fund	290.00	
To E Charges	290.00		E Charges	580.00	
To E Suvidha charges	1,450.00		E Suvidha	1,450.00	
To Group Insurance	754.00		Group Insurance Fees	1,160.00	
To Gymkhana Expenses	870.00		Gymkhana Fees	5,800.00	
To Honorarium Guiding Teacher	63,000.00		Library Fees	29,000.00	
To Library Journals	25,715.00		Magazine Fees	2,900.00	
To University Share	58,000.00		Other Fees	5,800.00	
		196,169.00	Students Welfare	1,450.00	
To Depreciation			Tuition Fees	174,000.00	
Library Books		14648.40	University Fees	870.00	
			Utility Fees	7,250.00	
To Excess of Income over Expenditure		76,930.60	Vice Chancellors Fund	580.00	275,210.00
			By Bank Interest		12,538.00
		287,748.00			287,748.00

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



(CA Sanjay Rane)
M.No.037852

Place- Mumbai
Dated :25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Gen/Secretary
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION WADALA,
BALANCE SHEET FOR THE YEAR ENDING 31ST MARCH , 2015
P.H.D.CENTRE

Liabilities	Amount	Assets	Amount	Amount
Depreciation Fund		Fixed Assets		
Balance as per Last B/S	0	Library Books		24,414.00
Add: Additions during the year	14648.40			
Advance and Deposits		Cash and Bank Balances		
Refundable Deposits	24,000.00	Cash in Hand	0.00	
Caution Money	40,000.00	Cash in Bank Account No. 5122	262,856.00	262,856.00
Audit Fees Payable				
			2,280.00	
Income and Expenditure Account				
Balance as per last Balance Sheet	129,411.00			
Add: Balance as per last Balance Sheet	76,930.60			
			206,341.60	
Total		Total	287,270.00	287,270.00

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants



(CA) Sahay Rane)
M.No.Q37852

Place- Mumbai
Dated :25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Genl Secretary
Treasurer

APPENDIX-12 (Cont.)

B.P.C.A'S COLLEGE OF PHYSICAL EDUCATION WADALA,
STATEMENT OF DEPRECIATION CHARGED ON FIXED ASSETS FOR THE YEAR ENDING 31ST MARCH , 2015
P.H.D.CENTRE

Sr.No.	Particulars	Rate	Gross Value 31/03/2014	Additions	Gross Value 31/03/2015	Depreciation upto31/03/2014	W.D.V. as on 01.04.2014	Additions	Total	Depreciation	W.D.V. as on 31.03.2015	Depreciation upto31/03/2015
1	Library Books	60%	24,414.00	0	24,414.00	0.00	24,414.00	0	24,414.00	14,648.40	9,765.60	14,648.40
	Total		24,414.00	0	24,414.00	0.00	24,414.00	0	24,414.00	14,648.40	9,765.60	14,648.40

As per our report of even date attached

For S.S. RANE & CO.
Chartered Accountants






Place Mumbai
Dated : 25th July, 2015

FOR BOMBAY PHYSICAL CULTURE ASSOCIATION

President
Gen. Secretary
Treasurer

APPENDIX-13

Copy of Latest Recognition Order of NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद् (भारत सरकार का एक विधिक संस्थान) पश्चिम क्षेत्रीय समिति		National Council For Teacher Education (A Statutory Body of the Government of India) Western regional Committee
F.No.WRC/OAPW0117/114031/2015	147105	Date: 31.10.15
TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4		
Revised Order		
<p>Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education: [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.</p>		
<p>2. And whereas, the Bombay Physical Association College, College of Education, Bhartiya Krida, Mandir, Niagaon Cross Road, Wadala, Mumbai, Maharashtra by affidavit dt. 13.01.2015 has consented to come under new Regulations and sought for one basic unit in B.P.Ed. which require additional facilities.</p>		
<p>3. And whereas, it has been decided to permit the institution to have one basic unit of 100 students each subject to the institution fulfilling following conditions namely,</p>		
<p>I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.</p>		
<p>II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available; otherwise it can also be given to the Visiting team at the time of inspection.</p>		
<p>III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.</p>		
<p>IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted along with the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.</p>		
<p>4. Now therefore, in the light of the above and in accordance with the <u>NCTE Regulations, 2014</u>, the <u>Western Regional Committee (NCTE)</u> hereby issues the revised recognition order to <u>Bombay Physical Association College, College of Education, Bhartiya Krida, Mandir, Niagaon Cross Road, Wadala, Mumbai, Maharashtra for conducting B.P.Ed. programme of two years duration with an annual intake of 100 students (one basic unit of 100 students) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.</u></p>		
Cont..... ?		
		
मानस भवन, श्यामला हिल्स, भोपाल-462002		Manas Bhawan, Shyamla Hills, Bhopal-462002
दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फैक्स/ Fax: 0755-2660912		
Email: wrc@ncte-india.org Website : www.nctewrc.co.in		
NCTE HQrs. Website : www.ncte-india.org		
<i>Letter discussed with Secretary on 14/7/15</i> 		

APPENDIX-13 (Cont.)

---2---

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/ 5-6/96/6423-6425 dt. 23.11.1999, order no. WRC/ 5-6/18/99/7139-7142 dt. 27.12.1999, order no. WRC/5-6/2000/103-109 dt. 10.01.2001, order no.WRC/5-6/2000/307-313 dated 15.01.2001, order no.WRC/5-6/28/2001/3002-008 dated 21.06.2001, order no.WRC/5-6/36/2002/04409-15 dated 03.08.2002 & order no.WRC/5-6/36/2002/07483-89 dated 08.10.2002 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

Copy to:

1. The Principal, Bombay Physical Association College, College of Education, Bhartiya Krida, Mandir, Niagaon Cross Road, Wadala, Mumbai, Maharashtra.
- ✓ 2. The Secretary, Bombay Physical Culture Association, Bhartiya Krida, Mandir, Niagaon Cross Road, Wadala, Mumbai, Maharashtra.
3. The Registrar, University of Bombay, University Road, Fort, Bombay, Maharashtra-400032.
4. The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
7. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
8. Office Order file/institution no. OAPW0117/114031.


Regional Director

APPENDIX- 14

University Results for Previous Academic Year

*Bombay Physical Cultural Association's,
College of Physical Education,
Wadala, Mumbai – 400031*

Result of B.P.Ed / M.P.Ed Course 2014-15

Sr. No.	Course	Total Number of Students Appeared			Number of Students Passed in 1 st Class with Distinction	Number of Students Passed in 1 st Class	Number of Students Passed in II nd Class	Number of Students Passed in Pass Class	Number of Students Fail	Total	Percentage
		Male	Female	Total							
1	B.P.Ed.	61	39	100	04	68	28	--	--	100	100%
2	M.P.Ed	13	12	25	10	15	--	--	--	25	100%

APPENDIX- 15

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-15 (Cont.)

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-15 (Cont.)

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

APPENDIX-16

