



Part – I: Institutional Data

(A) PROFILE OF THE INSTITUTION

1. Name and address of the institution:

Name : **Marathwada Sanskritik Mandal's College of Physical Education**

Address : **Khadkeshwar**

City : **Aurangabad**

District : **Aurangabad**

State : **Maharashtra**

Pin Code : **431 001**

2. Website URL : www.msmphysicaleducation.org

3. For Communication:

Office:

Name	STD Code	Tel. No.	Fax. No.	E-mail
Principal Dr. Pradip B. Dube	0240	2331418	2331418	dr.pradipdube@gmail.com
Steering Committee Coordinator Dr. Shatrunjay M. Kote	0240	2331418	2331418	shatru29570@gmail.com

Residence:

Name	Area / STD Code	Tel. No.	Mobile No.
Principal Dr. Pradip B. Dube	0240	2330802	09422212114
Steering Committee Coordinator Dr. Shatrunjay M. Kote	-----	-----	09422234957

Contact No:

Name	Telephone No. with STD Code	Mobile No.
Principal Dr. Pradip B. Dube	0240-2331418	09422212114
Self- Appraisal Coordinator Dr. Shatrunjay M. Kote	0240-2331418	09422234957



4. Location of the Institution:

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

5. Campus Area in Acres: **7 Acres**

6. Is it a recognized Minority Institution Yes (X) No (√)

7. Date of establishment of the institution: **September 1972**

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

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra

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

2 (f): September 1982

10. Type of Institution:

Type	Sr. No.	Particulars	Remarks
By Funding	1	Government	X
	2	Grant-in-Aid	√
	3	Constituent	X
	4	Self-financed	X
	5	Any Other (Specify and indicate)	X
By Gender	1	Only for Men	X
	2	Only for Women	X
	3	Co-Education	√
By Nature	1	University Department	X
	2	LNIPe, NSNIS or other similar institutes of sports and physical Education / National institutes (specify the name of the institution and respond)	X
	3	Autonomous College	X
	4	Affiliated College	√
	5	Constituent College	X
	6	Department of Physical Education of Composite College	X
	7	Any Other (specify and indicate)	X



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

Yes (√) No (X)

If yes, did the institution apply for autonomy?

Yes (X) 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
1	Primary / Elementary	Certificate	-----	-----	-----	-----
		Diploma	-----	-----	-----	-----
		Degree	-----	-----	-----	-----
2	Secondary / Sr. Secondary	Certificate	-----	-----	-----	-----
		Diploma	-----	-----	-----	-----
		Degree	-----	-----	-----	-----
3	Graduation	Diploma	-----	-----	-----	-----
		Degree	Bachelor of Physical Education	Any Graduation	One Year	English, Hindi, Marathi
4	Post Graduation	Diploma	-----	-----	-----	-----
		Degree	Master of Physical Education	B. P. Ed. or B. P. E. (4 Years)	Two Years	English, Hindi, Marathi
5	Other (specify)	Certificate	-----	-----	-----	-----
		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 requirements)

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

Level	Programme	Order No. and Date	Valid up to	Sanctioned Intake	Students Enrolled
Pre-Primary	-----	-----	-----	-----	-----
Primary/ elementary	-----	-----	-----	-----	-----
Secondary / Sr. Secondary	-----	-----	-----	-----	-----
Graduation	B. P. Ed.	WRC/5-23(VOL.XII)/2007-200826/05/2007	Permanent Affiliation	150	150
Post Graduation	M. P. Ed.	WRC/5-6 2K/11322-328 14/12/2000	Permanent Affiliation	30+30	30+30
Other (specify)	-----	-----	-----	-----	-----



B: CRITERION-WISE INPUT

CRITERION – I

CURRICULAR ASPECTS

1. Does the Institution have a stated?

Vision:	Yes (√)	No (X)
Mission:	Yes (√)	No (X)
Values:	Yes (√)	No (X)
Objectives:	Yes (√)	No (X)

2. Does the institution offer Self-financed Programme (s):

Yes (√)

No (X)

If Yes,

(a) How many programmes?	01 (M. P. Ed. – 02 years – CBCS, Semester Pattern)
(b) Fee Charged Per Programme:	Rs. 44,000/- (For Two Years as prescribed by the University)

3. Are there programmes with semester system?

Yes	√	Number	01	No	X
-----	---	--------	----	----	---

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

Yes (√)

No (X)

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

Members	Regulatory Authorities
5	Board of Studies
3	Faculty Members
1	Chairman Examination
1	Chairman Board of B. P. Ed. Colleges



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

C. P. Ed.	X
D. P. Ed.	X
B. P. Ed.	√
B. P. E.	X
M. P. Ed.	√
M. P. E.	X
Any Other (Specify) (Ph. D.) Research Center	√

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

Yes	√	Number	02	No	X
-----	---	--------	----	----	---

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	√	Number	03	No	X
-----	---	--------	----	----	---

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

Heads of practice teaching schools	Yes (√)	No (X)
Academic peers	Yes (√)	No (X)
Alumni	Yes (√)	No (X)
Students	Yes (√)	No (X)
Employers	Yes (√)	No (X)

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 (√) No (X)



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

			02		
Yes	√	Number	(B. P. Ed. & M. P. Ed.)	No	X

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

Yes (√)

No (X)

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

Yes (√)

No (X)



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 | (√) |
| b. Physical fitness tests | (√) |
| c. Sports proficiency | (√) |
| d. Through interviews | (√) |
| e. On the basis of academic record | (√) |
| f. Combination of one or more of the above | (√) |
| g. Any other (please specify and indicate) (NCC/ NSS) | (---) |

2. Criteria for admission

- | | | |
|---|---------|--------|
| a. As per NCTE norms | Yes (√) | No (X) |
| b. Norms superior to NCTE | Yes (X) | No (√) |
| c. In relaxation of NCTE norms with respect to minimum percentage of marks | Yes (X) | No (√) |
| d. In relaxation of NCTE norms with respect to qualifying course | Yes (X) | No (√) |
| e. In relaxation of special eligibility provisions of NCTE norms such as participation in national / regional / state / university level events | Yes (√) | No (X) |
| f. In relaxation of professional experience | Yes (√) | No (X) |
| g. In relaxation of professional experience and performance in qualifying course | Yes (X) | No (√) |

3. Does the institution develop its academic calendar?

- | | |
|---------|--------|
| Yes (√) | No (X) |
|---------|--------|



4. Furnish the following information for the previous academic year: (2013-14)

- a. Date of start of the academic year (21/06/2013)
- b. Date of last admission (09/08/2013)
- c. Date of closing of the academic year (19/04/2014)
- d. Total teaching days (180)
- e. Total working days (224)
- f. Total pre-practice preparation days for exams (30)
- g. Number of days for teaching practice (150)
- h. Number of days for internship (NA)
- i. Number of practice lessons for each trainee (50)
- j. Total days for practical (150)
- k. Number of days for theory (180)
- l. Number of days for field activity (150)
- m. Number of days for intramural competitions, athletic meets, play-days etc (20)
- n. Number of days for activity evaluation (15)
5. Total number of students admitted (330)

2011-12

Programme	Number of students			Reserved			Open		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B. P. Ed.	130	23	153	36	07	43	94	16	110
B. P. Ed. Vocation (2010-12)	35	20	55	16	07	23	19	13	32
M. P. Ed. - I	48	14	62	24	08	32	24	06	30
M. P. Ed. - II	39	14	53	22	09	31	17	05	22



2012-13

Programme	Number of students			Reserved			Open		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B. P. Ed.	134	19	153	52	06	58	82	13	95
B. P. Ed. Vocation (2011-13)	46	17	63	19	00	19	27	17	34
M. P. Ed. - I	54	11	65	19	04	23	35	07	42
M. P. Ed. - II	39	14	53	16	07	23	23	07	30

2013-14

Programme	Number of students			Reserved			Open		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B. P. Ed.	137	13	150	64	05	69	73	08	81
B. P. Ed. Vocation (2012-14)	46	14	60	29	09	38	18	04	22
M. P. Ed. - I	54	08	62	27	03	30	27	05	32
M. P. Ed. - II	34	08	42	14	03	17	21	04	25

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

(2013-14)

Programme	Open		Reserved	
	Highest	Lowest	Highest	Lowest
B. P. Ed.	84.25%	45%	81.41%	40%
B. P. Ed. Vocation	73.83%	NA	74.66%	NA
M. P. Ed. – I	87%	45%	78%	45%
M. P. Ed. – II	82%	45%	78%	45%

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

Yes (√) No (X)



8. Does the institution provide for continuous evaluation?

Yes (√) No (X)

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

Programme	Internal (%)	External (%)
B. P. Ed.	150/1200 (12.5%)	1050/1200 (87.5%)
B. P. Ed. Vocation	150/1200 (12.5%)	1050/1200 (87.5%)
M. P. Ed. - I	260/1000 (26%)	740/1000 (74%)
M. P. Ed. - II	260/1000 (26%)	740/1000 (74%)

10. Examinations:

a. Number of session testes held for each paper

B. P. Ed.	B. P. Ed. Vocation	M. P. Ed. - I	M. P. Ed. - II
1 time	--	2 times	2 times

b. Number of assignments for each paper

B. P. Ed.	B. P. Ed. Vocation	M. P. Ed. - I	M. P. Ed. - II
1 time	1 Time	2 times	2 times

c. Number of skill tests

B. P. Ed.	B. P. Ed. Vocation	M. P. Ed. - I	M. P. Ed. - II
1 Time	1 Time	1 Time	1 Time

d. Date of commencement of annual examination

B. P. Ed.	B. P. Ed. Vocation	M. P. Ed. - I	M. P. Ed. - II
02/04/2014	02/04/2014	28/04/2014	28/04/2014

e. Date of declaration of results

B. P. Ed.	B. P. Ed. Vocation	M. P. Ed. - I	M. P. Ed. - II
14/07/2014	14/07/2014	14/07/2014	14/07/2014

f. Date of submission of dissertation (post-graduate course)

M. P. Ed. - II
25/02/2014

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

B. P. Ed. Rs.	B. P. Ed. Vocation Rs.	M. P. Ed. Rs.	Total Rs.
12406.51	2581.2	106960.36	9998.22

b. Unit cost including salary component

B. P. Ed. Rs.	B. P. Ed. Vocation Rs.	M. P. Ed. Rs.	Total Rs.
127355.40	3339.53	14702.89	63842.51

(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)

12. Access to information and communication technology (ICT)

ICT / Technology	Yes	No
Computers	√	X
Intranet	X	√
Internet	√	X
Software	√	X
Courseware (CDs)	√	X
Audio Resources	√	X
Video Resources	√	X
Teaching Aids and other related materials	√	X
Any other (specify and indicate)	-----	X

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

Yes	√	Number	03	No	X
-----	---	--------	----	----	---

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

Yes (√) No (X)

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

Programme	Compulsory	Optional
B. P. Ed.	√	-----
M. P. Ed.	-----	√



CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

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

Degree	Number	Percentage
M. Phil.	02/15	13.2 %
Ph. D.	12/15	80%

2. Does the institution have ongoing research projects?

Yes (√) No (X)

If yes, provide the following details about the research projects

Funding Agency	Amount (Rs.)	Duration (years)	Collaboration, if any
UGC	1, 00, 000	2 Years	Nil
UGC	1, 10, 000	2 Years	Nil
UGC	1, 25, 000	2 Years	Nil
UGC	1, 30, 000	2 Years	Nil

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

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

Sr. No.	Faculty	Amount	Funding Agency
1	Physical Education	55,000/-	UGC
2	Physical Education	1,00,000/-	UGC
3	Interdisciplinary	1,00,000/-	UGC
4	Interdisciplinary	1,00,000/-	BCUD, University of Pune

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 (X)

Adjustment in teaching schedule (√)

Teachers are sponsored to workshops training programmes on research methodology / special events (√)



Providing secretarial support and other facilities ()

Any other (Specify and indicate the response) (-----)

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

Yes (X) 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)

Particulars	M. Phil.	Ph. D.
Full- time	09	08
Part- time	00	32

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

Yes () No (X)

8. Publications: (List of five years) from **2009 to 2014**

Particulars	Yes	Number	No
International Journals	<input checked="" type="checkbox"/>	40	X
National Journals –	referred papers	60	X
	non referred papers	X	<input checked="" type="checkbox"/>
Academic Articles in	reputed magazines	10	X
	news papers	10	X
Books General	<input checked="" type="checkbox"/>	19	X
Books Text Books	<input checked="" type="checkbox"/>	04	X
Any other (Specify and indicate)	-----	-----	X

9. Number of research papers presented by the faculty and students (during last five years): **2009-2014**

Level	Faculty	Students
National Seminars	40	20
International Seminars	20	05
Any other academic forum	---	---

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

Yes	<input checked="" type="checkbox"/>	Number	04	No	X
-----	-------------------------------------	--------	-----------	----	---



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

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

Self-instructional materials (√)

Print Materials (√)

Non-print materials (e.g. teaching aids / audio-visual, multimedia, etc)
(X)

Digitalized (computer aided instruction materials) Question bank (X)

Exercise equipment (X)

Special sports equipment (X)

Any other (special and indicate) (----)

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

Yes (√) No (X)

If yes, indicate the nature of the post:

Full-time	NA
Part time	NA
Additional Charge	√

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

Yes (X) No (√)

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

Yes (X) No (√)

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

Yes (X) No (√)

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

2011-12	2012-13	2013-14
10	10	23



17. Does the institution provide consultancy services?

Yes (√) No (X)

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

Non - Remunerative

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

Agencies	Number
Local Level	01 (President of JDGA) (Gymnastics) 01 (Secretary of ADGA) 01 (Executive Member ADGA) 01 (ADFA) Football 01 (Secretary FTKA) Kabaddi 01 (President KTKA) Kabaddi 01 (Treasurer KTKA) Kabaddi 01 (Vice President ADBA) Basketball 01 (Secretary JSPM School) 01 (Vice president Athletics) 01 (Vice President Silambum) Traditional game
State Level	01 President (Deaf-Dumb Sports Association)
National Level	01 (Research Wing Member of GFI) (Gymnastics) 01 (State Representative Physical Education Foundation of India) 01 Member (The Film Writers Association)
International Level	01 Member (International Judge of FIG) (Gymnastics)



CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in Sq. Mts.)

368.32 Sq. M.

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 (√) | No (X) |
| d. Institution building is shared for running other course(s) | Yes (√) | No (X) |
| e. Title of the land is on free-hold ownership basis | Yes (√) | No (X) |
| f. Title of the land is on long-lease as per law and for the period specified by NCTE | Yes (√) | No (X) |
| g. Institution has its own play fields | Yes (√) | No (X) |
| h. Institution utilizes hired play fields/ play field of other institutions | Yes (√) | No (X) |
| i. Institution playfields are shared for running other course(s) | Yes (√) | No (X) |
| j. Institution playfields are under development | Yes (√) | No (X) |

3. Computing and audio visual facilities available with the institution

- | | |
|---|-------------------------|
| a. Number of computers with supporting accessories | (20) |
| b. Number of hands-on experience (hours) used by each student per week | (1hr. 30min) |
| c. Number of physical education/ sport related CD-ROMs available | (50) |
| d. Number of sport/health/fitness/Phy. Edu., related videocassettes available | (.....) |
| e. Number of sport/health/fitness/Phy. Edu., related audiocassettes available | (.....) |
| 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 (X)	No (√)
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. 2,07,516/-

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

Rs. 1,95,861/-

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

Rs. 50,000/-

7. Total number of post sanctioned

Category	Open		Reserved	
	Male	Female	Male	Female
Teaching	08	02	04	01
Non-Teaching	04	02	04	01

8. Total number of post vacant

Category	Open		Reserved	
	Male	Female	Male	Female
Teaching	----	----	01	----
Non-Teaching	02	01	01	----



9. Teaching staff in position

a. Number of regular and permanent teachers

Category	Open		Reserved	
	Male	Female	Male	Female
Professors				
Readers	01	----	01	----
Lecturers	05	02	04	01

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

Category	Open		Reserved	
	Male	Female	Male	Female
Professors	----	----	----	----
Readers	----	----	----	----
Lecturers	01	----	02	----

c. Number of teacher from

Same State (15)

Other State (00)

10. Teacher student ratio (program-wise)

Programme	Teacher : student Ratio
B. P. Ed.	1:10
M. P. Ed.	1:6

11. a. Non-teaching staff

Category	Open		Reserved	
	Male	Female	Male	Female
Permanent	04	01	02	----
Temporary	02	03	----	----

b. Technical Assistants

Category	Open		Reserved	
	Male	Female	Male	Female
Permanent	-----	-----	----	----
Temporary	-----	01	----	----

12. Ratio of Teaching: Non-Teaching

2:1



13. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) **2013-14**

**Rs. 1,56,14,851/-
(81%)**

14. Is there an advisory committee for the library?

Yes (✓) No (X)

15. Working hours of the library

On working days **(8 hrs)**
On holidays **(Nil)**
During examinations **(10 hours)**

16. Does the library have an Open access facility?

Yes (✓) No (X)

17. Library resources

- a. Number of books in the Library **(10,262)**
b. Number of books added to the library during the preceding academic year
 (Nil)
c. Total number of journals/periodicals related to Phy. Edu. Being subscribed
 (05)
d. Number of encyclopedia available in Library **(98)**
e. Number of books available in the reference section of the Library(**866**)
f. Compiling and reprographic facilities available **(Yes)**

18. Mention the

Total carpet area of the library (in Sq. Mts.) **(60 Sq. Mts.)**
Seating capacity of the Reading room **(40)**

19. Status of automation of Library:

Yet to initiate **(✓)**



Partially automated (X)

Fully automated (X)

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

Circulation (√)

Clipping (√)

Bibliographic Compilation (√)

Reference (√)

Information display and notification (√)

Book Bank (√)

Photocopying (√)

Computer and Printer (√)

Internet (√)

Online Access facility (√)

Inter-library borrowing (X)

Power back up (√)

User orientation / information literacy (X)

Any other (please specify and indicate) (---)

21. Are students allowed to retain books for examination?

Yes (X) No (√)

22. Furnish information on the following:

Average number of books issued / returned per day

Issued (04)

Returned (04)

Maximum number of books permitted for issue at a time

For students (01)

For faculty (03)

Maximum number of day's books is permitted to be retained

By the students (07)



By the faculty (15)

Average number of users who visited / consulted the library per month (600)

Ratio of library books (excluding text books and book bank facility) to the number of

Students enrolled (31:1)

23. Percentage of library budget in relation to total budget of the institution (0.5%)

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.

Particulars	2011-12		2012-13		2013-14	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text Books	11	1300/-	26	12,520/-	Nil	-----
Other books	15	15,153/-	11	11,500/-	Nil	-----
Journals/ periodicals	00	Nil	03	1300/-	04	4700
Audio-visual materials	Nil	-----	Nil	----	10	Donated
Any others	----	-----	----	-----	----	----

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

25. Sports and Physical Education Resources available in the institution

- a. Multipurpose hall (√)
- b. Gymnasium (√)
- c. Standard Athletic track (X)
- d. Health and fitness center with physiotherapy facility (X)
- e. Anatomy Laboratory (√)
- f. Exercise Physiology Laboratory (√)
- g. Human Performance Laboratory (√)
- h. Sports equipment store (√)
- i. Sports Psychology Laboratory (√)
- j. Bio-mechanics Laboratory (√)



CRITERION - V

STUDENTS SUPPORT AND PROGRESSION

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

Programmes	2011-12	2012-13	2013-14
B. P. Ed.	153-131=21	153-115=38	150-136=14
M. P. Ed. Part – I	63-60=03	67-42=25	62-48=14
M. P. Ed. Part - II	53-52=01	53-50=03	39-39=00

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

Yes (√) No (X)

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

10 students per teacher

3. Does the institution offer remedial instruction?

Yes (√) No (X)

4. Does the institution offer bridge courses

Yes (√) No (X)

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

Under Graduate (B. P. Ed.)

	Under Graduate (B. P. Ed.)		
	2011-12	2012-13	2013-14
Pass percentage	69.40%	64%	65%
Number of first classes	17	23	10
Number of distinctions	50	31	30
Exemplary performances (gold medal and university ranks, etc)	03	05	04

Post Graduate (M. P. Ed.)

	Post Graduate (M. P. Ed.)					
	2011-12		2012-13		2013-14	
	I	II	I	II	I	II
Pass percentage	83.33%	92%	82%	87%	80%	100%
Number of first classes	20	21	04	27	09	12
Number of distinctions	04	05	18	03	17	25
Exemplary performances (gold medal and university ranks, etc)	05		03		03	



Under Graduate (B. P. Ed. Vocation)

	Under Graduate (B. P. Ed. Vocation)	
	2011-13	2012-14
Pass percentage	87.27%	77.35%
Number of first classes	02	13
Number of distinctions	40	16
Exemplary performances (gold medal and university ranks, etc)	00	00

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

Competitive Exam	Year		
	2011-12	2012-13	2013-14
NET	---	06	02
SLET / SET	01	00	04
Any other (specify)	Nil	Nil	Nil

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

Financial aid	2011-12	2012-13	2013-14
Merit Scholarship	01	01	01
Merit cum means scholarship	-----	-----	-----
Fee concession	03	03	03
Loan facilities	-----	-----	-----
Any other (Specify and indicate)	-----	-----	-----

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

Yes (✓) No (X)

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

Yes (✓) No (X)

If yes, give details for the last three years

Level	Participants			Resource Persons		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Local / State / Regional	35	---	25	5	---	4
National Level	250	---	175	6	---	6
International Level	---	---	---	---	---	---



10. Does the institution provide Residential accommodation for?

Faculty	Yes (X)	No (√)
Non-teaching staff	Yes (X)	No (√)

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

	Yes (√)	No (X)
If yes, number of students residing in hostels		
Men	(50)	
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. Nature clubs	(X)
iv. Debate clubs	(X)
v. Student Magazines	(√)
vi. Cultural activities	(√)
vii. Audio Video facilities	(√)
viii. Literary activities	(√)
ix. Any others (specify and indicate)	(-----)

13. Does the institution have rest rooms for Women?

Yes (√) No (X)

14. Does the institution have rest rooms for men?

Yes (√) No (X)

15. Is there transport facility available?

Yes (X) No (√)

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

Yes (√) No (X)

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-----	√	----	-----	√	----
Inter-university	-----	√	-----	-----	√	-----
National	-----	√	-----	-----	√	-----
Any other (specify)	-----	√	-----	-----	√	-----



18. Does the institution have an active Alumni Association?

Yes	√	Year of formation	2003 and 2008 - 2014	No	X
-----	---	-------------------	-------------------------	----	---

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

2009-10

Level of Competition	Game / Sport	No. of participants		Achievements
		Male	Female	
Intercollegiate		26	17	
District				
Inter-University	Kabaddi	01	01	Participation
State				
National				
International				

2010-11

Level of Competition	Game / Sport	No. of participants		Achievements
		Male	Female	
Intercollegiate		50	14	
District				
Inter-University	Volleyball and Judo	01	02	Participation
State				
National				
International				

2011-12

Level of Competition	Game / Sport	No. of participants		Achievements
		Male	Female	
Intercollegiate		45	20	
District				
Inter-University	Football	02		Participation
	Softball	02		
	Basketball	01	01	
	Volleyball	01	03	
	Kabaddi		04	
	Wrestling		01	
	Athletics	02		
	Gymnastics	04	01	



Zonal	Kabaddi	---	12	Participation
State				
National				
International				

2012-13

Level of Competition	Game / Sport	No. of participants		Achievements
		Male	Female	
Intercollegiate		49	34	
District				
Inter-University	Kabaddi	04	03	Participation
	Handball	--	01	
	Volleyball	01	01	
	Athletics	03	---	
	Boxing	01	---	
	Fencing	01	02	
	Archery	01	01	
	Hockey	02	03	
Zonal	Hockey	02	03	Participation
	Kabaddi	04	03	
State				
National				
International	Wrestling	02	---	Participation

2013-14

Level of Competition	Game / Sport	No. of participants		Achievements
		Male	Female	
Intercollegiate		95	18	
District				
Inter-University	Football	03		Participation
	Basketball	02		
	Ball-badminton	01		
	Swimming	03		
	Kabaddi	04	03	
	Hockey		03	
	Athletics	01	01	
	Rifle Shooting	01		
	Yoga	01		
	Handball	01		
	Archery	01		
	Boxing	01		
	Mallakhamb	01		



Zonal	Kabaddi	04	03	Participation
State				
National				
International	Swimming	01	-----	Gold Medalist

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

Yes (√) No (X)

21. Does the institution regularly publish a college magazine?

Yes (√) No (X)

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

	2011-12	2012-13	2013-14
Higher studies	75%	75%	75%
Teaching	5%	5%	5%
Non-teaching	5%	5%	5%
Employment	5%	5%	10%

23. Is there a placement cell in the institution?

Yes (√) No (X)

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

2011-12	2012-13	2013-14
08	14	14

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

Academic guidance and Counseling Yes (√) No (X)

Personal counseling Yes (√) No (X)

Career Counseling Yes (√) No (X)



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 (X)

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

	Year – I (2012-2013)	Year – II (2013-2014)
Governing Body / Management	01	02
Staff Council	02	02
IQAC / or any other similar body / committee	03	03
Internal administrative Bodies (mention only for three most important bodies) contributing to quality improvement of the institutional processes		
1. Grievance Redressal Cell	04	04
2. Women Grievance Redressal Cell	04	04
3. Placement Cell	04	04

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 (X) No (√)

4. Furnish the following details for the past three years

(a) Number of teachers who have availed the faculty improvement Programme of the UGC / NCTE or any other recognized organization

Male	Female	Total
10	04	14



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

Level	Male	Female	Total
National	00	00	00
International	00	00	00

(c) Number of teachers sponsored for faculty development programmes organized by the institution

Male	Female	Total
12	05	17

(d) Number of teachers sponsored for Seminars / workshops / symposia on Curricular development, Teaching – Learning, Assessment, etc.

Male	Female	Total
---	---	---

(e) Number of research development programmes organized

Male	Female	Total
---	---	---

(f) Number of Invited / endowment lectures organized

Male	Female	Total
04	00	04

(g) Any other area (Specify the programme and indicate)

Male	Female	Total
---	---	---

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

(a) Self-appraisal of faculty Yes (✓) No (X)

(b) Student assessment of faculty performance Yes (✓) No (X)

(c) Expert assessment of faculty performance Yes (✓) No (X)

(d) Combination of one or more of the above Yes (✓) No (X)

6. Are the faculty assigned administrative work? Yes (✓) No (X)

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

6 Hours per week



7. Human Resources

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

Sr. No.	Basic Pay	AGP	DA (%)	HRA (%)
1	15,600/-	6000/-	As per government rules	20 %

(b) Minimum emoluments (basic pay and allowances) paid to teachers on Adhoc service:
Not Applicable

---	---	---	--	---	---
-----	-----	-----	----	-----	-----

(c) Minimum consolidated remuneration paid to teachers

0	1	0	0	0	0
---	---	---	---	---	---

(d) Per lecture honorarium paid to guest lectures

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

(e) Teacher's salaries are paid in cash Yes (X) No (✓)

(f) Teacher's salaries are paid through account payee cheque Yes (✓) No (X)

(g) Salaries are disbursed by first week of each month Yes (✓) No (X)

(h) Teachers are paid salary for the vacation period Yes (✓) No (X)

8. Income during the preceding financial year (2013-14)

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

8	2	4	3	7	3	---
---	---	---	---	---	---	-----

(b) Income from donations

----	---	----	----	---	---
------	-----	------	------	-----	-----

(c) Income from consultancies and extension programmes

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

(d) Amount of grant received from the government

1	4	1	1	0	5	5	0
---	---	---	---	---	---	---	---

(e) Income from investments

9	7	7	0	3	---
---	---	---	---	---	-----



(f) Any other (please specifies and indicates)

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

9. Expenditure during the preceding financial year (2013-14)

(a) Amount spent on salaries to teaching staff

1	2	9	3	5	8	9	7
---	---	---	---	---	---	---	---

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

1	2	8	0	5	7	5
---	---	---	---	---	---	---

(c) Amount spent on utilizes

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

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

--	--	1	2	0	0
----	----	---	---	---	---

(e) Amount spent on purchase of sports equipment / material

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

(f) Amount spent on purchase of furniture

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

(g) Amount spent on capital expenditure

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

(h) Amount spent on contingencies

8	9	6	1	6	7
---	---	---	---	---	---

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

---	---	---	---	---	---
-----	-----	-----	-----	-----	-----

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

(2013-14)

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



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

Sr. no	Year	Income			Expenditure			Excess/ deficit		
		B.P.Ed.	M.P.Ed.	B.P.Ed. Voc.	B.P.Ed.	M.P.Ed.	B.P.Ed. Voc.	B.P.Ed.	M.P.Ed.	B.P.Ed. Voc.
1	2009-10	8801187	1311148	129370	7991296	810182	54470	809891	500966	74900
2	2010-11	9199263	2061965	611029	10445678	1016390	77185	1246416	1045574	533844
3	2011-12	9986731	1746585	852258	9742977	916608	200372	243754	829976	651886
4	2012-13	19320607	1931478	981570	19103311	1764347	293816	217296	167130	---
5	2013-14	---	---	---	---	---	---	---	---	---

12. Is there an internal financial audit mechanism?

Yes (√) No (X)

13. Is there an external financial audit mechanism?

Yes (√) No (X)

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

Yes (√) No (X)

15. Endowment fund and Reserve Fund

(a) Amount of Endowment fund maintained

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

(b) Amount of reserve fund maintained

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

16. ICT / technology supported activities / units:

Administration Yes (√) No (X)

Finance Yes (√) No (X)

Student Records Yes (√) No (X)

Career Counseling Yes (√) No (X)

Aptitude Testing Yes (√) No (X)



Examination / Evaluation / Assessment **Yes (√)** No (X)

Any other (specify and indicate) **Yes (√)** No (X)

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

Yes (√) No (X)

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

Yes (√) No (X)

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

Yes (√) No (X)

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

Yes (√) No (X)

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

(a) For teachers (√)

(b) For students (√)

(c) For non-teaching staff (√)

22. Are there any ongoing legal disputes pertaining to the institution (academic or administrative)?

Yes (√) No (X)



23. Has the institution adopted any mechanism / process for internal academic audit / quality checks?

Yes (√) No (X)

24. Is the institution sensitized to modern managerial concepts such as strategic planning, team work, decision-making, computerization, TQM etc.?

Yes (√) No (X)



CRITERION – VII
INNOVATIVE PRACTICES

1. Has the institution established Internal Quality Assurance Mechanisms?
Yes (√) No (X)
2. Do students participate in the Quality Enhancement of the institution?
Yes (√) No (X)
3. What is the percentage of the following student categories in the institution?

M.P.Ed (2013-14)

Sr. No.	Category	M.P.Ed.-I Men No. (%)	M.P.Ed.-I Women No. (%)	M.P.Ed.-II Men No. (%)	M.P.Ed.-II Women No. (%)
a	SC	12 (20%)	01 (1.66%)	02 (4.76%)	02 (4.76%)
b	ST	03 (05%)	00	01 (2.38%)	00
c	OBC	04 (6.64%)	00	03 (7.14%)	02 (4.76%)
d	Physically Challenged	00	00	00	00
e	General Category	27 (44.82%)	05 (8.3%)	21 (49.98%)	04 (9.52%)
f	Rural	22 (40%)	01 (1.81%)	19 (48.71%)	02 (5.12%)
g	Urban	25 (45.25%)	07 (12.67%)	13 (33.28%)	05 (12.8%)
h	Any Other (specify) NT/SBC	06 (9.96%)	02 (3.32%)	07 (16.66%)	00

B. P. Ed. (2013-14)

Sr. No.	Category	B. P. Ed. Men No. (%)	B. P. Ed. Women No. (%)
a	SC	13(8.58%)	02(1.33%)
b	ST	09(5.94%)	00
c	OBC	14(9.24%)	03(2.00%)
d	Physically Challenged	00	00
e	General Category	72(47.52%)	08(5.33%)
f	Rural	58(38.28%)	03(1.98%)
g	Urban	78(51.48%)	11(7.26%)
h	Any Other (specify) NT/SBC	29(19.14%)	00



B. P. Ed. Vocation (2012-14)

Sr. No.	Category	B. P. Ed. Men No. (%)	B. P. Ed. Women No. (%)
a	SC	07(11.66%)	02(3.32%)
b	ST	03(4.98%)	00
c	OBC	08(13.28%)	00
d	Physically Challenged	00	00
e	General Category	17(28.22%)	06(9.96%)
f	Rural	37(78.72%)	06(12.76%)
g	Urban	10(21.27%)	07(14.89%)
h	Any Other (specify) NT/SBC	13(21.58%)	04(6.64%)

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

Sr. No.	Category	Teaching Staff (%) Men	Teaching Staff (%) Women	Non-teaching Staff (%) Men	Non-teaching Staff (%) Women
a	SC	02(14.28%)	00	01(12.5%)	.....
b	ST	01(7.14%)	00	01(12.5%)	.....
c	OBC	00	01(7.14%)	....	.....
e	Physically Challenged	Nil		....	.....
f	General Category	06(42.84%)	02(14.28%)	04(50.00%)	02(25.00%)
G	Any Other (specify) NT	02(14.28%)		.....	.....

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

B. P. Ed. (2012-13 and 2013-14)

Sr. No.	Category	At Admission		On completion of the course	
		2012-13	2013-14	2012-13	2013-14
a	SC	20(15.4%)	15 (10%)	10(7.75%)	11(7.33%)
b	ST	02(1.54%)	09 (6%)	00	07(4.66%)
c	OBC	16(12.32%)	17 (11.3%)	09(6.93%)	14(9.33%)
d	Physically Challenged	00	00	00	00
e	General Category	71(54.67%)	80(53.33%)	29(22.33%)	61(40.66%)
f	Rural	39(30.03%)	61(40.26)	21(16.17%)	32(21.12%)
g	Urban	90(69.3%)	89(58.74)	40(30.8%)	66(43.46%)
h	Any Other (specify) NT / SBC	20(15.4%)	29 (19.33%)	13(10.01%)	16(10.66%)



B. P. Ed. Vocation (2011-13 & 2012-14)

Sr. No.	Category	At Admission		On completion of the course	
		2011-13	2012-14	2011-13	2012-14
a	SC	03 (4.76%)	09(15%)	03(4.74%)	09(15%)
b	ST	01(1.58%)	03(5%)	01(1.58%)	03(5%)
c	OBC	04(6.32%)	08(13.33%)	04(6.34%)	08(13.33%)
d	Physically Challenged	00	00	00	00
e	General Category	44(69.52%)	23(38.33%)	39(61.90%)	21(35%)
f	Rural	37(58.73%)	43(71.38%)	25(39.68%)	28(46.48%)
g	Urban	26(41.26%)	17(28.22%)	20(31.74%)	14(23.24%)
h	Any Other (specify) NT / SBC	11(17.46%)	17(28.33%)	10(15.87%)	17(28.33%)

M. P. Ed. (2012-13 & 2013-14)

Sr. No.	Category	At Admission		On completion of the course	
		2012-13	2013-14	2012-13	2013-14
a	SC	05(7.46%)	03(7.69%)	03(4.47%)	03(7.69%)
b	ST	00	01(2.56%)	00	01(2.56%)
c	OBC	13(19.40%)	05(12.82%)	06(8.95%)	05(12.82%)
d	Physically Challenged	00	00	00	00
e	General Category	44(65.67%)	23(58.97%)	25(37.31%)	23(58.97%)
f	Rural	27(40.29%)	21(53.84%)	19(28.35%)	21(53.84%)
g	Urban	40(59.70%)	18(46.08%)	20(29.85%)	18(46.08%)
h	Any Other (specify) NT	05(7.46%)	07(5.57%)	05(7.46%)	07(5.57%)



Part – II: Evaluative Report

1. EXECUTIVE SUMMARY

(I) Contributing to National development:

Ours is an institute which was established way back in 1970's with the vision of reverend Shri. major R. G. Salvi, the then commissioner of Aurangabad city. His foresight of naming, Marathwada Sanskritik Mandal was to encourage and foster the qualities of living artfully by adapting health and cultural affairs. Establishment of college of physical education in 1972, is one of the oldest established college in Maharashtra with bifocal objectives, by the principal, Shri. D. G. Wakharkar, the then Director for the sports and youth welfare department, government of Maharashtra. From 1972 every year the college is contributing approximately 100 physical education teachers of bachelor level with qualities of composite personalities having substance at physical, mental, emotional, and social aspects. The college is engaged not only in building teachers, but at the same time nurturing young talents in gymnastics, basketball, cricket, football, etc., to achieve laurels at national and international level. Location of the college itself is a welcoming and inviting approach to the nearby young, elder and senior citizens to keep fit, healthy, entertain and recreate through sports. Our college is contributing at local level and encouraging the mass to keep fit and healthy within the vicinity by providing grounds, free of cost. We think that it may not be much, but to highlight significant contribution at local level keeping 400 to 500 people engaged in healthy practices like walking, jogging, playing various games, etc. We are also providing platform to various organization and to perform and promote their events as well to engage youngsters in various activities viz., self defense especially for girls, traffic signal rules, road safety orientation programmes, etc. We also indirectly inculcate fitness awareness to children of different age groups and even approach to specific competitive sports. During the research the students have to go through the topics on Shodhganga for avoiding duplicity, at the same time they are encouraged to make use of PPT's and other technique for research presentation. The final year



students are also motivated to take part in the seminars, conferences, workshop and symposia. The contribution of the college is encouraging and is extending awareness of health and fitness at the same time promoting applied researches on these masses, which is meager, but vital contribution towards nation development. We are also inculcating the moral values with passing out teachers to publicize the message of healthy nation.

(II) Fostering global competencies among students:

Today we say that the world has become global village due to communication technology and we being no exception to the usage of it. We from physical education college foster, inculcate and motivate the usage of computers among students of B. P. Ed. level and have introduced computer technology in physical education as a subject in M. P. Ed. second semester. Even we encourage and teach the special statistical package (SPSS) usage for the research in M. P. Ed. fourth semester, which is mandatory. In our institution we have started MSCIT course of Maharashtra Knowledge Corporation limited, which will surely encourage our students to update and compete at global level. The final year students are advised to do their research work (dissertation) on their own by providing access to computer labs with internet facility. During surfing for the reviews to be quoted in the research the students come across many novice research topics and sophistication in our faculty. Many students acquire the global scenario through interaction with different sportsman during their participation at local to national level competitions. The students are exposed to soft skill development programmes in which they are made aware about the global competencies such as interview techniques, etiquettes, manners, dressing sense, presentation, group discussion, communication techniques, gestures, body languages, SWOT techniques, anger and stress management etc. We ensure that the pass-out students from our institute should be able to meet the challenges of the society. They are also made aware of latest trends in profession through, films and documentaries. The students are also oriented to start up their own business in sports and physical education by



manufacturing sports equipments, kits etc., also adopting professions like sports journalism which is incorporated in our syllabus / curriculum.

(III) Inculcating a value system among students:

Every education at its core is expected to humanize the animal hood of mankind. Through physical education, we think that we are inculcating the values through actions. Base of physical education definitely imprint sustainable values and ethics among students than imparted teaching through classroom. Our students are trainee teachers and they are repeatedly stressed on values, ethics and morality as they are the future role model for the school children. Many times during general discussion in classroom and on ground the students are oriented about truth and righteousness. Our students have more affinity towards the teachers as we play sports together in intramural competitions which fosters intimacy than only classroom teaching. The impact of our guidance is more on the students as we share our difficulties, strategies, express modesty in victory and graciousness in defeat in game situations. Through sports, students become physically, mentally, socially and emotionally stable as sports and competitions teach them practicality. The students indirectly develop the qualities like team spirit, ready to help attitude, sensitivity and sense of caring towards others, truthfulness, righteousness. Every situation in sports is an experience and an experience comes through realization and realization of anything is permanently learnt. Many times on national festivals such as 15th August, 26th January, 2nd October, 29th August and 5th September etc., the students are encouraged to organize activities viz., intramural competitions which fly the message of values, ethics, and morality. On these days every individual with different religion, caste, creed, sex, and age has the proud feeling of being Indian. Our rich heritage and culture will nurture the values. Few programs and festivals of various religions are celebrated with students, staff and management. The name of our institution reflects the motto of safeguarding of our culture and heritage by promoting various activities during morning and evening at our college campus. Organisation of blood donation camps, visits to mentally and physically challenged schools, tree plantation, celebration of teacher's day, senior students teaching



juniors, voluntarily helping in organization of various activities of police, revenue department and schools etc., will definitely inculcate values among the students.

(IV) Promoting use of technology:

Nowadays technology has occupied and encircled our life in such a way that time for daily requirement has gone edge. The institute has its own website on which the updating news and appreciable happenings are floated. The institution's admission prospectus is available on our website for convenience of mass surfing. The library is also planning for reference book of references to finite the wear and tear of books. The admissions of the students along with the results are computerized. The establishment of ICT lab and introduction of MSCIT courses to it has definitely encouraged the students. The introduction of subject of computer application in physical education curriculum is also an optimistic approach towards promoting valid technology among students. Personal computers are provided to various departments for efficiency of work. Internet connections are also provided to the necessary chambers. The staff and students are provided with ample time for exposure to computer lab. Regular maintenance is ensured with technological gadgets. We have virtual classroom in our institution for teaching and learning convenience. The students are now and then made aware about the major sports competitions organized around the world through bulk SMS. During examination the surveillance is carried out through close circuit cameras. The campus is also under CCTV Surveillance. The students of M. P. Ed. final year are specially provided extra time in computer lab for their research project work.

(V) Quest for excellence:

Today the synonym 'struggle for survival' has replaced with 'quest for excellence'. The competition to sustain at every level from personal to institution is demanding. Every individual at his / her level and collectively at institutional level is trying to sustain the quality. Today the fate of any institution is lively only when it has become aware of its quality control system. Education has become service industry and no individual is ready to compromise with the quality of institute.



Ours is a very old and first established physical education college in Maharashtra. Marathwada Sanskritik Mandal is celebrating its golden jubilee year (2014-15) and has carried a name for itself in sports and cultural activities in Maharashtra. Till today the institute has undergone many transformations as and when permissible and demanded. Our institute is trying to encourage the young potential within the vicinity to nurture talents in gymnastics, basketball, Kabaddi, football, cricket; shooting etc. The college encourages the sportsman to take part in intercollegiate tournament to interuniversity and even open nationals. In academics the students are provided with abundant material to meet not only the challenges of society, but also to excel among peer professionals. The students are provided with required counseling as and when required. The students stay in hostels so as to maintain regularity. The post graduate students are provided with NET / SET guidance classes and also with soft skill development programmes. Our faculty conducts group discussions, seminars on various topics in the classrooms. On the occasion of teacher's day, national sports day, students organize various competitions and they experience the teacher's role and conduct classes and various activities. In such a way we develop their confidence and stage courage indirectly and impart the values of ethics and morality. Few noteworthy achievements which prove excellence are as follows:

- a. 12 students qualified NET and SET during last 5 years
- b. Our B. P. Ed. and M. P. Ed. students are toppers in University in last five years
- c. A few students joined police and military services
- d. A few students promoted to take up specializations like Diploma and Certificate course in Coaching from NIS
- e. Serving as sports teachers in International Schools
- f. Personal and Mass Fitness Trainers
- g. Alumni are holding respectable designations in various including the high positions in department of sports and youth affairs jobs
- h. 13 Shiv Chhatrapati awardees in different sports from our college and 16 gymnasts conferred with Shiv Chhatrapati awards from our Gymnastic Center
- i. Winner teams of Kabaddi from last 3 years at Zonal level
- j. State medalist in shooting
- k. Exhibit humanity through extending hands for the flood prone Kashmiri students of our college and similar extension activities during natural calamities.



2. CRITERION-WISE ANALYSIS

CRITERION – I

CURRICULAR ASPECTS

I.1: Curriculum design and development:

I.1.1. - 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):

VISION:

M. S. M's. College of Physical Education is committed to excellence and endeavors to provide an optimum teaching, learning, research, values, secularist, multi-dimensional (vision) personality, multi-tasking quality, scholastic, holistic development and humanistic approach environment. This will be demonstrated by innovations which embraces demographic and latest technological changes.

MISSION:

“Professional Excellence with Human Touch”

M. S. M's College of Physical Education's mission is to create an intellectually and culturally stimulating learning environment for students and community. Our students improve their basic skills in teaching, research, humanity, values, ethics, and morality, develop and enhance career opportunities and / or prepare for transformation in institution as they become productive citizens and lifelong learners. Philosophies do not grow overnight, they are shaped by experience and we believe in providing experience.

VALUES:

Our values are the ideals that guide us in our commitment to students learning and to the vitality of our community. The following ideals represent the



foundation for our mission. They guide us in our daily decisions; as well inspire us to accomplish our goals and objectives.

Acquiring: We aspire to high academic standards and support the personal growth of all our students. We are committed to student's acquiring that inculcates broad perspective resulting in the student applicability.

Accountability and Consistency: We feel responsible for utilizing and developing human resources, financial and infrastructural efficiency, effectiveness and consistency in philosophy and practice.

Conferring: The faculty is always in pursuit in inculcating dynamic and challenging atmosphere that magnifies the acquiring capability. We also identify the vital roles of the teaching and non-teaching staff to perform their best for the productive studentship.

Environment of the Campus: We value and support the environment through which the people, building and grounds all serve to convey to our students that they are welcome and that our college is a special place to learn. The citizen comes to our campus for walking and jogging during morning and evening sessions on our ground. The campus encourages a large number of young talents to get nurtured in various sports activities such as gymnastics, basketball, cricket, football, shooting, etc. Day care center in association of local NGO is on campus.

Leadership: We promote active responsible leadership for students, faculty and staff at various levels of the college and through partnership with the society at large. We embrace our responsibility to communicate, inspire and proactively respond to the changing needs of our students and society.

Opportunity to All: We value and strive to ensure open access to our college and equitable opportunities for all the residents of our society.

Perfection and Creativity: The College provides a quality educational environment for students by embracing a culture of introspection and rectification. We believe in our founder president's words "Nurture humanity through culture



and sports” to encourage innovation, creative problem solving and to welcome changes that will enhance the college ability to fulfill its mission.

Research: Our institute provides ample facilities and motivation for the students to develop research aptitude and curious nature of the students. They are now and then promoted to attend and present papers in local level seminars and bring in them the scholarly touch. Through research they are made aware of the requirement of minute but true nature of research for the development of the society.

Technical Support: We encourage the technological support to the students to minimize the hurdles in acquiring and enlarging access to educational opportunities, needs and catalyzing with administrative steadiness.

Understanding Environment: We encourage the students for active participation based on trust, openness, consistency and respect in the college policy making process. We also support students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behaviour and responsibility for the betterment of institution.

Unity and Variety: The College values the unity and variety, and recognizes the support of every individual. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.

OBJECTIVES:

1. To plan and evaluate teaching, learning courses in physical education at micro level.
2. To help trainees / students to discover self and tap their fullest potential while developing integrated personalities who will emerge as responsible and productive citizens of the country.
3. To set-up and run various forums oriented towards socially relevant issues through institution.
4. To organize seminars, conferences, workshops and similar projects for



exchange of views and thoughts for promotion of physical education and sports culture through august gathering.

5. To produce eminent scientist, DPE, Sports officers and teachers in physical education at various levels of education.
6. To organize lectures on various subjects on physical education of experts from the faculty of physical education and sports and other interdisciplinary area.
7. To encourage trainees / students to participate in sports quiz, debates, sports competitions and exhibitions.
8. To prepare value based teachers in physical education and sports for the nation and society.
9. To promote professional development through inter-related activities of education, training and research.
10. To adopt the new managerial concepts in administration and to equip the infrastructure with modern techniques.
11. To encourage access to disadvantage, gender equity and social equity.

1.1.2- 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?)

Curriculum is designed as per the guidelines of NCTE and UGC in which a flexibility of 20% is considered with specific demographic location. Redesigning of the syllabus for B. P. Ed., B. P. Ed. Vocation and M. P. Ed. started during 2010-11 and was implemented from 2012-13 onwards. The B. P. Ed. is one year degree course with annual system. The course of instruction for B. P. Ed. exam consists of three parts as follows: Part – I: theory 600 marks (6 Subjects); Part – II: skill proficiency practical 300 marks; Part – III: teaching practical 300 marks (10 lessons of physical education on ground, 10 lessons of physical education teaching in classroom and 10 lessons of subject methodology teaching in classroom; 5



psychology practical). Part – I: written papers are evaluated externally, and Part – II is evaluated with one external and one internal examiner. The B. P. Ed. vocation is having same syllabus as B. P. Ed. regular degree course, bifurcated in two years.

The M. P. Ed. is two years post graduation degree course with choice based credit system and semester pattern. Four semesters are equally divided in marks and duration. In M. P. Ed. part – I: semester 1 and 2 with 500 marks each and in M. P. Ed. part – II: semester 3 and 4 with 500 marks each are distributed. Overall the total course is of 96 credits of main course and 4 credits of service course making it 100 credit course of total 2000 marks. The complete course is covered with 16 theory subjects and 7 practical including research dissertation. Four credits are for service course in promotion to inter-disciplinary concept. Each credit is of 15 clock hours.

B. P. Ed. course is grant-in-aid, whereas M. P. Ed. course is self financed. The curriculum is designed keeping in view the professionalism, the requirement and demand of the society. The suggestions or the feedback received from various sources like the faculty, students, experts, present employees are considered while designing the curriculum in the frame work provided by statutory academic bodies like UGC and NCTE and affiliated University.

1.1.3 - How does the institution ensure that the curriculum bears some thrust on national issues like national integration, Health and fitness, environment, value education and ICT?

The B. P. Ed. students have compulsory ICT programme. The curriculum itself is of preparing teachers; hence the values and ethics are emphasized for nurturing role model in front of the school children. A special subjects have been introduced in 2nd semester of post graduation on Health and Fitness Management and Computer Application in Physical Education which purely stresses on the importance of health and fitness of children, youth, athletes, professionals, senior citizens, obesity management, stress management and on avoiding various chronic ailments. The curriculum is designed keeping in view professional excellence with



human and societal touch. B. P. Ed. practical emphasizes on special code of conduct on National flag, anthem, school function etc.

Moreover, the students are encouraged to take part in various activities organized by various NGO's in interest of National integration, health etc. such as 'Run for Fun', 'Run for Health', 'Run for India', 'Run for Environmental Protection', in various helping situations during natural calamities etc. The students are also encouraged to help voluntarily participation as officials in organization of school competition organized on our ground and also at their respective schools. These activities surely inculcate the selflessness and feeling of 'We' and 'Our' among the students.

Hence directly or indirectly the institution and the curriculum ensure that reinforces on national issues like integration, health and fitness, environment, value education and Information and Communication Technology.

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

Our faculty is aware of the transformation in curriculum within India and abroad in physical education through personal communication and internet. The curricular planning is done by the BOS members and to whom frequent suggestions are made by the respective teachers from their regular teaching-learning and evaluation process for necessary amendments. Our institute is having five BOS members, which is majority in our university. The BOS meetings periodically take valid and justifiable decision made by faculty using ICT. The suggestions in the curriculum are made whenever necessary and considered by updating various recommendations of statutory bodies like UGC, NCTE and affiliated University. All the Departments are provided with computers. The faculty prepares the notes, PPT's, theory and practical schedules, notices, attendance, evaluation through use of ICT. The institution runs a course MSCIT of Maharashtra Knowledge Commission Limited. The computer laboratory staff is always at the disposal to the faculty for regular developments in curriculum and administration.



1.2: – Academic Flexibility:

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

Yes, the syllabus overall have flexibility in theory and activity. In B. P. Ed. the part – I, which comprises of theory section, have no choice, as all the six subjects are compulsory and carry equal marks. But the sixth paper i.e., methodology in physical education and education is of two sections A and B of equal marks i.e., 50-50 each. The section A is of methodology in Physical Education is compulsory, whereas the section B is of methodology in education which comprises seven subjects viz., Marathi, Hindi, English, Mathematics, Science, Geography and History for which the students have the choice to elect one for teaching school subject. In theory only 12% is elective, but in practical skill proficiency i.e., part – II of B. P. Ed. the students have major compulsory and a few elective sports. The sports are basically classified into team games in which 6 are compulsory and 2 are elective; in combative 1 is compulsory and 1 is elective; in athletics 4 are compulsory and 1 is elective; in gymnastics 3 are compulsory and 1 is elective; in individual sports 2 are compulsory and 1 is elective; in Indigenous game 1 is elective. Out of 300 total marks 70 marks are elective i.e., carries a flexibility of 21% in practical.

In M. P. Ed. course for all the four semesters, 16 theory subjects are required and in which the students have option to choose 2 theory papers in semester 2nd and 4th, whereas out of 7 practicals in all semesters they have option to choose two practicals, in semester 2nd and 3rd. The overall theory course is of 1600 marks in which the option for theory is 200 marks i.e., a flexibility of 12.5%, whereas overall practical is 400 marks in which the option is of 100 marks i.e., flexibility of 25%. Hence it can be said that there is a lot of flexibility offered to the students in theory and practical.

Syllabus for Bachelor of Physical Education (B. P. Ed) (Annual System)



Outlines of tests, syllabi and courses for the Bachelor of Physical Education Examination

(Annual) for the Exams from 2012-13

The course of instruction for the B. P. Ed. Exam consists of two parts as under:

PART – I Theory 600 Marks

PART – II Skill Proficiency Practical 300 Marks

PART – III Teaching Practical 300 Marks

Note: Part-I will be evaluated externally.

Part-II will be evaluated with one external and one internal examiner.

PART – I

Theory Papers	Marks
1. Foundations of Physical Education	= 100
2. Educational and Experimental Psychology	= 100
3. Organization and Administration	= 100
4. Anatomy, Physiology, Biomechanics, Kinesiology and Health Education:	= 100
5. Officiating and Coaching	= 100
6. Methodology in Physical Education and Education	= 100

PART – II

<u>Practical Skill Proficiency:</u>					
S. No.	CLASSIFICATION	NUMBER	CHOICE	SPORT	MARKS
1	Team Games	6	Compulsory	Hockey, Kabaddi, Kho-Kho, Football, Volleyball, Basketball	60
2	Team Games	2	Elective	Cricket, Badminton, Handball,	20



				Softball, Ball Badminton, Table Tennis	
3	Combative	1	Compulsory	Wrestling	10
4	Combative	1	Elective	Judo, Boxing, Fencing	10
5	Athletics	4	Compulsory	100 Meters, 800 Meters, Shot-put, Long-Jump	40
6	Athletics	1	Elective	Javelin Throw, Discus Throw, High Jump, Triple Jump, Hurdles, Walking Event	10
7	Gymnastics	3	Compulsory	Floor Exercises, High Bar, Parallel Bars (Men) / Uneven Bars, Balancing Beam (Women)	30
8	Gymnastics	1	Elective	Pyramid / Aerobics	10
9	Individual Sport	2	Compulsory	Yoga, Multi-gym	20
10	Individual Sport	1	Elective	Shooting, Archery, Mallkhamb	10
11	General Activity	2	Compulsory	National Day / School Function Organization, Drill March, Calisthenics	20
12	Any Indigenous Game	1	Elective		
13	First Aid and Physiotherapy		Compulsory		25+25=50
14	Any Official Assignment in the current year Compulsory	1	Compulsory		10
Total					300
Part III: Teaching					
Practical Teaching Internal: (A)					
S. No.	PARTICULARS	NO. OF LESSON/ EXP.	MARKS PER LESSON/ EXP.	TOTAL MARKS	REMARKS
1	Academic Lessons	10	4	40	Internal
2	Physical Lessons	10	4	40	Internal
3	Classroom Teaching Physical Education	10	4	40	Internal
4	Psychological Experiments	05	4	20	Internal
5	Experience as an official at District/ Intercollegiate/ State / National Level	Minimum One		10	Internal
Total				150 Marks	Internal
Practical Teaching External (B)					



S. No.	PARTICULARS	NO. OF LESSON	MARKS PER LESSON	TOTAL MARKS	REMARKS
1	Academic Lessons	1	50	50	External
2	Physical Lessons	1	50	50	External
3	Classroom Teaching Physical Education	1	50	50	External
Total				150 Marks	

M. P. Ed. Revised Syllabus From 2012-13; Semester System (Total Marks - 2000)
Objectives:

1. To produce quality physical education teachers for imparting instructions in the subject of physical education.
2. To make people aware about the benefits of physical activity through extension lectures and demonstrations.
3. To provide excellent research and teaching in Physical Education in order to promote and develop the health and well being of people.
4. To promote health through specific physical activities, prescribed by a specialized physical educationalist.
5. To be sensitive about emerging issues in Physical Education and sports.
6. To develop an inquiring mind and ability to employ reasoning, rational thinking, critical thinking in the problems and issues relating to the physical education field in the students.
7. To provide platform for creativity, self expression and provide information on continued professional growth.
8. To concentrate on quality research in the area of health, physical education and sports.
9. To introduce consultancy and training programmes for different educational institutions and other organizations for the conduct of sports and fitness events.
10. To update the curriculum and syllabi as per global needs and challenges.

Admission requirements:

A candidate passed any one of the following mentioned courses viz. B. P. Ed., B.Ed. (Physical Education), B.P.E., Examination of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad or any other statutory university recognized by this university will be eligible for admission to the Master Degree programme in the Physical Education. Candidate must fulfill all the other conditions required in the admission procedure. Admission will be given on the basis of merit.



Duration of the program: The duration of the master's degree program will be of two academic years divided in four semesters.

Important Instructions

1. The Master degree program in Physical Education consists of four semesters spread over two academic years.
2. The entire program will be evaluated for a total of 2000 marks.
3. The program will be divided in 4 semesters consist of 500 marks each.
4. A student has to complete (16 theory + 7 Practical) 23 courses totally for this programme.

Compulsory Course/ Core course	It is a course that a student admits to a particular PG programme must successfully complete to receive the degree (the practical and theory courses are mentioned in the above table)
Elective Course	It means an optional course from the basic subject or specialization (the elective practical and theory courses are mentioned in the above table)
Service Course	The service course will be offered in the 3rd or 4th semester in different departments mentioned in the above given table, student should complete at least one service course in any semester.
Evaluation	Each course shall include lectures/ tutorials/ field work/ laboratory work/ seminar/ practical training/ assignments/ midterm and term end examinations/ paper/ report writing and any other innovative practices.
Attendance	Students must have 75% attendance in each compulsory and elective course for appearing the examination.

Rules and Regulations:

1. The M. P. Ed Degree will be awarded to a student who completes a total of 23 courses divided in 4 semesters.
2. The college will complete the internal assessment. The internal assessment will be in the form of marks.
3. Every student will have to complete at least 100 credits to obtain the masters in physical education degree out of which 96 (theory-64 and practical-32) credits should be from respective subjects and 4 credits from services courses. (1 credit shall mean 1 teaching period of 1 hour per week for 15 weeks in a semester- it includes teaching, laboratory, fieldwork, seminar, tutorials, midterm exams etc. i.e., 60 periods makes 4 credits).
4. Admission to the M. P. Ed. course will be made on the performance of entrance test and their performance in the qualifying graduate level examination.
5. Once the student is admitted to the concerned course he/she will be promoted to the next semester with full carryon; subject to the registration of student in every consecutive semester.
6. Drop out students will be allowed to register for respective semester as and when the concerned courses are offered by the department, subject to the



- condition that his / her tenure should not exceed more than twice the duration of course from the date of first registration at parent department. The admission of the concerned student will automatically get cancelled if he/she fails to complete the course in maximum period 4 years (8 semesters).
- The student will register the service course of his interest after the start of the semester in the concerned department on official registration form. The teacher in-charge of the respective course will keep the record of the students register.
 - No student shall be permitted to register for more than one service course in a semester.
 - The student shall have to pay the prescribed fee per service course per semester/ year for the registration as decided by the university.

SEMISTER – I

Course	Course Code	Name of the Subject	Scheme of Teaching (Periods per Week)				Scheme of Evaluation (Marks)		
			Lect-ures	Prac-tical	Total Periods	Total Credit	Theory (External)	Internal	Total Marks
(C)	PED-401	Sports Psychology	4		4	4	80	20	100
(C)	PED-402	Sports Training	4		4	4	80	20	100
(C)	PED-403	Research Methodology	4		4	4	80	20	100
(C)	PED-404	Test, Measurement and Evaluation	4		4	4	80	20	100
Practical	PED-451	A. Training Methods		4	4	4	25	25	50
Practical	PED-452	B. Skill Tests:		4	4	4	25	25	50
		Total	16	8	24	24	370	130	500

SEMISTER - II

Course	Course Code	Name of the Subject	Scheme of Teaching (Periods per Week)				Scheme of Evaluation (Marks)		
			Lect-ures	Practi-cal	Total Periods	Total Credit	Theory (External)	Internal	Total Marks
(C)	PED-411	Health and Fitness Management	4		4	4	80	20	100
(C)	PED-412	Sports Coaching	4		4	4	80	20	100



(C)	PED-413	Statistics in Physical Education	4		4	4	80	20	100
(E) Any one	PED-431	Computer Application in Physical Education	4		4	4	80	20	100
	PED-432	Sports Pedagogy and Communication Skills							
Practical Any one	PED-453	A. Multigym		4	4	4	25	25	50
	PED-454	Aerobics							
Practical	PED-455	B. Track and Field (Proficiency)		4	4	4	25	25	50
Total			16	8	24	24	370	130	500

SEMESTER - III

Course	Course Code	Name of the Subject	Scheme of Teaching (Periods per Week)				Scheme of Evaluation (Marks)		
			Lect-ures	Practi-cal	Total Periods	Total Credit	Theory (External)	Internal	Total Marks
(C)	PED-501	Sports Management	4		4	4	80	20	100
(C)	PED-502	Sports Biomechanics	4		4	4	80	20	100
(C)	PED-503	Applied Exercise Physiology	4		4	4	80	20	100
(C)	PED-504	Yoga Science	4		4	4	80	20	100
Practical	PED-551	Advance Coaching Lessons in Specialized Sport		4	4	4	25	25	50
Practical Any one	PED-552	Yoga & Naturopathy		4	4	4	25	25	50
	PED-553	Physiotherapy							
Service Course	PED-441	Life Guards Course				4			



Any one	PED-442	Fitness and Gym instructor							
		Total	16	8	24	24(+4)	370	130	500

SEMISTER - IV

Course	Course Code	Name of the Subject	Scheme of Teaching (Periods per Week)				Scheme of Evaluation (Marks)		
			Lect-ures	Prac-tical	Total Periods	Total Credit	Theory (External)	Inte-ternal	Total Marks
(C)	PED-511	Professional Preparation and Curriculum Design	4		4	4	80	20	100
(C)	PED-512	Applied Kinesiology	4		4	4	80	20	100
(C)	PED-513	Sports Medicine	4		4	4	80	20	100
Elective Any One	PED-531	Sports Journalism	4		4	4	80	20	100
	PED-532	Sports Sociology and Marketing							
Practical	PED-554	Dissertation		8	8	8	50	50	100
		Total	16	8	24	24(+4)	370	130	500
Total Course		23	64	16	48	100	1480	520	2000

1.2.2 - Is there a plan to diversify the courses with special emphasis on fitness, recreation, competitive sports etc., to suit different levels of education? If yes, give details.

The institution is planning to adopt a few short term courses which emphasize on fitness, competitive sports, photography, yoga and naturopathy, acupressure, physiotherapy, first aid etc. Yes, our students after the completion of B. P. Ed. and M. P. Ed., go for certificate courses in various competitive sports of 45 days organized by NSNIS at sports authority of India at various places during vacations. The students also opt for the correspondence diploma courses of other Universities such as Diploma in Yoga and Naturopathy and P. G. diploma in fitness and nutrition etc. The curriculum also designed in such a way that they have elective



options of such subjects at M. P. Ed. degree. A few students even go for one year diploma in coaching competitive sports at NSNIS. The appointment of staff is also based on specialization in sports. Our faculty is also enriched with four diploma holders and three certificate courses in coaching different sports out of fifteen. The faculty always encourages the best players to adopt coaching stream, few are diverted towards fitness and recreation at school level.

1.2.3 – Is the time-allotment approach for practical's based on scientific principles governing activities? If yes, give details.

Yes, all the practical sessions are carefully monitored for avoiding fatigue and injury and are followed based on scientific principles of sports sciences. The B. P. Ed. syllabus is designed in such a way that equal weightage is given to theory and practical, i.e., 600 marks each. In practical, the curriculum is divided into two parts; one with skill proficiency in different 25 sports with ten marks each. The skill proficiency is having again the distribution of team games, combat games, individual sports, athletics, gymnastics, indigenous games etc., moreover it has even elective options. Every sport skills are taught for three weeks and all the skills are revised during the last month after completion of 25 sports skills teaching. The daily schedule is divided into morning and evening sessions for two hours each.

Session	Task	Time (2 hours)
Morning 06:00 to 08:00am	Assembly, roll call National Anthem	10 Minutes
	Warming up	30 Minutes
	Sports activity – 4 groups (two rotations)	70 Minutes
	Cooling down, Doubt Clarification and Disperse	10 Minutes
Evening 04:00 to 06:00pm	Assembly and roll call	10 Minutes
	Warming up	30 Minutes
	Sports activity – 4 groups (two rotations)	70 Minutes
	Cooling down , Doubt Clarification and Break-off	10 Minutes

For M. P. Ed. practical is conducted for two hours in morning and evening session. Even the P. G. students are involved in conducting activities for B. P. Ed. students.



Semester	Practical	Number of Lessons
I	Training Lessons	05
	Psychomotor and Psychological Test	05
II	Multi-gym / Aerobics	05
	Athletic Proficiency	05
III	Coaching lessons	05
	Physiotherapy / Yoga and Naturopathy	05
IV	Research Dissertation	01

All the practical sessions are carefully monitored for avoiding fatigue and injury and are followed based on scientific principals and sports sciences.

1.2.4: 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.

The PG students are introduced with soft skill development programme of 10 hours in which we thrust on etiquettes, manners, dressing sense, communication skills, interview techniques, SWOT techniques, group discussions, presentation methods, body language etc. At times the students are also asked to take some topic for seminar presentation in the class. The dissertation viva-voce practice is also organized for M. P. Ed. 4th Semester students. The Part – II M. P. Ed. students are also given chance to deliver lectures for Part – I and B. P. Ed. students. The national days such as 26th January, 15th August, 29th August and 5th September programmes are organized by B. P. Ed. and M. P. Ed. students. The students are also encouraged to help voluntarily to the school or NGO organized programs at our college. The students are also motivated to deliver the speeches on various accounts. These small activities surely inculcate few values which are thus inculcated through formal courses.

1.2.5 - Furnish details on the following aspects of curriculum design:

(i) Interdisciplinary / multidisciplinary strategies:

B. P. Ed. syllabus emphasizes on various disciplines such as history; biological and psychological foundations, psychology of learning, philosophy of education, organization, administration, anatomy, physiology, biomechanics, kinesiology,



health education, officiating, coaching, methodology in physical education, classroom teaching with various methodology such as Marathi, Hindi, English, Mathematics, Science, Geography and History.

M. P. Ed. syllabus emphasizes on various disciplines and specialization viz., sports psychology, sports training, research methodology, test, measurement and evaluation, health and fitness management, sports coaching, statistics in physical education, computer application in physical education, sports pedagogy, sports management, sports biomechanics, applied exercise physiology, yoga sciences, professional preparation and curriculum design, applied kinesiology, sports medicine, sports journalism and sports sociology and marketing. These strategies induce students to look holistically and not in a stereotype, compartmentalized way.

(ii) Promoting self learning:

The students of B. P. Ed. are not provided with notes, they are promoted and encouraged to prepare personal notes from reference books and the subject notes are evaluated by concerned lecturer. For practical we believe on trial and error method in which students learn from their own mistakes. In this teachers play passive role as they monitor and rectify the mistakes and students are completely active.

For PG course in each semester teacher conduct 2 mid-term and 2 tutorials. Teacher allots questions to students for home / class assignments for tutorials which are based on practical or theoretical work assigned. This system is adopted to check the student's periodical development and impart remedial classes for the weak students.

(iii) Internship approach to practice teaching:

B. P. Ed. course is bifocal and the students have to complete 10 lessons on ground; 10 lessons of physical education classroom teaching and 10 lessons of subject teaching. During this the students visit different schools to conduct classes. On an average around 4500 lessons of on-ground and in the classroom will be observed by



14 lecturers in different schools in an academic year. This practice teaching is preparation of final lesson of 50 marks each evaluated by one external and one internal examiner. The internal 30 lessons also carry 120 marks to ensure regularity and internship approach.

M. P. Ed. Course is of two years duration with four semesters. The complete course is of 96 credits involving 16 theories and 07 practicals. The practicals are incorporated with five training lessons, five advance coaching lessons, five skill and psychomotor test, five multi – gym lessons, five aerobic lessons, five athletic proficiency, all of four credits each and research dissertation of eight credits. All these factors have internal marks and in final exams they are evaluated for selected lessons in each by external and internal examiner. The minimum marks for passing in each subject are 50% in internal as well as external.

(iv) School Experience:

The students are promoted to organize classroom and ground teaching and training lessons respectively at different schools under observation of lecturers and even by the respective school teachers. Every student during practice classroom and ground lessons has to complete 30 lessons for internal 120 marks. The school experience in 3 lessons is evaluated in external examination for 150 marks in total.

(v) Community work:

The curriculum encourages the students to voluntarily take part as official in any tournament for which he/she is given 10 marks internal in B. P. Ed. The students are also assigned the duties to organize school annual sports meet conducted on our ground and at various places, helping in the national festivals.

(vi) Work experience (SUPW): Socially useful productive work:

In addition to developing individual skills the curriculum aims to develop the student's habit of work as a community, encourage community thinking, increase awareness of scientific advancements and develop a scientific outlook. The training acquired in the classroom is expected to help students to solve day-to-day problems



of the community. The curriculum is designed keeping in view the present scenario demand of the society and even which fosters self-employment. The post graduation curriculum is having subjects like sports coaching, sports training, sports pedagogy, sports journalism, sports marketing etc. The students passed out from our institute are serving today as primary teachers, Physical Education Teachers, College D. P. E's, lecturers, personal trainers, policeman, military services, coaching, journalism, marketing, and many other sectors indirectly serving society.

(vii) Health and Physical Fitness (a) Promoted skill oriented learning (b) Sports excellence oriented learning (c) Sports Science oriented teaching (d) Sports management learning experience (e) General well being pedagogy (f) Innovation

- (a) **Promoting skill oriented learning:** The curriculum of B. P. Ed. and M. P. Ed. has practical subjects which emphasizes on skill learning. In B. P. Ed., the practical learning of 25 different sports skills which help the students to know the ground and equipment dimensions, rules of sports and games, officiating and coaching at preliminary level for school children. They are also provided with preliminary knowledge about first Aid and Physiotherapy
- (b) **Sports excellence oriented learning:** The curriculum of M. P. Ed. allows the students to go for various specific training methods along with advance coaching in selected sport. These coaching lessons in selected sports gives the students to adopt sports excellence oriented learning. Five lessons are mandatory to conduct as to score passing in internal marks. This compulsive structure in curriculum induces a practice of excellence.
- (c) **Sports sciences oriented teaching:** Allied sports sciences such as sports biomechanics, exercise physiology, applied kinesiology, sports training, sports coaching, sports psychology etc., are incorporated for subject oriented knowledge, which helps the students to make an application part in teaching and coaching.
- (d) **Sports Management learning experience:** Curriculum of B. P. Ed. is incorporated with 20 marks internal for flag code of conduct, march past, drills, calisthenics, organization school sports day etc. The students are also



involved in organization of sports events on few auspicious days and national festivals. The students are also voluntarily involved in sports events organized at our college campus by schools and NGO's.

- (e) **General Well-being and pedagogy:** Syllabus or curriculum is for B. P. Ed. and M. P. Ed. hence every aspect is related to general well-being, but to note, the subjects such as fitness and health management and sports pedagogy is involved in syllabus, have specific relevance with general well being and pedagogy. The B. P. Ed. curriculum also emphasizes on the educational pedagogy in paper VI.
- (f) **Innovations:** Curriculum is also incorporated with programmes like indigenous sports and even the local folk item such as Lazium of Maharashtra. In the first paper of B. P. Ed., the history of Physical Education in Maharashtra is also introduced. Looking at the demand and local availability, aerobics is introduced in the syllabus. The training in multi-gym is stressed as the trend is considered. So that our students can even serve as gym-instructors. The students are involved in evening club activities such as gymnastics, aerobics, basketball, martial arts, Mallkhamb, multi-gym, rifle shooting, badminton etc. The curriculum is designed even considering the lectureship qualifying examination such NET/ SET etc. The classes for NET/ SET are also organized for our students and outsiders. Soft skill development is also organized to overcome the challenges of society during communication, behaviour, interview, debates, discussions counseling etc. To inculcate research aptitude in students, research dissertation is introduced for M. P. Ed. semester-IV.

1.3: Feedback Mechanism:

1.3.1: How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders.

The institution has a formal procedure of obtaining feedback form of teaching and learning, infrastructure and administration from the students. At the end of the



year, the students are provided with a form in which questions related to teaching and learning, infrastructure facilities and about general administration for answering and a general evaluation is done on the response of students. Necessary amendments are made accordingly in interest of quality sustenance.

The informal procedure of feedback is administered during visits of alumni, community, academic peers and a stakeholder is obtained through communication and informal discussion with them.

The employer's feedback and communication is frequent as the complete staff of teaching and non-teaching sums up to 25 members, hence now and then every individual comes in association with principal and that way the feedback is obtained and remedies and amendments are made as and when necessary.

1.3.2 – Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvements and the changes to be brought in the curriculum?

The feedback obtained from students is analyzed statistically to mark the lacunas. The weak areas are discussed with the principal and improvements are done. As the college is professional with limited seats and staff the feedbacks are even rectified at personal levels. The rapport of the staff with the surrounding is friendly and the improvements are made with vision and optimum advantageous to student, staff and society. The feedback of curriculum is considered at college level as 5 BOS members are from our college, hence the informal meetings with staff members and students support the improvement in curriculum. The curriculum feedback is then considered in formal meeting of BOS and necessary amendments are made.

1.3.3: What are the contributions of the institution to curriculum development? (Members of BOS, sending timely suggestions to the university on other agencies responsible for curriculum development feedback etc.)



The university has three different boards of physical education viz., (1) Board of DPE's (2) Board of Physical Education subject and (3) board of B. P. Ed. colleges. The board of B. P. Ed. colleges of the university, there are eleven colleges for which 5 BOS members and 3 faculty members and 1 chairman are elected and all of the members are from our college. As our college has eligible member for board of Studies, the contribution towards curriculum development from our institute is 100%. The timely suggestions are made informally within institute and even the change in curriculum of B. P. Ed. and M. P. Ed. during 2011-12 is completely contributed and prepared by our institute members as member of BOS. We have also organized workshops at our college for B. P. Ed. revised syllabus during 2012-13 and for M. P, Ed. on 2nd August 2014 at University level. During workshops the feedback and the amendment suggestions in curriculum is undertaken for consideration in forthcoming BOS meetings.

1.4 – Curriculum Updates:

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

The curriculum prepared for B. P. Ed. and M. P. Ed. during 1985 is amended as and when received feedbacks from academic peers, concerned teachers, students and moreover looking at the timely demands. The massive transformation in every aspect of education has made the university to design new curriculum as per today's necessity and demands. After the elections of BOS in 2010-11, syllabus / curriculum designing committee is formed under the dean and chairman of B. P. Ed. colleges board. The committee after studying various requirements and demands keeping and abiding the rules of UGC and NCTE has started preparing curriculum during 2010-11 and was implemented from 2012-13. While preparing the curriculum, various aspects emphasizing of profession are considered as academic peers, frame work of other universities, local requirements, feedback from students and the teachers where the students go for conducting academic lessons, physical education subject in classroom and physical education lessons on ground. Ours is the first



government physical education aided college in Maharashtra with bifocal approach and hence the opinion of subject teachers regarding teaching methodology is also considered.

1.4.2 – 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?

The major transformation in Indian education system during last few years has even made us think about the revision in theory and activity syllabus. Hence the new curriculum has started its construction from 2010 by our university BOS considering various feedback and suggestions. The total syllabus was revised for B. P. Ed. and M. P. Ed. The M. P. Ed. course is constructed under semester system pattern in which choice based credit system is followed. In the syllabus of B. P. Ed. many precise amendments such as subject relativity with timely precision is introduced considering the required number of teaching hours. Even in physical activities many new activities such as specifically aerobics, indigenous sports, organization of sports days at school with all formalities, and even 10 marks are allotted as motivation toward officiating at any local tournament. In theory the introduction of history of physical education of Maharashtra is introduced, because we believe in “think globally and act locally”. The changes in subject like psychology are made considering the need of today. A few new concepts of management and organization are introduced various systems and the biomechanical and Kinesiological subjects are made applied oriented. New rules and latest developments in officiating, coaching and training methods are introduced. Considering the introduction of physical education subject in schools the weightage in conducting the subject in classroom is introduced. Various options are given as elective sports along with compulsory events in activity syllabus.

In M. P. Ed. many new subjects were introduced considering the prospect of job and various professions in the society. The introduction of subjects like sports journalism, sports pedagogy, sports sociology and marketing, yoga sciences, Fitness



and health management etc. in theory whereas advance coaching lessons, multi-gym training, aerobics, moreover, introduction of dissertation which was not in earlier curriculum were introduced. The prepared syllabus is now and then revised as per the recommendations of concerned teachers, subject experts and sports sciences experts viz., MS from NSNIS. Service course is introduced for encouragement of multi-disciplinary concept.

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

During the beginning of first semester, staff meeting is conducted in which various committees are formed and a yearly academic calendar is prepared in which various curricular, co-curricular and extra-curricular activities are decided tentatively. The curricular structure is followed as per the syllabus and requirements of lectures to complete the syllabus of teaching and practical. The feedback is taken during the monthly meetings with theory and practical in-charge of B. P. Ed. and HOD of M. P. Ed. The necessary pace and development is acquired as per the justifiable demands. In M. P. Ed. regular mid-term test and tutorial gives feedback of the student's academic development to the concerned teachers and the HOD. The co-curricular and extra-curricular activities are organized as per the schedule and timely amendments are made as per the situations if necessary. Overall feedback is taken from the students at the end of year and the further year is planned accordingly accepting the justifiable amendments. The evaluation is made on an observation and written format and it is ensured that the objectives and effective implementation of the curriculum is optimally achieved.

1.5 – Best Practices in curricular aspects:

1.5.1 – What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?



The first major change that can be identified is the change in the curriculum during 2010-11 of B. P. Ed. and M. P. Ed. as per the present need of multidisciplinary concept. The promotion of choice is provided with various subjects in theory and practical at M. P. Ed. and B. P. Ed. The introduction of research dissertation for M. P. Ed. Semester system to get acquainted with different subjects at the same time assuring maximum presence of students at college premises for theory and practical. Introduction of physical education classroom teaching at practice school lesson plans, for B. P. Ed. students. For quality sustenance the mid-term exams are taken for M. P. Ed. students after completion of 2 units of each subject. Pre-finals are conducted for B. P. Ed. students as practice exams and preparation is conducted every year before final exams. The tutorials questions are given to the students to refer it with various books and internet and they are evaluated by respective subject teachers for valid answers. Group discussions are organized at class level with quiz on concerned topic. In practical, extra time is allotted for skills practice and during the last month of the B. P. Ed. course revision is done on all the games. For extra attention and achievement NET/ SET classes are also organized for M. P. Ed. students. English classes are organized for the weaker students of B. P. Ed. Soft skill programme of 10 hours are conducted for M. P. Ed. students to develop self marketing strategies.

1.5.2 – What innovations / best practices in curricular aspects have been planned and implemented by the institution.

The institution strives for overall development of individual's personality in which his physical, mental, social and emotional development is considered. The institute has taken major role in revising the syllabus at University level from 2010-11 and its implementation from 2012-13. The institute is planning to run study center during evening for the hostel students and even day boarders where they will be encouraged for self-study in the classroom under some teacher's supervision and the doubts will be clarified then and there. The institute is also planning to hand over various evening activities to M. P. Ed. students for discipline and maintenance of ground and attendance. The senior students will also be encouraged to help the



juniors in their studies. The students will also be exposed to many social activities and sports organizations for their overall development.

Additional information to be provided by institutions opting for re-accreditation / re-assessment:

(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?

Observation No. 1:

Mission statement ‘to nurture youth who are physically strong and mentally fit’

Measures Undertaken:

After considering the present scenario of massive educational transformation and service oriented perspective we felt that the mission statement may be redefined and after that we follow the mission as “Professional excellence with human touch” and the values, vision, and objectives are framed accordingly.

Observation No. 2:

“College functions for 210 days in a year, of which 174 days are for teaching. Pre-practice preparation days are 6 and total practice teaching days are 30, however, the practice teaching lessons prescribed by the university are inadequate”

Measures Undertaken:

The college functions for approximately 220 days in which 180 days are totally dedicated to teaching and learning. The practice teaching lessons are now given weightage and distributed in three different aspects such as classroom teaching methodology of subject, physical education classroom teaching and physical education lessons on ground. Weekly two days are specially spared for teaching lessons practice. Approximately 50 days are spared for practice teaching days for the students. Other than 220 days the staff is engaged in university paper evaluation during holidays.



Observation No. 3:

“M. P. Ed. students are not given opportunity to opt for dissertation. This is against the wishes of students. The M. P. Ed. students are not involved in the B. P. Ed. activities in morning as well as evening”

Measures Undertaken:

From 2009-10 the M. P. Ed. final year students are provided with dissertation option and also introduced it in new CBCS semester system from the modified syllabus with effect from 2012-13. They are also involved as supportive for organizing the B. P. Ed. ground activities as and when required. The students are provided with many theory and practical options which will foster with professional competence in them. The M. P. Ed. course due to choice based credit system with semester pattern has got a touch of professionalism with multi-disciplinary view and multi-facet aspect in occupation. The course gives a strong touch to the higher studies emphasizing on research and statistical techniques even with yogic and pedagogical horizons.

Observation No. 4:

“The college has an informal system of taking the feedback from the students about the quality of teaching of the college faculty since last two years”

Measures Undertaken:

The formal feedback form is designed to obtain evaluation about curriculum in teaching and administration. The statistical analysis is made and accordingly the lacunas in various aspects are rectified if justifiably permissible.

(2) What is the major quality sustenance and enhancement measure undertaken by the institute since the previous assessment and accreditation?

Previous accreditation was accomplished and certified in February 2005. The then principal Prof. P. K. Tadlapurkar retired on 30-01-2005. The college appointed the new full time principal i.e., present Principal Dr. Pradip B. Dube on 24-052008.



After 2008, present principal Dr. P. B. Dube took charge, he started developments and during these years we managed to construct new self sufficient building with all amenities, increased boys' hostel facility, inception of girls' hostel etc. The major change which was brought by the present principal is that he managed to add Board of B. P. Ed. colleges to the faculty in physical education in our University. After inception of this new board and elections, five teaching faculty members of our college were elected on the Board. The members of our college could bring massive change in curriculum, so that today we think that the curriculum is competitive and match the present scenario. The change in curriculum is bringing a quality product and even able to sustain the quality among our students.



CRITERION – II

TEACHING – LEARNING AND EVALUATION

2.1: Admission Process and student profile

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

*** The institution prepares the prospectus every year. It contains information such as available courses, eligibility, exam pattern and schedule, fee structure, list of required documents, different scholarship schemes, college library, hostel, code of conduct, aims and objectives etc. The admission is given on the bases of CET which comprises of mental ability, physical ability and special achievement in sports and NCC etc and qualities.**

*** The process is transparent and so far there have been no grievances or complaints registered in this regard.**

*** Wide advertisement is also made through the regional Marathi dailies and also uploaded from time to time on web site of institution.**

*** The norms are strictly followed as per NCTE and UGC and the affiliated university from time to time.**

*** The admission committee consists of two higher education nominees, principal, doctor and senior lecturer.**

*** The equity criterion is honored in the admission of marginalized youth by strictly adopting state policy on the matter.**

*** Disadvantaged Community: The college reserves admission to 50% students belonging to SC, ST, NT and OBC etc. Categories are given admission on just Rs. 100/-.**



* **Women:** There is reservation in admission for women, but due to low strength during admission the vacant seats are filled with men. The women candidates are provided with equal opportunity as that of men. Separate hostel facility is available for women.

* **Athletes and Sports Persons:** Students are admitted preferentially based upon the excellence of performance in sports activities at various levels.

* **Differently Able:** As per government of India directives, seats are earmarked for differently able students in the admission and the same are followed. All possible help is provided to differently able students.

* **Economically Weaker Section of Society:** There is reservation for students belonging to economically weaker sections of the society as per government notification, followed for admission. The students are allowed to pay fees in easy installments according to their convenience.

2.1.2: How are the programmes advertised? What information is provided to prospective student about the programs through the advertisements, prospectus and other published material of the institution?

(a) **Prospectus:** the institution prepares the prospectus every year. It contains information such as available courses, eligibility criterion, CET, exam schedule, fee structure, list of required documents, different scholarship schemes, college facilities, hostel, code of conduct, college highlights, aims and objectives etc.

(b) **Institutional website:** the institution has its website www.msmpphysicaleducation.org which is updated from time to time and the admission procedure is made available on the same.

(c) **Advertisement in regional news papers:** wide advertisement is also made through the regional Marathi dailies generally in the month of June and the day after graduation results of affiliated University.



2.1.3: How does the institution monitor admission decisions to ensure that the published admission criteria are equitably applied to all applicants?

The government nominees and the principal observe the complete admission process which is transparent and applied as per the published and conveyed message to the students. The admission criteria regarding the merit list in the CET with mental, physical and special achievements are considered during admission. The admission process is carried out adhering to the instructions given by the statutory bodies like NCTE, UGC and affiliated university from time to time in relation to equity, access etc. Every given detail in prospectus is strictly followed by the committee. Special advantage is given to the reservation category, differently able, economically backward class, women, sports achievements and NCC. There is admission committee of teachers to ensure smooth, free and fair conduct of admission process. The students are required to buy the prospectus at the initial stage. The administration and faculty helps the students to guide in filling the forms, document requirement etc. Doubts of students regarding the CET are clarified. The CET dates are announced in advance for the convenience of students.

The merit list is displayed as per the reservation criteria and rules and directives from state government and statutory bodies, on the next day. The students are given stipulated time to take admission to the concerned course.

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

a. Economically weaker sections of the society. There is reservation for students belonging to economically weaker sections of the society as per government notifications; the same are followed for admission. The students are allowed to pay fees in easy installments according to their convenience.

b. Region: Two percent seats are reserved for the Jammu and Kashmir students. The admission in our college is from various regions such as Andhra Pradesh, Telangana, Jammu and Kashmir, Gujarat, Madhya Pradesh etc. During last four



years, we had nine foreign student's admission from Iraq for post graduation at our college. The foreign students have opted our college to university and the university has provided over and above on allotted seats to the college for foreign students.

c. Disadvantaged community: There is reservation for students belonging to disadvantaged community as per government notifications. Our college has around 50% students belonging to SC, ST, NT, DT, OBC etc. categories and the students are admitted with a nominal fees of Rs. 100/-.

d. Women: There is reservation in admission for women, but due to low strength during admission the vacant seats are filled with men. The women candidates are provided with equal opportunity as that of men. Separate hostel facility is available for women.

e. Differently Able: As per government of India directives, seats are earmarked for differently able students in the admission and the same are followed. All possible help is given to the differently able student. Last year a deaf-dumb swimmer was admitted to college and he efficiently secured the class with flying colours. His lessons were organized at deaf-dumb school. The same student this year is admitted to Diploma in Coaching swimming at NSNIS, Patiala.

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

During morning session the physical ability tests are applied carrying 50% weightage. The physical ability tests are 400 M run to check endurance ability, 4 X 10 M shuttle run, for agility, sit-ups for abdominal strength, medicine ball put for upper extremity strength and standing broad jump for legs explosive strength. The marks of physical tests are awarded as per standard norms. The mental ability test questionnaire having 20 MCQ's carrying two mark each based on general knowledge, logical reasoning and aptitude, the weightage carried is 40%. The original documents are checked by a committee and the last is the students have to face interview in front of the nominated committee carrying 10% weightage.



B. P. Ed. and M. P. Ed. Entrance Physical Efficiency Test and their Points										
Score & Units	Test Score (Men)					Test Score (Women)				
	10X4	400M	SBJ	Sit-up	MBP	10X4	400M	SBJ	Sit-up	MBP
	Sec.	M:Sec	Mt.	Count	Mt.	Sec.	M:Sec	Mt.	Count	Mt.
10	<9.91	<1.00	>2.30	>35	>10	<11.00	<1.25	>1.80	>30	>10
09	9.90-10.10	1.01-1.05	2.10-2.29	30-34	9.50-9.99	11.01-11.50	1.26-1.30	1.60-1.79	25-29	9.50-9.99
08	10.11-10.40	1.06-1.11	1.90-2.09	25-29	9.00-9.49	11.51-12.00	1.31-1.35	1.40-1.59	20-24	9.00-9.49
07	10.41-10.70	1.12-1.17	1.70-1.89	20-24	8.50-8.99	12.01-12.50	1.36-1.40	1.20-1.39	17-19	8.50-8.99
06	10.71-11.20	1.18-1.23	1.50-1.69	17-19	8.00-8.49	12.51-13.00	1.41-1.45	1.00-1.19	14-18	8.00-8.49
05	11.21-11.70	1.24-1.29	1.30-1.49	14-16	7.00-7.99	13.01-13.50	1.46-1.50	0.90-0.99	11-13	7.00-7.99
04	11.71-12.20	1.30-1.35	1.10-1.29	11-13	6.00-6.99	13.51-14.00	1.51-2.00	0.80-0.89	08-09	6.00-6.99
03	12.21-12.70	1.36-1.41	0.90-1.01	08-10	5.00-5.99	14.01-14.50	2.01-2.05	0.70-0.79	06-07	5.00-5.99
02	12.71-13.20	1.42-1.47	0.80-0.89	05-07	4.00-4.99	14.51-15.00	2.06-2.10	0.60-0.69	04-05	4.00-4.99
01	>13.20	>1.48	<0.80	<05	<04	>15.00	>2.10	<0.60	<04	<4.00

2.2 Catering to Diverse Needs:

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

There is remedial coaching conducted separately on every Saturday. If the teacher finds that some basic concepts are not cleared to the student, he briefly revises such topics before going for actual syllabus. Teachers also allow the student to meet personally about his unclear concept.

An informal orientation programme is conducted in class by the subject teacher before the commencement of teaching programme. It helps in internal understanding of the knowledge based and skills of the students.



The performance of the students in the internal feedback through either by test or oral which are a part of continuous internal assessment also helps in understanding the students' level of understanding of the subject.

The institute conducts an entry level test in the general knowledge about physical education for UG and specific knowledge of physical education for PG, in order to assess the status of current knowledge of subject and skills. It helps the teachers to create a base for monitoring the future progress of students.

The students are also assisted in preparing their notes in particular subjects by guiding various resources such as books in library, internet websites etc.

The PG students have to submit their two tutorials carrying 5 marks each and have to undergo two midterm exams carrying same marks of each subject. The performance in test and tutorial will give enough feedback to concerned teacher regarding the barrier in learning. The awarded marks and suggestions will surely help the student-teacher conducive environment for learning.

2.2.2: What are the activities envisioned in the curriculum for students to understand the role of diversity and equity in teaching learning process?

The number of advanced learners is not very high. Some students approach teacher with their difficulties, which the teacher resolves. At the same time the subject teachers through interaction with the students at the beginning of the academic year try to identify slow and advance and learners diversity. They give them assignments as per their capacity. Slow learners are informally helped by the faculty. The students are encouraged to solve some previous year question papers, and then the teacher evaluates their efforts and guides them accordingly. After the mid-term examination the PG students are given the book for knowing the strong and weak areas. The pre-final exams of UG students will provide them the opportunity to evaluate themselves and their preparation. The informal arrangements have been made to help slow learners with extra lectures, practical, assignments, projects and group discussions. Advanced learners are given special guidance by the teacher by



assigning more difficult tasks and are encouraged to participate in various competitive examinations and competitions.

2.2.3: 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 B. P. Ed. students have to choose any one methodology of subject teaching (English, Hindi, Marathi, Mathematics, Science, History and Geography). The subject chosen will be taught by concerned methodology teacher. Every subject has various teaching methodology. The students practice atleast ten lessons within themselves in the college under the supervision of the concerned methodology teacher and also in allotted schools. The lessons are taught from standard V to standard IX. The students make use of teaching aids in respective subjects.

The students have physical education subject to be taught in classroom from V to IX classes. Special curriculum of physical education is designed by MCERT at state level. The students are supposed to teach 10 lessons within themselves in the college under the supervision of the concerned teacher and also in allotted schools. The students are made to use various teaching aids such as charts, sports equipments, models of various things etc. even the students make use of sports equipment while explaining the physical education subject.

The students also have to conduct physical education lessons on ground in which they are made to use the grounds, equipments, proper kit, fulfilling the formalities of lesson planning, from warming-up till the cooling down and stretching. During this lesson the students are advised to take lessons on minor and major games. The minor games consisting of drill and march-past, calisthenics, lezium etc. for body coordination and uniformity. The students have to practice atleast ten lessons within themselves in the college under the supervision of the concerned teacher and also in allotted schools.

Every lesson organized at school is observed by the teacher and provides the suggestion for next lesson to be rectified. Each lesson carries internal four marks



and total 30 lessons are organized and observed carrying 120 marks for the academic year.

During the practice lessons at schools the teacher student come across many experiences and are supported by teacher suggestions will show a very positive development among students. Now and then the students are supported with the latest changes in school curriculum and even the usage of modern technologies among the education field.

During skill learning on ground various encouraging methods will be taught to students so that they can attain the best possible methods of development.

The students learn through practical experience of handling school children.

Many times the students are also asked to visit schools to observe and assist the regular teachers for experience.

2.2.4: What efforts does the institute make to improve professional competency of the prospective physical instructors?

- The institute provides the opportunity of acting as official at local level competitions.
- The students are also promoted to attend referee clinics organized by various associations.
- The students take part in conduct of school sports days organized at our campus.
- The students are also invited by schools where the manpower is less to organize sports competitions.
- Few students interested in specific sports are attached to the training centers run at our campus.
- The curriculum practical stress upon the field visits and project reports
- Talented students are spotted and they are diverted to respective interested field for increasing competency.
- Many students help school staff in acquiring the competency.



- **The excursion is organized in such a way that it emphasizes the importance of physical education and sports, such as the visit to best sports infrastructure.**
- **The students also pay visit to physiotherapy, yoga and naturopathy center for project report.**

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

- **After every lesson the specialized teacher will make necessary instructions to the students allotted either in subject methodology, physical education subject in classroom teaching or physical education on ground.**
- **A teacher every year observes 300 lessons personally and provides personal feedback to each and every student immediately in oral and in written format.**
- **During teaching of particular sport on ground the teacher in charge will provide immediate feedback about errors rectification.**
- **The student is made to rectify the errors so that the accountability of understanding is evaluated through checking the earlier rectifications suggested.**
- **Every student is observed objectively and the interpretation is made subjectively.**
- **No two are alike hence various motivating techniques stressing on internal locus of control.**
- **The allotment of marks and evaluated suggestion for each progressive lesson also provides feedback to the student.**
- **The semester system and internal mid-term exams provide ample feedback for development.**

2.2.6: How does the institution ensure the students' preparedness for managing the diverse learning needs of students in schools?



It is mandatory to conduct practice classes on schools. The practical difficulties faced by the students during teaching students in schools are informally discussed by the observing staff. The staff then and their writes remarks on the lesson plan of the student teacher. The diverse learning needs of students at schools are individually discussed by the student teacher with the observing faculty. During the visit to schools to conduct lessons on school children the concerned teacher will instruct the various roles to be played during teaching – learning process. The teacher student is asked to get the lesson rectified, discuss regarding the teaching aids to be used with the mentoring faculty. Every faculty is allotted with ten students of whom he has to observe the classroom methodology teaching, subject, classroom teaching of physical education and practical physical education lesson on ground. The allotted 10 students to each faculty will ensure complete development as he/she has the students with them for one academic year. The students prepare lesson plan, get it verified from the teacher and discuss informally regarding the use of teaching aids and other formalities and roles to be displayed / exhibited in classroom for the diverse learning needs of students in school.

2.3: Teaching–learning Process:

2.3.1: 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 lecture method of teaching is supplemented with the following learner centered teaching methods. The institution adopts quite a few strategies to make learning student–centric. There are extension activities like sports and officiating at various competitions in addition to other co-curricular and extra-curricular activities. Participation in various extension activities will provide students the awareness about the socio-economic status, environmental problems and about the actuality of community inculcating values, ethics, morality, discipline etc. These activities make students acquire various management skills at the ground level and acquire lifelong learning.



Many students are encouraged to participate in essay, debating competitions in and outside the college. This prepares them to present their knowledge in an effective way. For the final year students at PG level there is soft skill development programme run very effectively which helps in improving personality and the communication skills of the students.

Following are some of the activities organized for the students for making learning more students centric:

- Study tours for the students of UG and PG
- PG students during their practicals session do visit to physiotherapy and naturopathy centers.
- PG students during their research dissertation do visit to various levels of communities for survey and section research.
- As per the requirement of the topic the teaching aids like charts, maps and models are used in classroom.
- Students participate in various rallies, runs etc. organized by various NGO's on various issues like AIDS awareness, environment protection, water conservation, health etc.
- Students attend lectures on competitive exam like NET / SET
- Students and staff arrange blood donation camps and donate blood for understanding social responsibility and accountancy.
- Self defense camp for women is organized at our campus for girls of college and those staying in vicinity.
- Students are encouraged to contribute their writings in the Marathi, Hindi and English sections of college magazine "Sanskriti"
- Speeches on importance of values, ethics, law and order, protection of women law, fitness and health, awareness of aids, yoga, banking procedures etc. are attended by the students.



This promoted abilities for adaptive and positive behaviour that enable students to deal effectively with the demands and challenges of everyday life, reflective skills such as problem – solving and critical thinking, personal skills such as self – awareness, and interpersonal skills, sociability and tolerance, to action competencies to take action and generate change, and capabilities to have the freedom to make decisions, entrepreneurial skills, dignity of labor etc.

2.3.2: How does the institution engage students in “Active Learning” (use of learning resources such as library, web-site, focus groups, individual projects, simulation, peer teaching, role – playing, internships, practicum, etc.)

The institution encourages students in “Active Learning” through the use of many resources.

The teachers ask the students to plan their notes as per the curriculum using various books available in our library. The students are even supported with the name of the books for ease. The students prepare their notes and get it evaluated by concerned teacher for exactness. Few questions for PG are given for tutorial which requires the use of internet. The tutorials are then awarded marks. The students of UG are advised to meet their seniors for guidance and support in any problem. The PG students have research dissertation in which individual projects are given. The teachers make use of modern teaching aids and tools like computers, LCD projectors, audio-visual multi-media, ICT, internet etc. Sometimes the students are asked to prepare on few topics and present seminar in the class. The second year PG students are assigned to take mock classes on 1st year PG and UG students. On teachers day the students manage to handle all the work of college from morning activity, theory lecture and evening activity. They play role of principal, lecturers to secretarial staff. Many times the students are asked to handle the classes at schools. When the students finish their curriculum, practical classes are induced for practice of skills of various games and sports. Overall the environment is created in such a way that the student is promoted in “Active Learning”.



2.3.3: How does the institution provide for the following teaching – learning experiences in its academic calendar? Give details.

The institution prepares the academic calendar at the beginning of the academic year. The college has nominated a committee for preparing the academic calendar and looking after the annual teaching plan. The academic calendar is prepared specifying available dates for teaching, dates for mid-term and class tests, dates of term end examinations and the dates for co-curricular and extra-curricular activities.

All the teachers are provided a teacher's diary along with the academic calendar. Every teacher prepares his own week-wise, month-wise and term-wise annual teaching plan of his subject. Every teacher follows the teaching plan under the supervision of the principal. The evaluation schedule is also prepared and communicated to the students well in advance.

(i) Transaction of theory courses including method courses:

*** The various courses of theoretical study are designed with an aim of understanding of teacher in a complete educational view through various learning experiences.**

*** The teaching process emphasizes on the development of broad thinking in theory and practice at individual to mass level.**

*** The curricular is designed in such a way that it focuses on the inter-disciplinary and inter- relation among various factors of the course.**

*** The staff and students take advantage of technology to upgrade latest knowledge in particular and concerned field.**

*** The time table has appropriate weightage given to the subjects and even methodology of teaching.**

(ii) Transaction of skill and prowess in activities:



* The skills of various sports are introduced for the identification of fine similarity and difference. Twenty five such different sport skills are available with an option to elect a few in the field of team, individual, combat and indigenous sports.

* The students have the chance to learn various skills at preliminary level emphasizing the specialization according to individual differences.

* The skill leaning is through practice and is given equal weightage to that of theory.

* The students have chance to exhibit their hidden potential while teaching – learning the skill in activities.

* The activities incorporated allow the individual to test himself in any of the specializations as team, individual, combat, indigenous and even organization of school events and officiating.

(iii) Transaction of laboratory sessions and practical:

* Special sessions in computer laboratory and library are provided in the time table for up-gradation with latest technology.

* The students are provided with special sessions in laboratory. They are explained the theoretical concepts with the help of laboratory; The PG students are allowed to do their specific experiments related to research dissertation in the laboratory.

* Specific teaching in anatomy and physiology are provided with the models from the laboratory in the classroom.

* The charts and maps are also provided in the classroom for teaching to UG level.

(iv) Preparation for practice teaching:

* Students are taught and demonstrated the conduct of classroom method; physical education teaching in classroom; and teaching skill on ground by the faculty members.



* **Specific methodology teachers will ask the students to prepare lessons in the methodology as per the format.**

* **The rough lessons are primarily checked and corrected for rectification.**

* **Within classroom the practice lessons are arranged among themselves.**

* **The teacher in-charge will observe the pedagogic content of the lesson to be taught. The preparation of lesson plans according to the steps and evenly distribution of time as per the importance of content.**

* **Implication of micro-teaching in simulated atmosphere is observed by the teacher concerned.**

* **Various minute observations like the topic content, the body language, the communication skill, the knowledge about the subject, utilization of teaching and training lessons during the class etc. are done by the faculty and is brought to the notice of student teacher.**

(v) Classroom teaching:

* **During classroom teaching the specific subject teacher of the concerned school is also invited for the observation. The concerned subject school teacher will take lead in introducing the student teacher as well guide in primary practice teaching.**

* **The concerned subject school teacher is also invited to give his / her feed back in reference to the teaching ability of the student teacher for fine tuning with the teaching profession.**

* **The student is also made aware about the teaching beyond the four walls of classrooms.**

* **The students' teachers are also made to sit in classroom and evaluate the other student teacher who is teaching. The evaluation process will inculcate a feeling of self rectification in the student teacher.**

(vi) Internship:



* **No internship procedure formally is administrated in the institute.**

* **The students are given chance to practice in schools with students before the final examination.**

* **During the teaching of 30 lessons in a year the students will have enough experience and which makes them acquainted with teaching–learning process.**

(vii) Supervision and evaluation of practice teaching:

* **The practice lessons are supervised and evaluated by mentor teacher with the help of subject school teacher.**

* **The lesson plan with the supervisor is evaluated thoroughly according to steps and the way of presentation, class control, pronunciation, administration, introductory part, explanation capacity, body language, tools and means used etc., according to the content of lesson and specific remarks are given. The student is briefed about the merits and demerits of particular lesson. Every micro-teaching rule is observed for effective presentation of teaching–learning process. The lessons are also observed by student teacher of another student teacher and evaluation is made.**

(viii) Reflection on teaching by trainees:

The student teacher is also provided the opportunity of observation. They are asked to observe the content at all the stages of teaching. The notification by the trainees on teaching is considered for rectification.

(ix) Interaction with the school / Community:

Regular visit to schools for the lesson is advantage to know about the changes and transition in schooling education system. The students are also asked to involve voluntarily on social issues of community. All the students support the events organized at our institute by other schools, through which the interaction is established.

(x) Innovations:



We take efforts to make mind sound through yoga, some lessons of spirituality, and readings of spirituality for teachers and students, meditation etc. We indirectly convince the students to adopt sport skill through various activities by showing video clips or encourage them to go with the events such as world cup, Asian Games, Olympic Games and even the documentaries of great sportsman and women.

2.3.4: What are the practices of the institution to impart ethics and values in physical education?

*** The course introduction after the selection of students is informally conducted by the principles in which stress upon discipline, regularity and values are briefed.**

*** The curriculum content also stresses on the ethics and values in physical education.**

*** Organization of few programmes as blood donation camps will inculcate sense of sensitivity about fellow beings.**

*** Voluntary involvement in organizing school sports events at our campus will inculcate sense of responsibility.**

*** Organization of National festivals like 15th August, 26th January and 29th August gives the students brotherhood and team cohesion.**

*** Promoting the students to take part in awareness rallies as AIDS awareness, environmental protection, run for health etc. will imbibe the sense of social binding.**

*** Few programmes with the differently able students also indirectly nurture the empathy towards challenged society.**

*** Periodical cleaning of the ground will also help the students to feel of doing something for society.**

*** The research topics to the PG students about the neglected part of society also help them understand the socio-economic status and brotherhood feeling.**



* **Celebrating festivals of all religions clears the picture of secularism and sense of national integration.**

* **Officiating at various local tournaments will inculcate the habit of encouraging modesty in victory and graciousness in defeat.**

* **Participation in sports helps them develop the tolerance of hardships and adjustment among teammates.**

2.3.5: What are the instructional approaches (various model of teaching used) and experiences provided for ensuring effective learning?

* **A combination of several methods is used by teachers in ensuring effective learning. The nature of the topic decides the methods to be used, the teachers make use of lecture method, demonstration method, imitation method, at will method, observation method, visualization method, command method, interactive method, project based learning, computer – assisted learning, experimental learning, class seminars etc.**

* **Presentation technique: is used by the teacher to put the subject matters before the students in an artistic manner so that the teaching can be made impressive and meaningful.**

* **Lecture method: This is the most dominant teaching method. It presents factual material in direct, logical manner and contains experience which inspires and stimulates thinking for open discussion. It is useful for large groups. Teachers give clear introduction and summary include examples, anecdotes. This method is widely used by all lecturers. Many teachers encourage the students to participate in process by answering the questions. The LCD projectors are used.**

* **Interactive methods: Teachers involve students after the lecture for clarification of doubts. Teachers prepare questions prior to discussion. It allows everyone to participate in an active process. The faculty of physical education is application based, hence practical becomes necessary in addition to lecture method, and thus**



use of field work, audio-visual aids and computer is done as per the requirement of the topic.

* Seminar method is followed at PG section. In addition to this regular teaching, study tour is organized for all the students' atleast once a year.

* For effective learning the teachers make use of modern teaching aids and tools like computers, LCD projectors, internet etc. The confirmation about effective learning is ensured through class test, quiz contest etc. The students are provided with their performance feedback and the efforts they have to take for effective learning.

2.3.6: 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.

* There are 25 activities listed under "Skill and Prowess". For every four activities 18 working days are allotted. Each day the activities are carried for four hours. Approximately the activities are completed in 128 working days and amount to 504 hours. The theory is carried out for 540 hours.

* The allotment for all the activities are uniform and not on content based.

* During the remaining days, each activity is revised again for 6 working days, 4 at a time. The approximate weightage for skill and prowess in percentage is 21 in the total curriculum.

2.3.7: 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?

* Out of 25 activities, Lezium is Maharashtra's regional activity included in the syllabus for skill and prowess.

* Out of total 504 hours of skill and prowess, approximately 36 hours are spent on the Lezium activity.



* This activity is exhibited on 15th August, 26th January, 23rd August, 29th August, Ganesh Chaturti and regional festivals etc. It is a rhythmic activity performed in cadence with the instrument 'Halgi'. The instrument Lezium is made up of chain, wood and iron chips to make sound.

* This activity is performed with traditional dress.

2.3.8: What are the major initiatives for encouraging student teachers to use / adapt technology in practice teaching?

*The teachers make use of modern teaching aids and tools like computers, LCD projectors, audio-visual multimedia, ICT, internet etc.

* By observing this and insisting by the teacher, the student also uses internet to refer any relevant material of the unit / topic and prepare charts and models which are utilized for the particular lesson.

* Few students having personal laptops make use of it in their teaching at schools. The students prepare PPT and display on laptop where the student strength is found limited.

2.4: Teacher Quality:

2.4.1: How does the faculty keep themselves and the students abreast and aware of the changing values in health, fitness and performance – oriented competitive sport and games?

* The staff during their personal reference, journals, paper presentation comes to know about the latest development in the field of physical education and sports. The research papers, research dissertations and guidance to M. Phil. and Ph. D. scholars will also upgrade the faculty through various learning sources as library and ICT.

* The changing scenario is explained to the PG students through various lectures, during guidance of research dissertation. The teacher and student many times search the upcoming problems of society at physical and mental level and accordingly they are allotted with research topics. The UG students are imparted



with latest developments in values in health, fitness and performance – oriented competitive sports and games.

*** Teachers take initiative to learn recent pedagogic techniques, to innovate and continuously seek improvements in their work and visualize and carry out curriculum transactions according to the nature of the enrolled student groups.**

*** Hence, no formal procedure is adopted to make the faculty or students made aware about the changing situations in sports and fitness field.**

2.4.2: Are the practice teaching sessions developed cooperatively in partnership, involving the school staff and mentor teachers? If yes, give details.

*** The mentor teacher and the school teacher will observe the lesson of student and give the suggestions for improvement.**

*** The students visit the allotted school, meet the subject teacher and discuss regarding the curriculum, units completed, the level of understanding of students, discipline, the interest etc.**

*** The student teacher then prepares his lesson and get it checked with mentor teacher for steps and exactness, rectifications are made as per suggestion.**

*** Every week the student has to prepare three lessons in different aspects.**

*** Once the lesson is rectified it is copied in fair book and executed in classrooms.**

*** The classroom lessons are observed by mentor teacher and concerned school teacher for rectification and development.**

*** The practice teaching sessions are developed cooperatively in partnership involving the concerned school teacher and mentor teacher.**

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



* **The ratio of students to the identified practice teaching schools are decided on the divisions or sections of classes from 5th to 9th standards.**

* **On an average 10 student teachers in a school where one division of each class is available.**

* **The mentor teacher and student ratio is as 01:10.**

* **The student teacher and school ratio is approximately 10:01.**

2.4.4: How does the institution ensure that the students are up dated on the policy directions and physical education needs of the schools?

The mentor teacher along with the school teacher with student teacher has informal discussion about the policy directions and physical education needs of the school. No formal system is adopted. Only when there is news published related to policy in schooling in daily paper will be displayed on library board.

2.4.5: 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 students are encouraged to organize intra-mural competitions, programmes on 15th August, 26th January, 29th August etc.**

* **Many schools organize their sports days at our college campus, due to available facilities in our institution and our students voluntarily involve in organisation of their sports days.**

* **The curriculum emphasizes on the officiating at any local competition which is awarded 10 marks in practical exams. The students are promoted and have to produce the officiating certificate at any level.**

* **These practices of the institution strengthen the regular academic programmes through non-informal and practical training in organizational skills.**



2.4.6: 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?

*** Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.**

*** The curriculum is having broad perspective emphasizing on the latest demands from the field and stake holders.**

*** The curriculum designed amply fits into the scheduled time.**

*** The theory and practical subjects give vast experience to the student within the campus and the field.**

*** The curriculum is application based giving it a perfect professional touch.**

*** The theory and practical curriculum have coordination and inter-linkage between them.**

*** The students are made to learn compulsory subjects related to profession and have optional choice to promote area of interest.**

*** Teachers function as a team of efficient professionals.**

2.5: Evaluation process and reforms:

2.5.1: Provide details of various assessment / evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing students learning?

There are two types of evaluation process, one is annual pattern and the other is semester pattern. At the beginning of the year the college receives a circular from the university regarding the evaluation schedule. The students are communicated about the evaluation process through the prospectus and also at the beginning of the syllabus teaching. When the examination schedule is finalized by the college, a notice is put up for the information of all the students. For the university



examination, the schedule is sent by the university. It contains the dates of the commencement of the examination of every subject. The same time table is displayed for the students well in advance. For the practical examination, departmental evaluation, the college puts up a notice in advance. In this way it is ensured that all the students get information about evaluation process well in advance and in time.

Generally following is the tentative schedule of examinations:

Sr. No.	Course	Exam		Dates
1	B. P. Ed.	Annual		April / May
2	M. P. Ed. Semester – I	Oct / Nov	Semester – II	April / May
3	M. P. Ed. Semester – II	Oct / Nov	Semester – IV	April / May

2.5.2: Is ICT used in assessment and evaluation process? If yes, give details.

Only the students list along with the marks is computerized. Hence, no particular procedure is adopted of the use of ICT in assessment and evaluation process.

2.5.3: How are the assessment / evaluation outcomes communicated and used in improving the curriculum transaction and performance of the students?

*** There are two types of examination, internal and external. Internal examination is conducted by concerned teacher within the college and external examinations by the university.**

*** There is a greater monitoring in internal examination such as class tests, term end examination etc. Answer books are given to the students and their errors are pointed out and discussed.**

*** This creates awareness about self improvement in them. Results are also displayed on notice boards.**



* Formal discussions regarding the performance of the students are done by respective subject teachers and point out the lacunas and strength of curriculum in reference to students learning.

* The practical difficulties in teaching and learning of the curriculum are intimated to the Board of Studies members and Chairman. The BOS takes decision considering the necessity and the demands made by concerned faculty. The amendments to rectify and strengthen the curriculum are brought into action every year in BOS meetings.

2.5.4: What level of proficiency is expected of the students in each of the practical component of the activity / event / sports? (Detail on the activity and specify the level for each of them on the scale given below)?

Fair () Good () Very Good () Excellent () Outstanding ()

* According to the rules of university the minimum passing marks for practical is 50%, hence the expected proficiency is from very good and above.

* The practical are as follows:

1. Practical skill proficiency – 300 marks in various team games, combat games, athletics, gymnastics, individual sports, general activity, indigenous game, first aid and physiotherapy. The minimum passing marks is 150/300 i.e., 50%, but the students reach excellence in skill performance.

2. Practical teaching internal (A) (UG):

Sr. No.	Particulars	Number of Lessons	Maximum Marks	Minimum Marks	Remarks
1	Academic Lessons	10	40	20	Very Good
2	Physical Lessons on Ground	10	40	20	Very Good
3	Physical Education classroom teaching	10	40	20	Very Good
4	Psychology experiments	05	20	10	Very Good
5	Officiating at any tournament in the academic year	01	10	05	Very good



3. Practical teaching external (B) (UG)

Sr. No.	Particulars	Number of Lessons	Maximum Marks	Minimum Marks	Remarks
1	Academic Lessons Methodology	1	50	25	Very Good
2	Physical Lessons on Ground	1	50	25	Very Good
3	Physical Education classroom teaching	1	50	25	Very Good

Post Graduation Practical Examination (Internal and External): Minimum passing marks per subject is 50%

(A) Practical teaching internal (PG)

Semester	Particulars	Number of Lessons	Maximum Marks	Minimum Marks	Remarks
I	Training Lessons	05	25	13	Very Good
	Psychomotor and Psychological Test	05	25	13	Very Good
II	Multi-gym / Aerobics	05	25	13	Very Good
	Athletic Proficiency	05	25	13	Very Good
III	Coaching lessons	05	25	13	Very good
	Physiotherapy / Yoga and Naturopathy	05	25	13	Very good
IV	Research Dissertation	-----	50	25	Very good

(B) Practical teaching External (PG)

Semester	Particulars	Number of Lessons	Maximum Marks	Minimum Marks	Remarks
I	Training Lessons	05	25	13	Very Good
	Psychomotor and Psychological Test	05	25	13	Very Good
II	Multi-gym / Aerobics	05	25	13	Very Good
	Athletic Proficiency	05	25	13	Very Good
III	Coaching lessons	05	25	13	Very good
	Physiotherapy / Yoga and Naturopathy	05	25	13	Very good
IV	Research Dissertation	-----	50	25	Very good



2.5.5: 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 curriculum is designed with the following objectives and they are fulfilled with theory and practice mentioned immediately after each objective.**

*** To produce quality physical education teachers for imparting instructions in the subject of physical education.**

*** The institute regularly organizes lecture and through which ensure the fulfillment of course objectives.**

*** The practical lessons will imbibe the role of practice to attain, organize, leadership, discipline and professionalize the individual. It inculcates courage and prowess.**

*** The lesson in classroom and ground will make the students reflect role model of society. The ability to handle the students and teaching ability will enhance.**

*** The whole year ambience and inter-relatedness of the theory and practice will ensure the achievement of course objectives without fail.**

2.6: Best Practices in teaching – learning and evaluation process

2.6.1: Detail on any significant innovations in teaching / learning / evaluation introduced by the institution?

*** Grievances are redressed by the principal and the members of grievance redressal cell.**

*** Question papers of previous examination are kept in library to guide students. The internal assessment system is being implemented effectively and the students are made aware about their shortcomings in studies through discussion on answer books.**

*** The rigorous invigilation during examination is observed.**



- * **Students are subject to continuous assessment through internal assessments.**
- * **Various internal / term end examination, seminars and group discussions, class test, tutorials, home assignments, orals, practical examinations are conducted.**
- * **At entry level CET is conducted for assessing physical valor, mental ability and special achievements and recognition.**
- * **The curriculum prescribed by the university is revised once in five years. Many times the contents are not able to give justice to the emerging trends in the given subject. Sometimes student's demands much more beyond the prescribed syllabus. These needs are satisfied by providing latest / up to date information on various topics, discussing various applications of the concepts taught in the class and recommendations to the BOS committee.**
- * **Value education is being imparted informally to develop overall personality of the students and make him a responsible citizen and a good human being.**

2.6.2: How does the institution reflect on the best practices in the delivery of instruction including use of technology?

- * **Students are encouraged to participate in various competitions. Competitive exam guidance is also run for NET / SET classes.**
- * **Project and research based learning is being practiced at the PG level.**
- * **Field visits, industrial tours, guest lectures, library assignments and problem solving sessions are arranged to make teaching – learning more effective.**
- * **Use of audio-visual aids, use of LCD projectors and informal discussions has proved more effective in the college.**
- * **The college has created a multidimensional approach toward evaluation. Focus of evaluation is on continuous assessment, testing, and problem solving ability, grading students, knowledge and motivation to learn.**



- * **Understanding of the subjects, practical skills and application of mind are assessed in the quantitative evaluation methods. Students are awarded marks/grades for their performance in these tests.**
- * **In qualitative evaluation techniques, student's subject knowledge is tested for intellectual development by exposing them to real life situations, interviews, group discussions, presentation are also arranged for this purpose.**
- * **Access to internet for a particular subject is encouraged by the teachers. The list of websites for every subject is given to the students and is asked to browse the same for gaining more information and updated knowledge of the subject.**
- * **The college deutes faculty for evaluation work at the central assessment center twice a year.**

Additional information to be provided by institutions opting 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?

Observation No. 1:

“The trainees are not given training in any skills of teaching”

Measures undertaken:

The faculty teaches the trainees various teaching methods, promotes use of audio visual aids, charts, models etc. the trainees are provided with model teaching plans and is demonstrated on ground and in classroom for subject methodology. The students practice various teaching methods themselves and even provided opportunity at schools to teach them. Every year the students take officially 30 lessons in schools in classroom physical education, methodology and on ground lessons and 30 lessons in college as practice sessions. The students are taught the standard



skills of teaching.

Observation No. 2:

“The quality of teaching practice may be enhanced by providing rigorous feedback”

Measures Undertaken:

The method teacher along with experienced school teachers are taken for evaluation of lessons. After every lesson the feedback is given by concerned subject teacher of the school and even the method teacher. The student teacher will be made aware, so that he gets perfect during the end of year in conducting teaching in classroom and on grounds.

Observation No. 3:

“The M. P. Ed. classes are too short and majority of the papers are being taught by the part-time lecturers who do not have any experience. They do not have qualifications as prescribed by the UGC as well as NCTE”

Measures undertaken:

Today the students of M. P. Ed. have morning and evening practical session two hours each. The theory classes are for three hours of one hour of each lecture. There are around 16 theory lectures conducted in 1 week covering almost 1 credit of the semester system. The staff possesses minimum Ph. D. as the qualification to teach PG. The two permanent staff also Possesses Ph. D. and other staff of the institution which is paid honorarium of Rs. 10,000/- for 60 lectures. The course is now CBCS semester system and is run very effectively.

Observation No. 4:

“The M. P. Ed. Course is too weak”

Measures undertaken:



The M. P. Ed. course is now CBCS and semester system with 16 theories and 7 practical with one research dissertation in it, totaling to 2000 marks. The staff appointed is well qualified as per the university, UGC and NCTE rules. The results of M. P. Ed. students are attaining merit in our University. During last four years nine Iraqi students opted our college to university just because of staff and teaching reputation. Many students from our college are qualifying NET / SET examination, which we think is due to the proper teaching and guidance at M. P. Ed. level. Maximum of our college students are getting seats in M. Phil. in the university on merit basis. Many of the students are getting thorough PET examination which is entrance for the Ph. D.

Observation No. 5:

“Although extension lectures are organized, but no formal workshops or training programmes are arranged for the professional development of the teachers”

Measures Undertaken:

The staff is promoted to attend refresher and orientation courses as per requirements. Two university level workshops on revised syllabus for the UG and PG teachers are organized at our college during last 3 years. Two National conferences were organized for the intellectual up-gradation of our faculty. The teachers are promoted to do research degree and today 12 teachers possess Ph. D. out of 15 staff members. The teachers are also promoted to attend seminar, conferences and workshops organized at various places. The teachers are also encouraged to make use of ICT in campus. Every teacher today is ICT qualified. The teachers are also deputed for sports specification clinic and courses.

Observation No. 6:

“Number of computers is not adequate as the number of B. P. Ed. and M. P. Ed. students”

Measures Undertaken:



The computer lab is up-graded with the ratio of 1:15 with the strength of B. P. Ed. The B. P. Ed. students have compulsory ICT classes. The PG students are also allotted time table for their research work and dissertation. The entire lab is fully in LAN and Broadband internet connection is availed. The computer lab also encourages the MSCIT and other short term courses for the students. Special faculty looks after the computer laboratory.

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation?

Major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are as follows:

- * Teaching and learning process has been updated and modernized, based on the requirement of curriculum, feedback from the stake holders and available ICT tools.
- * Modern teaching aids are employed in teaching – learning process.
- * Learning activity is facilitated through internet and virtual learning.
- * Internal assessment component of 20 marks at PG level are introduced.
- * Restructuring of UG and PG syllabus at university level through BOS members.
- * Projects / research dissertation / field work / study tours / assignments are made an integral part of the courses.
- * Subject experts deliver special lectures on recent trends and developments in their field of expertise to the students.
- * Transparency in evaluation system.
- * Thrust for faculty development – participation in seminars, conferences, and workshops orientation and refresher courses.



*** Organized 2 national level seminar and conference in 2011 and 2014 on the issues like research from local to global level and superior India by 2020 through physical education, cultural and traditional activities. Two workshops are organized with reference to new curriculum designing for UG and PG level.**

*** Informal seminars, group discussions, soft skill development, NET/ SET classes are conducted.**



CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 promotion of research

3.1.1 Describe how the institution promotes research in health, physical education, sports, recreation and allied sports sciences?

The students at post graduate level are given a compulsory research dissertation to be carried on individually which carries a weightage of 8 credits and 100 marks. The students are allotted with supervisors and they are given with subjects related to health, physical education, sports, recreation and allied sports sciences by adopting methods like survey, action, experimental, analytical etc. The institution provides students thorough guidance of eminent personalities from the respective fields and providing them well equipped library, laboratory, reading room, infrastructure facilities, information technology laboratory and all other aids available with the institution.

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

UGC has various schemes to encourage research. In the college there is a separate committee called research advisory committee and the committee conducts a meeting with the staff and explains various such schemes. The principal encourages teachers to make research proposals and the senior, experienced faculty guides these teachers to select research topics and formulate research proposals. As a result of all such efforts 12 teachers already possesses Ph.D. and two have registered out of 15 faculties. 4 minor research projects are sanctioned and 3 are submitted for the same.

Sr. No.	Name of the Researcher	Title of the Research	Duration	Funding Agency	Status
1	Dr. Shatrunjay M. Kote	A Comparative study of Body Composition Profiles among Deaf-	2 Years	UGC	Ongoing



		Dumb and Normal Children between 08-14 Years			
2	Dr. Makarand S. Joshi	Normative study of selected physical fitness components of school going children aged from 07 to 13 years	2 Years	UGC	Ongoing
3	Dr. Murli S. Rathod	Participation of the secondary school student of banjara Tribe of kalamnuri taluka Dist. Hingoli Diagnostic study	2 Years	UGC	Ongoing
4	Dr. Manik M. Rathod	The Effect of Weight Training on Selected Physical Fitness Variables of Male Kabaddi Player of SRTMU, Nanded	2 Years	UGC	Ongoing
5	Dr. R. V. Siddiqui	Comparison of Health Related Physical Fitness and Mental Health between Indian and Foreign Student	2 Years	UGC	Submitted for financial Aid
6	Dr. Abdul Waheed	The Psychological Problems and Health Outcomes among student Athletes	2 Years	UGC	Submitted for financial Aid
7	Prof. Archana S. Giri	Effect Of Selected Athletic Competitive Events Training On Physically Challenged Children	2 Years	UGC	Submitted for financial Aid

The institute motivates the faculty members through organizing staff seminars for encouraging the faculty participation in research. The well equipped library, laboratory, reading room, laboratory, subscribing magazines, granting leave for field work, infrastructure facilities, information technology laboratory and all other aids are provided by the institution for research work. The seed money is sanctioned by the funding agency, most of the times it is UGC.

3.1.3 What are the thrust areas of research prioritized by the institution?



The thrust areas of research for the post graduation students are action research in education, sports and especially for the lower sectors of society such as health ailments with cobblers, flour mill worker, cooks, mechanics etc. The students are even promoted to take up research with immediate problems of teaching, training and coaching. Many students opt for research in women obesity their problems with health. Few opt in specialization of sports sciences and sports. The research has also covered area of differently able children, aids children, injury and rehabilitation, comparison between Indian and Foreign students, senior citizens common ailments among morning and evening walking mass.

Sr. No.	Name of the Research Guide	M. P. Ed. Students Guided for Dissertation from College (2010-2014)	M. P. Ed. Students Guided for Dissertation from Dept. of Phy. Edu. University (2010-2014)
1	Dr. Pradip B. Dube, Principal	40	-----
2	Dr. R. K. Badwanay	40	20
3	Dr. Shatrunjay M. Kote	40	24
4	Dr. Makarand S. Joshi	40	24
5	Dr. R. S. Rokade	06	-----
6	Dr. M. R. Mooliya	06	-----

The supervisors are always in pace with the latest problems at the same time giving special emphasis on the sectors where development and implementation of research is at most required. Thus thrust is multidimensional leaving no sectors, but emphasizing on under developed sectors.

3.1.4 Give details of the minor/major research projects (if any) completed by staff members of the institution in last five years

Sr. no	Faculty name	Title of the research Major / minor	Year From -To	Amount Sanctioned	Funding Agency	Remark
1	Dr. P. B. Dube		2008-2010	55, 000/-	UGC	Completed
2	Dr. S. M. Kote	A comparative study of development of motor abilities among deaf-dumb children between 8 to 14 years	2007-2009	1 lack	UGC	Completed
		Sign and Spoken language as the school	2010-2012	1 Lack	UGC	Completed



		readiness criterion for the deaf preschoolers in India: Experimental Method				
		Sign and Spoken language as the school readiness criterion for the deaf preschoolers in India: A Survey Method	2010-2012	1 Lack	BCUD University of Pune	Completed
		A comparative study of body composition profiles among deaf-dumb children between 8 to 14 years	2011-2014	1 lack	UGC	Ongoing
3	Dr. M. S. Joshi	Normative study	2011-2013	1.1 Lack	UGC	Completed
4	Dr. M. S. Rathod	Participation of the secondary school student of banjara Tribe of kalamnuri taluka Dist. Hingoli Diagnostic study	2011-2013	1.3 Lack	UGC	Completed
5	Dr. M. M. Rathod	The Effect of Weight Training on Selected Physical Fitness Variables of Male Kabaddi Player of SRTMU, Nanded	2011-2013	1.25 Lack	UGC	Completed
6.	Prof. Archana S. Giri	Effect Of Selected Athletic Competitive Events Training On Physically Challenged Children	2014-2016	-----	UGC	Submitted for financial Aid
7	Dr. R. V. Siddiqui	Comparison of Health Related Physical Fitness and Mental Health between Indian and Foreign Student	2014-2016	-----	UGC	Submitted for financial Aid
8	Dr. Abdul Waheed	The Psychological Problems and Health Outcomes among student Athletes	2014-2016	-----	UGC	Submitted for financial Aid



3.1.5 Give details of the conferences/ seminar / workshop attended and / organized by the faculty members in last five years.

Prof. M. S. Rathod:

Sr. no	Details of Conference / Seminar / Workshop attended/ organized	Date and place	Remark
01	National seminar	28 th & 29 th Jan 2010 P.E.S. College of Physical Education Aurangabad(m.S.)	Presented Paper
02	Asian Conferences	7 th & 9 th May 2010 Prof G. Ram Reddy Center For Distance Education, Osmania University, Hyderabad (A.P.)	Attended
03	National Conferences	31 st Jan & 1 st Feb 2011 M.S.M. College of Physical Education Aurangabad(m.S.)	Presented Paper
04	National seminar	17 th & 18 th Dec 2011 Ishwar Deshkukh College of Physical Education Nagpur (m.S.)	Attended
05	International Congress	10 th & 12 th 2012 University of Mumbai Department of Physical Education(m.S.)	Presented Paper
06	International Congress	10 th & 12 th 2012 University of Mumbai Department of Physical Education(m.S.)	Presented Paper
07	International workshop	11 th & 12 th May 2012 Osmania University, Hyderabad (A.P.)	Attended
08	University Level workshop	9 st Jan 2013 M.S.M. College of Physical Education Aurangabad(m.S.)	organized
09	National Conferences	29 th August 2013 PEFI in Association with Shri J.J.T.U. Delhi	Presented Paper
10	National Conferences	18 th & 19 th October 2013 R.G. Bagdia Arts, S.B. Lakhotia Commerce & R. Bezonji Zcience College Jalna (m.S.)	Presented Paper
11	International Conferences	26 th & 28 th December 2013, Sadguru Education Society's College of Physical Education, Jalgaon (M.S.)	Presented Paper
12	National seminar	07 th march 2014 Dr. BAMU Aurangabad	Attended
13	University Level workshop	5 th march 2014 , A.S.& C.College Badanapur Jalna (m.s.)	Attended
14	National Conferences	17 th & 18 th February 2014, Kohinoor Arts, Commerce & Science College Khultabad, Aurangabad (m.S.)	Presented Paper
15	National Conferences	17 th & 18 th February 2014, Kohinoor Arts, Commerce & Science College Khultabad, Aurangabad (m.S.)	Presented Paper



16	Third National Banjara Professors Conferences	12 th & 13 th July 2014, Nanded (M.S.)	Chaired-paper
17	University Level workshop	2 nd August 2014, M.S.M. College of Physical Education Aurangabad(m.S.)	organized
18	Asian Conferences	8 th & 10 th August 2014, Osmania University, Hyderabad (A.P.)	Attended
19	Asian Conferences	8 th & 10 th August 2014, Osmania University, Hyderabad (A.P.)	Presented Paper
20	Asian Conferences	8 th & 10 th August 2014, Osmania University, Hyderabad (A.P.)	Presented Paper
21	National Conferences	10 th & 11 th 2014, M.S.M. College of Physical Education Aurangabad(m.S.)	Presented Paper

Dr. Kalidas P. Tadlapurkar:

1	National Conference	31 st Jan and 1 st Feb. 2011, Aurangabad	Paper Presented
2	National Seminar	17 th and 18 th Dec. 2011, Nagpur	Participated
3	State Conference	3 rd July 2012, Aurangabad	Participated
4	National Conference	18, 19 th Oct. 2013, Jalna	Participated
5	University Workshop	5 th March 2014	Participated
6	University Workshop	2 nd Aug 2014	Participated
7	Asian Conference	8-10 Aug 2014	Participated

Dr. S. M. Kote

Sr. No.	Title of the paper presented	Title of Conference/ Seminar	Organized by	Whether* international/ National/ State/ Regional/ College or University Level
1	Changing Life Style and Its Impact on Physical Fitness	Luxury Patterns of Life and Its Impact on Physical Fitness	S. M. B. S. Thorat College, Sangamner, Dist. Ahmednagar	State Level
2	Stress Management	Stress Management	Pravara College of Physical Education, Pravaranagar	State Level
3	Workshop	New Trends in Athletics	SBES College of Arts and Commerce, Aurangabad	National Level
4	Comparison of self	Asian Conference on	Indian Federation	National Level



	Rating Personality Traits between Rural and Urban Sportsmen in Maharashtra, India	Physical Education and Computer Science in Sports 2009-10	of Computer Science in Sports Hyderabad	
5	Participated	Importance of Yoga at College and University Level	PES College of Physical Education, Aurangabad	National Seminar
6	Attended	Marathwada Divisional Athletic Development Conference	Maharashtra Athletic Association	Regional Level
7	Attended	International Workshop on Health, Physical Education and Computer Science in Sports 2012	International Association of computer Science in Sports	International Level
8	Smart and Safe in Cyberspace Social Networking: an Overview	Cyber Security	K. J. Somaiya college, Kopargaon	National Level
9	ISSP Position Stand on the Use of the Internet in Sports Psychology: A Review	Cyber Security	K. J. Somaiya College, Kopargaon	National Level
10	Sports And Music: A Homogeneous Truth	National Conference on Inter-disciplinary approaches in physical education and sports -	Jalna	National
11	The Study of the effect of Judo training Program on certain motor fitness	2nd Multidisciplinary International Conference MIC - 2014	Jalgaon	International
12	Attended	Modern Approaches and Innovation in Psychology - Khultabad	Khultabad	National
13	Indian Philosophy with Special Reference to Yoga Field Robotics in Sports	International conference on Paradigm Shift	Kopargaon	National

Dr. R. V. Siddiqui:

Conferences Attended:

3. Participated in Krida Sahitya Seva Mandal SPORTICA 2000, organized by Dr. B.N. college of physical Education, yavatmal. Jan. 2000.



4. Participated in 3rd national conference “NAPESCON – 2000” on “Board Based Programme of Physical Education and Sports. Organized by “NAPES” Association and M.S. Mandal’s College of Physical Education. Dec. 2000.
5. Participated in U.G.C. National Conference on Physical Education and sports Medicine and Technology Nov. 2002.
6. International Conference on Emerging ISSUIES and Challenges in Higher Education, organized by J. J. T. University, Rajashthan. 4th to 6th Nov.2012.
7. U.G.C. Sponsored National Conference on “Latest Research and Development in Physical Education and Sports at Local and Global Level”, from 31st Jan. to 1st Feb.2011
8. Asian Conference of Physical Education and Computer Science in Sports – 2009-10, Under the auspices of “International Association of Computer Science in Sports, Organized by Indian Federation of Computer Science in Sports. Held at Osmania University, Hyderabad. (A.P.),
9. State Level Conference on “Research Process in Physical Education and Sports” Sponsored by Pune University, Pune. 19th & 20th March, 2004. U.G.C. National Conference on Physical Education, Sports Medicine and Technology, 2-3 Nov. 2002.
10. Participated in Two days seminar on “National integration and Communal Harmony” , Organized by A peace association for S. of S. and Sec. Mumbai. Sept. 2000.
11. Participated in three days national seminars in teaching methods and technology in physical education and sports organized by U.G.C. and H.V.P. Mandal, Amravati. Dec. 2002.
12. National Seminar Sponsored by University of Pune on “Role of Commerce Education in Vision 2020”, 13th – 14th Feb. 2012.
13. A Comparative Study of the Level of Adjustment Among The Arts Sportsman And Science Sportsman Between 17 to 21 Year of Age in the International Congress on Contemporary Enrichment In Physical Education And Sports, 10 – 12. Jan., 2012.
14. Effect of Modernization on Physical Fitness of University Pune, 14th & 15th Feb.2012.



15. National Seminar on Role of Allied Sciences for Improvement of Sports, 19th & 20th 2003.
16. U.G.C. National Conference on Physical Education, Sports Medicine and Technology, 2-3 Nov. 2002.
17. National Seminar on “Teaching Methods and Technology in Physical Education and Sports”, Sponsored by University Grants Commission, New Delhi, organized by Amravati, 27th & 29th Dec. 2002.
18. Maratwada Divisional Athletic Development Conference and Women Seminar, Jointly organized by Maulana Azad College, Aurangabad. 3rd July, 2012.

3.2 Research and publication output.

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

Dr. P. B. Dube:

Sr. No.	Title; Journal; ISSN/ ISBN Number
1	A Comparative study of the level of depression among the playing and non-playing educated unemployed; International Congress on contemporary enrichment in physical education and sports January; Jan 2012; Souvenir and Abstracts
2	A Study conducted on the effects of sports and yoga activity with special reference on 11 th refresher course participants for a period of three weeks; Proceedings of UGC Sponsored National Conference; ISBN- 978-93-80876-03-0
3	Sports Management: Role of Commerce education in vision 2020, National Seminar; Role of Commerce Education in vision: 2020; ISBN-I-987-93-81921-07-4; National; 13-14-02-2012
4	A Comparative study of Development of Reaction Ability in Normal and Deaf-Dumb boys between 8 to 14 years; New Voices publications; National refereed journal of multidisciplinary studies; Vol – I; Issue- IV; Dec. 2011; ISSN: 2231-3249
5	A Comparative study of the level of depression among the playing and non-playing educated unemployed; Shodh Sangam; Confluence of researchers; An international research journal of physical education sports and allied sciences; ISSN: 2249-717X
6	A Comparative study of the emotions of the students of masters degree in physical education under two different teaching environments: Shodh Sangam; Confluence of researchers; An international research journal of



	physical education sports and allied sciences; ISSN: 2249-717X
7	A Comparative study of development of agility in normal and deaf and dumb boys between 8 to 14 years: Personality development through physical education ; ISBN: 978-81-921877-6-1
8	High level performers in athletics are characterized by psychological profiles which generally distinguish them from lower level performers: A review: New Voices; Multilingual international refereed journal of multidisciplinary studies: vol. – II; Issue- IV Oct. 2012; ISSN: 2231-3249
9	Sports Vision: 2020: International journal of physical education, health and sports sciences (An official journal of physical education foundation of India): Volume (2): Issue(2); ISSN: 2279-0306
10	The effect of Agility Training Programme on Raiding Skills of boys Kabaddi Players Age between 14 to 16 years; International Journal of Health, Physical Education and Computer Science in Sport; Volume 15; No. 1: pp. 411-412; Journal Impact Factor 0.624

Prof. M. S. Rathod:

Sr. no.	Name of the journal	ISSN / ISBN No	Yearly/ biannually/ quarterly
01	Educational Publisher & Distributors	ISBN 978-93-80876-03-0	Proceedings 31 st Jan & 1 st Feb 2011
02	Shodh- Sangam International journal	ISSN 2249-717x	Special Issue January 2012
03	IACSS International journal	ISSN 2231-3265	Quarterly January to March 2012
04	International Journal of Physical Education Health & Sports Sciences	ISSN 2279-0306	Volume 02 Issue 01 March 2013
05	PEFI International Journal	ISBN 978-81-927686-0-1	Proceedings 29 th August 2013
06	RUT Printer & Publisher Jalna (M.S.) India	ISBN 978-81-924376-8-2	Proceedings 29 th August 2013
07	New Voices Publication, Aurangabad (M.S.) India	ISBN 978-93-82504-48-1	Proceedings 17 th & 18 th Feb 2014
08	New Voices Publication, Aurangabad (M.S.) India	ISBN 978-93-82504-48-1	Proceedings 17 th & 18 th Feb 2014
09	New Voices Publication, Aurangabad (M.S.) India	ISBN 978-93-82504-46-7	Proceedings 17 th & 18 th Feb 2014
10	Power of Knowledge	ISSN 2320-4494	Volume I Issue VII Apr-June 2014
11	International Journal of Health, Physical Education & Computer Sciences in Sports	ISSN 2231-3265	Quarterly July to September 2014 Impact Factor 0.624



12	International Journal of Health, Physical Education & Computer Sciences in Sports	ISSN 2231-3265	Quarterly July to September 2014 Impact Factor 0.624
13	Global Journal For Research Analysis	ISSN 2277-816	Volume 03 Issue 09 September 2014 Impact Factor 1.5408
14	International Journal of Physical Education, Health and Sports Sciences	ISSN-2279-0306	Proceedings 10 th & 11 th October 2014
15	International Journal of Physical Education, Health and Sports Sciences	ISSN-2279-0306	Proceedings 10 th & 11 th October 2014
16	International Journal of Physical Education, Health and Sports Sciences	ISSN-2279-0306	Proceedings 10 th & 11 th October 2014
17	International Journal of Physical Education, Health and Sports Sciences	ISSN-2279-0306	Proceedings 10 th & 11 th October 2014

Dr. M. M. Rathod

1	Entire Research	0975-5020	July
2	International Congress	2231-326	10-12 July 2012
3	International Congress	2231-3265	10-12 July 2012
4	NAPESS	ISBN-2229-7049	Feb 2012
5	Proceedings	ISBN-978-93-82-5046-7	17-18 Feb 2014
6	International Conference	ISSN-2231-3265	Aug. 2014

Dr. Kalidas P. Tadlapurkar

1	Proceedings	ISBN-978-93-80876-03-0	31 Jan & 1 Feb 2011
2	Research Journal	ISSN-0976-9714	Feb. 2011
3	International Journal	ISSN-2231-3265	July 2012
4	International journal	ISSN-2231-3249	July 2012
5	Proceedings	ISBN-948-81-921877-6-1	Aug 2012
6	Proceedings	----	Oct. 2013



Dr. R. V. Siddiqui:

Refereed Journal Publication

1. **Physical education a biggest need for students New voices- Vol. -II- Jan 2014 ISSN 22313249**
2. **A study of development of Endurance by continuous New voices- Vol. -II- April 2012 ISSN 22313249**
3. **A study of extra version –Introversion among Kho-Kho players. Perspectives Journal- voll-30-2007 ISSN 09711562**
4. **A comparative study of the level of Adjustment among the arts-sportsman, science. Shodh Sangam Jan-2012- ISSN 2249-717x**
5. **A comparative study of development of agility in Normal and deaf and Dumb Boys between 8 to 14 years. New voices Oct. 2012- II- ISSN 2231-3249**
6. **Involvement of politics and racial discrimination sports is a major terrorism of 2020- an review in reformed of Emerging issues. Role of commerce education in vision 2020. Feb-2012- ISBN no. 9789381921-07-4**
7. **A comparative study of development of flexibility in normal and deaf and Dumb girls between 8- in yr- Aug-2012. Personality Development ISBN-97881 921877-6-1.**
8. **A comparative study of the level of adjustment among the Arts-sportsman and science-sportsman between 17 to 21 years of Age- International congress “Souvenir & Abstracts International Congress, Contemporary Enrichment in Physical Education & Sports” Jan-2012 Dep. Of Phy. Edu. University of Mumbai.**
9. **An introduction in Indian domestic cricket tournament Proceedings U.G.C. sponsored National conference Oct-2014- M.S.M’s College of Phy. Edu. Aurangabad.**
10. **A cross cultural study of Adjustment in relation to conservation. Proceedings U.G.C. National conference M.S.M’s college of Phy. Edu. Aurangabad. 2011 ISBN-978-93-80876-03.**



11. Asian Journal of Physical Education & Computer Science in Sports, ISSN No. 0975-7732, July – Dec. 2009.
12. Indian Journal Sports Studies, ISSN No. 2239-3558, Vol.13 No. 2, July to Dec. 2012.
13. “Physical Education and Yoga” IORJ online Journal, ISSN No. 82205 13th June 2014. International Journal.

Dr. Abdul Waheed

Refereed Journal Publication

Conference, Seminars, Work Shop and Research Journal Papers Publication:

- 1) “Comparison of Performance Related Physical Fitness of Rural and Urban Collegiate Students with Special Reference to Speed” Indian Journal of Sports studies, ISSN No. 2239-3558, July to Dec. 2013.
- 2) 6th International Congress of Environment Research .19th to 21st Dec,2013.At Dr,Rafiq Zakaria Campus,& Maharashtra ,India in Collaboration
- 3) “Comparison of Agility of Rural and Urban Sedentary Collegiate Students” International Conference, Shodh Sangam Special Issues – 2nd January, 2012 ISSN No. 2249-717X.
- 4) “A Comparative Study of Development of Balancing Ability in Normal And Deaf and Dumb Boys Between 8 to 14 Years” New Voices ISSN No. 2231-3249. Vol. II Issue No. 4, Oct. 2012
- 5) “International Forum of Physical Education and Sports Sciences (IFPESS) “Health, Physical Education, Sports and Wellness in School and Community: A Holistic and Innovation Approach” 20th to 22nd Oct, 2012. Presented Oral Paper, Physiological Effect Of Exercise and Yoga.
- 6) “Personality Characteristic of Kabaddi and Kho-Kho Players” Variorum Multi-Disciplinary E-Research Journal, Vol. No. 01 III, Feb. 2011.



- 7) **“A Study on Relationship of Body Proportionality and Physical Fitness Performance of Intervarsity Foot Ball Players” New Voices ISSN No. 2231-3249. Vol. II Issue No. 4, Oct. 2012**
- 8) **“A Survey of Location Wise Injuries to Football Players” Variorum Multi-Disciplinary E-Research Journal, Vol. No. 01 III, Nov. 2011.**
- 9) **“A Study of Personality Characteristic of Marathwada Region Sportsman and non Sports Man”13th International Conference of the Indian Academy of Applied Psychology, 30th March &1st Feb. 2009.“**
- 10) **“Computer Applications in Sports and Physical Education by 2020”, Role of Commerce Education in vision 2020. ISBN No. 978-93-81921-07-4.**
- 11) **“Management of Physical Education Practices in School of Aurangabad District” Latest Research and Development in Physical Education and Sports at Local and Global Level, ISBN: 978-93-80876-03-0.**
- 12) **“A Comparative Study of Development of Metabolic Rate In Normal and Deaf and Dumb Girls between 8 to 14 Years” Personality Development Through Physical Education ISBN No. 978-81-921877-6-1.**
- 13) **“Important of Sports in Personality Development” New Voices Vol. II, Issue No. April 2012 ISSN No. 2231-3249.**
- 14) **“Physical Education and Yoga: A Biggest Necessity for Public Health” UGC Sponsored National Conference March 29th – 31st 2010.**
- 15) **“Pranayama and Your Health” Importance of Yoga at College & University Level UGC Sponsored National Seminar 28th and 29th January 2010.**
- 16) **“Role of Hatha Yoga Exercise for Sports Performance and Wellness of Life” UGC Sponsored State Level Seminar in Physical Education on “New Concepts of Exercise & Its Impact on The Physical Fitness of Individual” 5th of January 2010.**
- 17) **“International Workshop on Health Physical Education and Computer Science in Sports 2012” International Association of Computer Science in Sports 11th & 12th August 2012.**



- 18) "New Trends in Athletics" UGC Sponsored National Workshop on 27th & 28th March, 2010.
- 19) Marathwada College of Education, Aurangabad" UGC Sponsored National Level Workshop on 28th & 29th March, 2009.
- 20) Social Value of Sports and Physical Activity. Official Journal of Indian Society of Sports of Spots Scientists ISSN. 2239-3558. National 31-07-2012.
- 21) "Physical Education and Yoga" IORJ online Journal, ISSN No. 82205 13th June 2014. International Journal.
- 22) "Ecology of Lower Extremities Injuries in Football" An Introduction International Journal of Physical and Health and Sports Sciences. Vol No. 2 Issue No. 2 (Supplementary) ISSN No. 2279-0306.
- 23) "Physiology Effects of Exercise and Yoga", International Forum of Physical Education and Sports Sciences. 20-22 Oct. 2012.

<u>Dr. S. M. Kote</u>	
Sr. No.	Title with page nos.; Details of Conference Publication; ISSN/ ISBN No.
1	A Comparative Study of Development of Speed Abilities in Normal and Deaf Dumb Boys between 8 to 14 years; Page 1-9; Variorum, Multidisciplinary e-research Journal ISSN 0976-9714
2	A Comparative Study of Development of Strength Abilities in Normal and Deaf Dumb Boys between 8 to 14 years Page 17-26; Entire Research Vol. 3; Issue 1; ISSN – 0975-5020
3	A Comparative Study of Development of Reaction Abilities in Normal and Deaf Dumb Boys between 8 to 14 years Page-45; New Voices Vol-1 Issue-4; ISSN-2231-3249
4	A Comparative Study of Growth of Height in Normal and Deaf Dumb Boys & Girls between 8 to 14 years; Page-114-123; AMASS Multilateral Research Journal Vol.3; ISSN-0975-3966
5	A Comparative Study of Level of Depression among the Playing and Non-playing Educated Unemployed; Page: 128-131; Shodh Sangam; An international Research journal of Physical Education Sports and allied Sciences Vol:1; ISSN: 2249-717X
6	A Comparative Study of the Emotions of the Students of Masters Degree in Physical Education Page: 141-145; Shodh Sangam; An international Research journal of Physical Education Sports and allied Sciences Vol:1; ISSN: 2249-717X
7	A Comparative Study of the Level of Adjustment among the Arts Sportsman , Science Sportsman between 17 to 21 years of Age Page: 164-166; Shodh Sangam; An international Research journal of Physical Education Sports and allied Sciences Vol:1 ISSN: 2249-717X



8	A Comparative Study of the Emotional Maturity among the Playing and Non-playing Information Technology Professionals Page: 07-10; Shodh Sangam; An international Research journal of Physical Education Sports and allied Sciences Vol:2; ISSN: 2249-717X
9	A study of Neuroticism of the unselected players in various sports after selection Trials for University Team of Dr. BAM university, Aurangabad; Page:51; AKASH: International seminar on physical education recreation and yogic sciences; ISSN: 2250-1398
10	Sports Management Vision 2020: Aurangabad District; Page: 13-23; Role of Commerce Education in Vision: 2020; ISBN: 1-987-93-81921-07-4
11	Sports Management; Page: 116-118; Role of Commerce Education in Vision: 2020 ISBN: 1-987-93-81921-07-4
12	A Comparative Study of Development in Agility in Normal and Deaf dumb boys between 8 to 14 years; Page: 184; National Conference on Role of Physical Education and Yoga for the Welfare of the Society; ISSN: 2229-5623
13	A Comparative Study of Development of Metabolic Rate in Normal and Deaf dumb boys between 8 to 14 years; Page: 190; National Conference on Role of Physical Education and Yoga for the Welfare of the Society; ISSN: 2229-5623
14	A Comparative Study of Development of reaction Ability in Normal and Deaf dumb girls between 8 to 14 years; Page: 196; National Conference on Role of Physical Education and Yoga for the Welfare of the Society; ISSN: 2229-5623
15	A Comparative Study of Development of Flexibility in Normal and Deaf dumb Boys between 8 to 14 years; Page: 257; National Conference on Role of Physical Education and Yoga for the Welfare of the Society; ISSN: 2229-5623
16	A Study on Upper Extremity Maximum Strength Amongst the Male School Children from 10 to 12 Years in Ahmednagar District; Page-69; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level ISBN- 978-93-80876-03-0
17	A Comparative Study of Development of Strength Abilities in Normal and Deaf Dumb Girls between 8 to 14 years; Page-199; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
18	A Comparative Study of Development of Motor Abilities in Normal and Deaf Dumb Children between 8 to 14 years; Page-220; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
19	Effect of colour plasticine on athletic performance in the horizontal jumps; Page 136; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
20	A study on lower extremity explosive strength among the school children between 11 – 13 years in Aurangabad; Page-139; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
21	Effect of classical music on the injured players in rehabilitation and recovery Page-141; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
22	Impact of aerobic exercise on age old persons between 50-55 years on their chronic



	ailments like blood pressure activities; Page-144; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
23	Sports and Drugs; Page-147; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
24	Physical Education; a true science; Page-149; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
25	Effects of nutrients on volleyball players; Page-154; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
26	Importance of shoes in sports; Page-156; Proceedings of Latest Research and Development in Physical Education and Sports at Local and Global Level; ISBN- 978-93-80876-03-0
27	Successful Gymnast: A Long Term Dedication & harmony of physical and psychological ability; S.B.Education Society's Sports Academy; Monthly Journal
28	ISSP position stand on the use of the Internet in sport psychology: A Review Page: 45-56; Resurrection: Research journal for resurrection in Intellectual Disciplines; ISSN:2278-0319
29	Smart and safe in cyberspace social networking: An Overview; Page:62-66 Resurrection: Research journal for resurrection in Intellectual Disciplines ISSN:2278-0319
30	Comparison of Self Rating Personality Traits between Rural And Urban Sports students in Maharashtra, India; Research Aaj Tak: Vol 1 No. 2 ; ISSN: 2278-2001
31	A Comparative Study of Development of Flexibility in Normal and Deaf dumb Girls Between 8 to 14 Years; Research Aaj Tak: Vol 1 No. 3; ISSN: 2278-2001
32	A Comparative Study of Development of Agility in Normal and Deaf dumb Boys Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
33	A Comparative Study of Development of Balancing Ability in Normal and Deaf dumb Boys Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
34	A Comparative Study of Development of Agility in Normal and Deaf dumb Girls Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
35	A Comparative Study of Development of Metabolic Rate in Normal and Deaf dumb Girls Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
36	A Comparative Study of Development of Balancing Ability in Normal and Deaf dumb Girls Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
37	A Comparative Study of Development of Flexibility in Normal and Deaf dumb Girls Between 8 to 14 Years; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
38	A Comparative Study of the Level of Depression Among the Sportsman Recruited in



	the Corporate and Government Sectors and their Adjustment to the Working Conditions; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
39	High level performers in Athletics are characterized by psychological profiles which generally distinguish them from lower level performers: A review New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
40	Mental Health Plays an Important Role in Athletics Success and it is Quite Likely that “Emotional First Aid” following Competition is just as important as “Physical First Aid”: A review; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
41	There is frequently a lack of congruence between the athletes conscience and un-conscience motives: A review; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
42	Athletes from various sub-groups differ on a variety of psychological traits and states: A review; New Voices: Multilingual International Referred Journal of Multidisciplinary Studies Volume 2; ISSN: 2231-32--49
43	A Comparative Study of Development of Agility in Normal and Deaf dumb Boys Between 8 to 14 Years; Personality Development Through Physical Education ISBN: 978-81-921877-6-1
44	A Comparative Study of Development of Flexibility in Normal and Deaf dumb Girls Between 8 to 14 Years; Personality Development Through Physical Education ISBN: 978-81-921877-6-1
45	A Comparative Study of Development of Balancing Ability in Normal and Deaf dumb Boys Between 8 to 14 Years; Personality Development Through Physical Education ISBN: 978-81-921877-6-1
46	Significance of Basic Five Symbolized Elements (Panchmahabhutas) in Relation to Health; Personality Development Through Physical Education; ISBN: 978-81-921877-6-1
47	Management of Sports: Its foundations and Applications; Personality Development Through Physical Education; ISBN: 978-81-921877-6-1
48	Role of Media in Sports; Personality Development Through Physical Education ISBN: 978-81-921877-6-1
49	A Diagnostic Study of Development of Endurance in Athletes By Using Interval Training Method Along With Pranayama; Anil Kumavat and Shatrunjay Kote; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14
50	A study of adjustment of basketball players of Nashik district; Ravindra Telure and Shatrunjay Kote; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14
51	Sports And Music: A Homogeneous Truth; Shatrunjay Kote and A. S. Giri; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14
52	Hypo-Kinetic Diseases and Movement Education at Early Ages: A. S. Giri and Shatrunjay Kote; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14



53	A comparative study of development of endurance among the aerobic gymnasts by using two different methods of pranayama; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
54	A study of emotional intelligence of Iraqi students studying under different faculties in Dr. BAMU Aurangabad; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
55	A Comparative study of agility among football and handball players; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
56	A Comparative study of level of aggression among the bachelor students of physical education and education of Aurangabad; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
57	A Comparative study of leg reaction time between Iraqi and Aurangabad football players; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
58	A comparison of anthropometric variables and physical fitness components between Kabaddi and Kho-Kho male school players; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
59	A Study on motor fitness of the information technology learning students between 10 to 12 years; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
60	The effect of ballistic training on some kinematic change and the performing in 100 m free running; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
61	The study of the effect of judo training programs on certain motor fitness components of school girls aged 10 to 12 years; Shatrunjay Kote, Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 2013-14
62	Field Robotics in Sports; Shatrunjay Kote; IJAMTES; International journal of advances in management technology and engineering sciences; ISSN: 2249-7455; February 2014
63	Indian Philosophy with special reference to yoga; Shatrunjay Kote; IRJCBSS; International Research Journal of commerce business and social sciences; ISSN: 2277-9310; February 2014

Prof. A. S. Giri

Sr. no.	Title of the paper ; Name of Publication; Level & Date
1	Development of metabolic rate in normal and deaf dumb girls between 8 to 14 years Personality development through physical education; ISBN-978-81-921877-6-1 National ; 04-02-2012
2	Emotional arousal and motor performance in sports; Personality development through physical education; ISBN-978-81-921877-6-1; National ; 15-08-2012
3	Smart and Safe in Cyber Space Social Network: An overview; Resurrection: Research journal for resurrection in intellectual disciplines; ISSN-2278-0319 National; 11-02-2013
4	Involvement of politics and racial discrimination in sports is a major terrorism in



	2020: An review in reference on emerging issues; Role of Commerce Education in vision: 2020; ISBN-I-987-93-81921-07-4; National; 13-14-02-2012
5	A Comparative study of level of depression among the sportsmen recruited in the corporate and government sectors and their adjustment to their working conditions New Voices; ISSN-2231-3249; 04-10-2012
6	Sports And Music: A Homogeneous Truth; A. S. Giri; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14; 18-19 Oct 2013
7	Hypo-Kinetic Diseases and Movement Education at Early Ages: A. S. Giri; Proceedings of National Conference at Jalana, Maharashtra; ISBN 978-41-924376-6-2; 2013-14 ;18-19 Oct 2013
8	Sports and International Relationship; IJAMTES; International journal of advances in management technology and engineering sciences; ISSN: 2249-7455 ; 08 February 2014
9	A Comparative study of agility among football and handball players; Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389; 09 February 2014
10	The study of the effect of judo training programs on certain motor fitness components of school girls aged 10 to 12 years; Sanshodhan Kranti; International multidisciplinary research journal; ISSN- 2321-0389 09 February 2014
11	Sports and International Relations; International Journal of Multidisciplinary Research (IJMR): Vol II, issue 11(1), February 2014; ISSN: 2277-9304
12	Competitions for Disabled Children: Safety Measures; Sanshodhan Kranti; International Multidisciplinary Journal; Vol. 16; Special Issue-I; July 2014; ISSN: 2321-0389
13	A Study on the Development of Epicondylar and Bi-Epicondylar among the Deaf-Dumb and Normal Children between 8 to 14 Years; Sanshodhan Kranti; International Multidisciplinary Journal; Vol. 16; Special issue-I; July 2014; ISSN: 2321-0389
14	Yoga and Naturopathy: A new perspective towards healthy India 2020; International Journal of Physical Education, Health and Sports Sciences; Vol. II; Issue II; ISSN: 2279-0306

Dr. R. K. Badwanay

Sr.	Title; Level ; ISSN/ISBN No
01	A Study of Personality Characteristic of Reserve v/s out group of student studying in physical education Training & Academic college ; National Level
02	Explosive strength of Rural & Urban College Student ; International Level; ICCEPES 12
03	A compilations Study of Development of Flexibility in Normal & Deaf and Dumb girl between 8-14 years ; State ; ISBN No 978-81-921877-6-1
04	A Computer Application in sport physical education by 2020; National ; ISBN 978-93-81921-07-4
05	Thought of Philosopher on education and movement education ; National
06	Trataka exercise to increase sharp Righter's and Visual Concentration; National
07	ceevemeMeeCEe : yeng%eeveMeeKeerUe efJeUeejheÇJeen ”



	JÙekeäleercejJe ceeheve heÇkeâej : ßesCeeryeOo Jeieer&keâjCe DeYÙeeme'' ; National ISBN978-93-82504-48-
08	A S.. & C. College Badnapur, Dist. Jalna Organization of 'One Day Workshop on Revised Syllabus of Physical Education ; Dr. BAMU. Aurangabad
09	International Workshop Recent Advance in Fitness Appraisal & exercise Prescription; International
10	International Conference on physical education of sport science Training of training college of International Participation
11	Asian Conference Positive self education of sport science student studying in Dr. BAMU. Aurangabad; International
12	Workshop on Revised Syllabus of ; M .P .Ed , C .B. C. S. Physical Education Dr. BAMU. Aurangabad
13	" A Short Overview of Review literature of past Research: banjara Community in Marathawada " National
14	Workshop on Revised Syllabus of B.P .Ed. Physical Education; Dr. BAMU. Aurangabad
15	A Study of Personality Characteristic of Reserve v/s out group of student studying in physical education Training & Academic college; Variorum Muly Disciplinary Research Journal Vol.2 Issue II ; ISSN 0976-9714
16	Explosive strength of Rural & Urban College Student ; Shodh Sangam ; ISSN No 2249 -717x Special Issue
17	Physical Activity A Biggest Necessity for public Health ; Indian Journal of Sport Studies ISSN PNI- No -11222/ENG/2001
18	A Study of Certain personality Characteristic students studying in physical education Training & college; Entire Research; ISSN 0975-5020

Dr. M. S. Joshi

- 1) Published paper entitled 'SPORTS PSYCHOLOGY' at Modern Training Methods for Physical Education Teachers to Improve Sports Performance in Agricultural Universities in India 'as a resource person, Sept.2004.
- 2) Published paper entitled "The Attitude of Parents Towards the Private Sports Institute- Special focus on Gymnastics activities run by Marathwada Sanskutik Mandal Aurangabad,(Maharashtra)"at the National level seminar at Deogiri College, Aurangabad,(Maharashtra) from 3rd to 4th March 2006.
- 3) Published paper entitled 'Sports Injuries- Upper extremity Gymnastics injuries at International Conference of Physical Education & Sports Sciences –Kasturba Medical College, Manipal (India) April 2006.
- 4) Published paper entitled "A comparative study of personality traits in state and national Aerobic Gymnasts" at International Conference for Sports Administrators- Manonmaniam Sundarnar University, Tirunelveli Kanyakumari, Tamilnadu, India.16th to18th August, 2007.



- 5) Published paper entitled “Aoushdhancha kheladuvar honara dushparinam” at state level seminar at Yashawanrao Chavan College of Science, Karhad, Satara, (Maharashtra) from 17th to 18th February 2009.
- 6) Published paper entitled “A Critical Study of the role of Marathi Newspaper in Publicity & Propaganda of Kabaddi in Aurangabad Division” at National level seminar at P.E.S. College of Physical Education, Aurangabad, (Maharashtra) from 3rd to 4th March 2009.
- 7) Published paper entitle “Training Modules for Sub-Junior Age Group of Aerobic gymnastics ” in Proceedings of National conference on Physical Education and sports -global to local was held at MSM’s college of physical education, AURANGABAD,(M.S.) from 31st Jan. to 2nd Feb. 2011. ISSN 978-93-80876-03-0 pp.177-182.
- 8) Published paper entitle “Sports Nutrition: Basics from Training to Competition” in Proceedings of National conference on Physical Education and sports -global to local was held at MSM’s college of physical education, AURANGABAD,(M.S.) from 31st Jan. to 2nd Feb. 2011. ISSN 978-93-80876-03-0 pp.121-123. Co-Author – Karandikar P.P.
- 9) Published paper entitle “ Study of the Golden Era of Sports Legendary Village-Raja-Pimpri ” at Proceedings of National conference on Physical Education and sports -global to local was held at MSM’s college of physical education, AURANGABAD,(M.S.) from 31st Jan. to 2nd Feb. 2011. ISSN: 978-93-80876-03-0 pp. 48-51. Co-Author- Kendre Ramdas.
- 10) Published paper entitled’ Study of secondary personality traits of successful Indian gymnasts’ in Entire Research, National quarterly research Journal, Thane. April 2011, Vol.3 Issue 2, pp-16 to 24 ISSN- 0975-5020.
- 11) Published paper entitled “Comparative study of different dietary program for weight loss in women”, Variorum Multi Disciplinary e-Research Journal (www.ghrws.in) .Vol. 02 Issue II, November 2011.
- 12) Published paper entitled “A study of secondary personality traits of successful India Gymnasts”, in Scientific Journal in Sports and Exercise, LSEWS, Delhi. Vol.7 No. 2 July – Dec. 2011. ISSN 0974-2964, PP.10-18.
- 13) Published paper entitled “A Comparison of the Immediate Effects of Eccentric Training and Static Stretch on Hip Joint Flexibility in High School level Gymnasts”, in SHODH-SANGAM, an International Journal of Physical Education, Sports and Allied Science,(A Tri-Annual Professional Research Journal). SHARIRIK SHIKSHA UNNAYAN SHNSHTA, Allahabad, India. Vol.1 Jan.2012. ISSN 2249-717X (Special Issue)pp. 65-68
- 14) Published paper in proceedings entitled “ A study of Second order Personality Profiles of Individual Medalist Gymnasts and Team Medalist Gymnasts” at National conference on Role of Physical Education and Yoga for the welfare of society, organized by Maharashtra Mahavidyalaya ,



- Nilanga, Dist. Latur (M.S.) from 15th and 16th April, 2012. ISBN: pp. 266 to 268
- 15) Published paper entitles “A comparative study of Personality Traits of State and National Aerobic Gymnasts” in Research Aja Tak, Multidisciplinary- Multilingual- Referred- Quarterly Journal, Thesis Dissertation publications Jalgaon, Maharashtra, Vol.1 No.1 April to June. 2012,ISSN: 2278-2001 Pp: 30 to 33.
 - 16) Published paper entitles “comparison of Self Rating Personality Traits between Rural and Urban sports Student in Maharashtra, INDIA” in Research Aja Tak, Multidisciplinary- Multilingual- Referred- Quarterly Journal, Thesis Dissertation publications Jalgaon, Maharashtra, Vol.1 No.2 July to Sept. 2012, Pp: 83 to 86.
 - 17) Published paper entitled “A comparative study of Anxiety level between Individual sports players and Team sports players” in New Voices, Multilingual International Refereed Journal of Multidisciplinary studies, Vol. II, Issue- IV, Oct. 2012. PP 101-105
 - 18) Presented and published paper entitled “ A comparative study of personality profile of Master student of physical education of Dr. BAMU, Aurangabad”, at Asia- Pacific International conference on Sports and Exercise Psychology was held at Dr. Ambedkar college, Nagpur from 21st to 23rd Feb. 2013. Proceedings ISBN 978-81-924656-2-3 pp. 216-218
 - 19) Published paper entitles “, INDIA” in Research Aja Tak, Multidisciplinary- Multilingual- Referred- Quarterly Journal, Thesis Dissertation publications Jalgaon, Maharashtra, Vol.2 No.1 April to June 2013, Pp: to . Co-Author ISSN- 2278-2001.
 - 20) Published paper entitles “” in Research Aja Tak, Multidisciplinary- Multilingual- Referred- Quarterly Journal, Thesis Dissertation publications Jalgaon, Maharashtra, Vol.2 No.2-3 July to Dec. 2013, Pp: 88 to 90. ISSN- 2278-2001.
 - 21) Published paper entitles “UHYA KHO-KHO KHELACHA DISHABHIMUKHATEVAR HONARYA PARINAMACHA ABHYAS’ in Research Aja Tak, Multidisciplinary- Multilingual- Referred- Quarterly Journal, Thesis Dissertation publications Jalgaon, Maharashtra, Vol.2 No.2-3 July To Dec. 2013, Pp: 93 to 95. ISSN- 2278-2001 Co-Author- Wakale M.
 - 22) Published paper entitled ‘ Exercise proposed program for the rehabilitation of ACL Injuries in the knee joint of Athletes in Republic of Yemen’, in International Journal of health, physical education and computer science in sports, journal impact factor 0.624. Vol. 13, no. 1, Jan. to March 2014 ISSN- 2231-3265. Pp. Co-Author- Maeen
 - 23) Published paper entitled, ‘Critical Analysis Of Social Adjustment Of Male And Female Adolescents Of Gymnastics In Aurangabad,’ in National conference on Superior India by 2020 through Physical Education ,



Traditional and Cultural Activities, organized by MSM's college of Physical Education, Aurangabad, M.S. from 10th & 11th Oct. 2014.

- 24) **Published paper entitled, Achievement Motivation and level of Aspiration of M.P.Ed. students of MSMs college of physical education Aurangabad,' in National conference on Superior India by 2020 through Physical Education , Traditional and Cultural Activities, organized by MSM's college of Physical Education, Aurangabad, M.S. from 10th & 11th Oct. 2014.**
- 25) **Published paper entitled, Study of injuries of football players as their line up , ' in National conference on Superior India by 2020 through Physical Education , Traditional and Cultural Activities, organized by MSM's college of Physical Education, Aurangabad, M.S. from 10th & 11th Oct. 2014.**

Prof. Sagar S. Kulkarni

- 1. Role of commerce education in vision 2020- Sadhana publication: Feb 2012
ISSN no.- 978-93-81921-07-4
Topic- Involvement of politics and racial discrimination in sports is a major terrorism of 2020: An review in reference to emerging issues.**
- 2. New Voices – Vol – II, Issue- IV, Oct,2012
ISSN no.- 2231-3249
New voices publication
Topic- A comparative study of development of balancing ability in normal and deaf and dumb girls between 8 to 14 years.**
- 3. New voices publication: 15th August, 2012
ISBN no.- 978-81-921877-6-1
Topic- A comparative study of development of metabolic rate in normal and deaf and dumb girls between 8 to 14 years.**
- 4. Alcohol and Sports: 2020: International journal of physical education, health and sports sciences (An official journal of physical education foundation of India):Volume (2): Issue(2); ISSN: 2279-0306**

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

Sr. no.	Name of the faculty	Award/ honor/ patent	Year	Remark
1	Dr. Pradeep B. Dube	“Indo-Asian Achievers Award” “Eminent Educationist Award” “Indian Leadership		from Indian Organization for Commerce and Industry New Delhi from International Institute of



		Award for Education Excellence” “International Status Award for Intellectual Development”, i “Rashtriya Vidya Gaurav Gold Medal Award” “Bharat Vidya Shiromani Award” “Swami Ramanand Teerth Marathwada Bhushan Puraskar” “Asia-Pacific Award”, “Shikshk Ratna”		Education and Management New Delhi from All India Achievers Foundation, New Delhi from Global Achievers Foundation, New Delhi from International Institute of Education and Management, New Delhi from Indian Solidarity Council, New Delhi from Maharashtra Rajya Swatantra Senani Uttaradhikari samati Marathwada Vibhag, New Delhi from Global Achievers, New Delhi Rama Prathisthan, Aurangabad
2	Dr. Makarand S. Joshi	1. Shiv Chhatrapati Award of M.S. Govt. 2. Dronacharya Award	1993-94 2013-14	Maharashtra State Lions Club
3	Dr. R. V. Siddiqui	Best Teacher Award Social Worker	2003-04 2012-13	Lions Club Adiwasi vimukt Bhatkya Jamati
4	Dr. Meenakshi Mooliya	Best Teacher Award	2014-15	Lions Club

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

A few research activities are converted into publications which indirectly benefits the society for instructions and research. Few researches have definitely contributed towards the enhancement of subject knowledge.

Sr. No	Name of the Author	Title of Publication
1	Dr. Shatrunjay M. Kote	Motor Development of Deaf-Dumb Children Comparing with Normal
2	Dr. Makarand S. Joshi	Indian Gymnast Personality



Many faculty members are into utilizing the latest technology for teaching and learning ease. The teaching staff makes use of power point presentation when required and even the science related faculty show the videos related to systems. The mechanical studies are even shown with the help of audio-visual aids. The faculties make use of ICT, internet, latest published researches in their teaching. Few teachers published books related to the syllabus for the reference of students.

Sr. No	Title of the Book	Authored / Edited	Published /Under Publication	Publisher	Year
1.	Scientific Coaching Manual for Martial Arts	Authored Dr. S. M. Kote	Published	Rana Graphics and Publishers, Hyderabad	1997
2.	NET & SET: A Complete Study of Physical Education	Authored Dr. S. M. Kote	Published	Sahajyog Publications, Aurangabad	2003
3.	Biomechanics, Applied Kinesiology and Physiology of Exercises	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
4.	Principles and History of Physical Education	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
5.	Scientific Principles of Sports Training	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
6.	Test, Measurement and Evaluation	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
7.	Research Methodology and Statistical Methods in Physical Education	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
8.	Principles of Education and Psychology	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
9.	Milestones in the Marathon History of Sports	Authored Dr. S. M. Kote	Published	Chhaya Publications, Aurangabad	2006
10.	Gymnastics	Co-Author Dr. S. M. Kote	Published	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2013
11.	Motor Development of Deaf-dumb Children Comparing with	Authored Dr. S. M. Kote	Published (ISBN- 978-81-921847-3-9)	Thesis and Dissertation Publications, Jalgaon	2013



	Normal				
12.	Listen the Silence	Co-Authored Dr. S. M. Kote	Published (ISBN- 978-81- 923485- 7-5)	Kreeda Prakashan, Aurangabad	2014
13	Encyclopedia of Teaching Physical Education _ VII Volumes	Dr. M. M. Rathod	ISBN-978-81- 7524-754-3	Khel Sahitya, New Delhi	2014
14	Encyclopedia of Teaching Physical Education _ VII Volumes	Dr. M. S. Rathod	ISBN-	Khel Sahitya, New Delhi	2014
15	Management of Physical Education and Sports	Dr. Meenakshi Mooliya	ISBN- 978-81- 7216-389-1	Friends Publication, New Delhi	2014
16	Sharirik Shikshan Adhyan Va Adhyapan	Dr. Makarand S. Joshi	ISBN-978-81- 909847-3-7	Nitya Nutan Prakashan, Pune	2010
17	Personality profiles of Indian Gymnasts	Dr. Makarand S. Joshi	ISBN- 978-81- 921847-2-2	Thesis and Dissertation Publications, Jalgaon	2013
18	Gymnastics	Dr. Makarand S. Joshi	ISBN-978-81- 923485-2-0	Kreeda Prakashan, aurangabad	2013
19	Gymnastics	Dr. Makarand S. Joshi	-----	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2013
20	Sharirik Shiksan Hasta Pustika standard First	Dr. Makarand S. Joshi	-----	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2013
21	Sharirik Shiksan Hasta Pustika Standard Second	Dr. Makarand S. Joshi	-----	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2013
22	Sharirik Shiksan Hasta Pustika Std. Third	Dr. Makarand S. Joshi	-----	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2014
23	Sharirik Shiksan Hasta Pustika Std. Fourth	Dr. Makarand S. Joshi	-----	Bal Bharti Pathya Pustak Abhyas Va Sanshodhan Nirmitti Mandal Pune	2014
24	Professional Preparation and Curriculum Design in	Dr. Pradeep B. Dube	ISBN-978-81- 7524-763-5	Khel Sahitya Kendra, New Delhi	2014



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

1) Any special physical education and sports related AV material prepared or procured and used by the college.

All the subject teachers prepare power point presentation of their syllabus and add up audio or video clips wherever necessary. The faculty uses the audio visual aids as per necessity, most of the times teaching is done with conventional method where the aids are not required. Many times students are provided with the clips of videos and audios which are downloaded by the faculty from internet for teaching purposes. The faculty has also prepared NET / SET complete syllabus power point presentation, and soft skill development program for our college students.

2) Any physical education and sports related AV material used by the faculty for teaching / learning / training of students.

The faculty is always in pursuit to exhibit the best and latest in front of students for their learning. Many downloaded videos of physical education, sports and sports sciences are shown to the students during teaching. Many times the students are also exposed to value and ethical based AV aids for human touch. The students are also provided with information related to greatest sports events for viewing.

3) Any other innovative approaches adopted or used by the faculty.

The latest research by the experts or faculties is brought in notice of the students to make aware about the developments at global level. Many times the faculty tries to explain few concepts beyond the four walls of the classroom through practical and experiences. The latest readings of the research by the faculty are shared with the students in the classroom and even it is sometimes practiced on ground if feasible. For example: The lifting of hands above head during walking reduces the blood



pressure is read in an research and is applied by the faculty on himself and is shared to many patients who come for walk on ground.

3.2.5 Give details on various training programs and / or workshops

1) Organized by institution

a) A University level workshop on revised syllabus of bachelor of physical education (annual system) was organized by our institute on 9th January 2013.

b) A University level workshop on revised syllabus of masters of physical education (CBCS – semester pattern) was organized by our institute on 2nd August 2014

2) Attended by the staff

Sr. no.	Name of the Staff	Training program / workshop attend	Dates	Venue
1	All Staff Members	Workshop on B. P. Ed. Revised syllabus (annual pattern)	2012-13	MSMCOPE
2	All Staff Members	Workshop on M. P. Ed. Revised syllabus (Semester pattern)	02-08-2014	MSMCOPE

3) Attended by the students

Sr. no.	Name of the Student (M. P. Ed.) 3 rd Semester	Training program/ workshop	Dates	Venue
1	Patil Manoj Ashok	Workshop on Research Problem Selection, Methodology to adopt and the Statistical Treatment for various studies is elaborated by the Research Recognition Committee of the College and organized at Research Center of the College	3 rd and 4 th October 2014	Research Center of M. S. M's. College of Physical Education, Aurangabad
2	Rathod Sanjay Namdeo			
3	Bhalerao Sandip Devidas			
4	Dabhade Saveeta S			
5	Kawale Mohini S			
6	Bodke Uday Babanrao			
7	Deshmuh Sarvesh Ramesh			
8	Sahuji Namrata P			
9	Phulare Prakash Shivram			
10	Wankhede Mahendra Dinkar			
11	Singh Shashikant Ramnayan			
12	Dongare Abhishek Rajesh			
13	Pawar Ravindra Keshav			
14	Shiakh Mohamad Avesh			
15	Pathan Javedkhan Yunuskhan			
16	Derle Uddhav Shivnath			
17	Gour Sneha P			



18	More Sanjay Sopan			
19	Khandalkar Vikas Gulab			
20	Hiwarde Kishori D			
21	Govinda Payarelal Zadkhande			
22	Bagul Sushant Bhagwan			
23	Pandya Uday Kanubhai			
24	Tadvi Khirkhani Hasan Zama			
25	Mohd Sharig Nawaz Mohd			
26	Satpute Vinay Mahavir			
27	Dhotre Anil Bhaurao			
28	Skakh Aslam Bhikan			
29	Shabir Ahmad Wani			
30	Khursheed Ahmad Dar			
31	Mohmad Iqbal Para			
32	Pagwad Chetan Madhukar			
33	Kanodaje Manoj Ramesh			
34	Riyaz Ahmad Parry			
35	Seraj Ahmad Dar			
36	Tupe Ganesh Ashok			
37	Ahire Pranav Dadaji			
38	Payghan Balram Pandurang			
39	Gunjal Kailas Baburao			
40	Hazari Rohit Dineshsingh			

3.3: Consultancy:

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

Broad area of consultancy: Research, competitive exam, coaching and health.

No formal set up is established, but the students of PG, M. Phil. and Ph. D. who are related to other supervisors of colleges and University department do visit us for research consultancy in research center. The rule of the university says that the total yearly fees charged against tuition is bifurcated in two shares; one for the university and other for the college research center. We also provide consultancy in competitive exams for NET/SET students. Evening coaching is imparted in gymnastics, Basketball, shooting and Kabaddi. The parents of the students, walkers and others are provided with fitness and health tips as per demand.



3.3.2 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 publicize 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, the faculty of institute is competent enough to undertake consultancy. The college publishes the expertise available for consultancy services regularly through students. Our institute regularly runs various activities during morning and evening session and to quote a few are gymnastics, basketball, shooting, Kabaddi, football, cricket, aerobics etc. during these regular activities volunteers and faculty dissipated the information about the available consultancy to the masses through various activities. The informal consultancies are provided in organization of competitions, research and development in physical education, sports and sports sciences, fitness development, fitness assessment and fitness management, correction of physical defects through exercise therapy, in which all are unpaid. The college even provide consultancy for annual sports day at school, drill and march past on national days etc. The gymnastics center organizes judging and orientation coaching programme workshop from last three years

3.3.3 How much revenue has been generated through consultancy in the last five years?

The consultancy services are provided on non remunerative basis. Hence, no revenue is generated.

3.3.4 How does the institution and the faculty share and use the revenue is generated through consultancy?

The consultancy services are provided on non remunerative basis. Hence no share is provided to faculty and institution.

3.3.5 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, the teachers provide coaching in gymnastics, Kabaddi, rifle shooting etc. the achievements in gymnastics is from state level champions, national medalists and international participants. The team of Kabaddi and rifle shooting are also achieving laurels at state levels. Many gymnastics of our center have achieved the Shiv Chhatrapati awards, prestigious state award in sports.

Sr. No.	Name of the Awardees	Sport
1	Mr. Parvat Kasure	Wrestling
2	Mr. Bandapalle	Kabaddi
3	Mr. Uttam Ingale	Kabaddi
4	Mr. Aditya Joshi	Gymnastics
5	Mr. Ameya Joshi	Gymnastics
6	Mr. Tarak Das	Gymnastics
7	Mr. Ranjeet Pawar	Gymnastics
8	Mrs. Nusarat Shaikh	Volleyball
9	Mrs. Shruti Waydande	Fencing
10	Mrs. Waydande	Fencing
11	Mrs. Sneha Dhepe	Fencing
12	Mr. Ajinkya Dhudhare	Fencing
13	Dr. Uday Dongare	Fencing

3.4 Extension activities

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

The future plans and major activities the institution would like to take up for providing community orientation for the students are as follows:

- Cleaning The Surroundings,
- Plantation Of Trees And Plants,
- Literacy Mission,
- Community Health Programs,
- Blood Donation Camps,
- Welfare Of Woman And Children,
- HIV / Aids Awareness Programs,



- **Drugs De Addition Rally,**
- **Sadbhavana Run,**
- **Nutrition And Balanced Diet,**
- **Awareness About Exploitation,**
- **Self Defense For Girls,**
- **Personality Development,**
- **Health And Hygiene Awareness,**
- **Environmental Awareness And Disaster Management,**
- **Sports For Recreation And Personality Development,**
- **Traffic Signal N Safety Awareness,**
- **Career Opportunities in Yoga N Naturopathy**
- **Caring senior citizens – Day Care Center on Campus**

3.4.2 What are the efforts of the institution to bring in “community orientation” in its functioning?

The following are few efforts which the institution to bring “community orientation” in its functioning:

- **Teachers participate actively in rallies and runs**
- **Teachers and students donate blood**
- **Research in problems of weaker sections of society**
- **Camps conducted for women and girls in self defense**
- **Students volunteer during conferences**
- **Students conduct various surveys research**
- **Teachers deliver lectures during NSS camps outside the campus**

3.4.3 Does the institution offer courses in first aid, life saving / handling emergency etc? if yes, list them giving the objectives of the courses offered?

The curriculum itself is incorporated with subjects like first aid and physiotherapy in which the students are taught to handle the immediate situation arises on ground or in community. A service course of 4 credits is compulsory for PG related to



environmental awareness and disaster management. This course and curriculum is introduced with the sole aim of handling the emergency situations arising on field and in community.

3.4.4 How has the local community benefited from the institution (contribution of the institution through various extension activities, outreach programs, partnering with NGO'S and GO'S)

- **Organized national championship for deaf dumb community in association with Maharashtra deaf dumb association**
- **Organized blood donation camp with the help of government hospital, and Dattaji Bhale blood bank, Aurangabad.**
- **Coaching and officiating camps organized at our college for gymnastics, athletics, Kabaddi, Basketball, Chess Ball, Langdi, etc., with help of association**
- **Teachers and students volunteer in organizing various competitions, marathons, cross country and runs for awareness in association with NGO's.**
- **Our teachers and students visited orphanages and challenged children schools and donated sweaters to 60 students.**
- **Our students conduct various health related surveys for the down trodden community as part of their research dissertation work.**
- **The college allows the schools to organize their sports events and training free of cost on our ground.**
- **The municipal corporation schools rehearse their 15th August and 26th January programs at our college ground.**
- **The college teachers and students take part in organizing school sport day, departmental competitions such as police, military, forest, revenue etc, even the sports competitions of industries such as Bajaj auto, advocates sports competitions etc.**
- **4 days training in self defense for girl's awareness towards exploitation and misconduct towards women.**



- **The students volunteer for cleaning the flower waste during Ganesh Chaturthi and Visarjan procession**
- **Every Saturday the students offer “Shramdaan” by cleaning the ground, which is used by people in vicinity for walking, jogging and keeping fit**
- **Our students conduct various health related surveys for the down trodden community as part of their research dissertation work.**
- **The college allows the schools to organize their sports events and training free of cost on our ground.**
- **The municipal corporation schools rehearse their 15th August and 26th January programs at our college ground.**

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

Yes,

- **Women Empowerment and defense class is organized in collaboration with Nippon Martial Arts Academy for the college girls and other women from society.**
- **Police department officer arranged awareness lecture on the women law and the exploitation of women and misconduct at our college as awareness programme.**
- **Many associations conduct their official clinics at our college for society and college students.**
- **Government hospital arranges AIDS awareness programme and rallies at our campus is an orientation to our students and society.**
- **Many NGO's organize the cross country and marathon from and to our ground in awareness of health, environment, water conservation, green Aurangabad etc.**



3.4.6 Indicate the broad areas of various extension activities of the institution / department and the objectives of the activity (S)

i) Community recreation

The college organizes programs during Holi and Kojagiri Poornima for the parents of the children who come for gymnastics. This is to make aware about our culture and keep the traditions alive with its original motto and it is also a mode of social get-together. The college also has a day boarding for senior citizens where they are provided with recreation and entertainment

ii) Sport for out of school children

The college allows the activities like gymnastics, Basketball, Shooting, Kabaddi, football, martial arts, aerobics, cricket etc, which are run by different associations and individuals for the school children. These activities are charged on nominal maintenance basis. This allows around 400 students to make use of infrastructure optimally.

iii) Fitness awareness programs for women, adults and old aged people.

Fitness aerobics is carried out for women during morning and evening session. The ground is provided free of cost for walking, jogging, fitness and recreation for adults and old age providing valuable counseling during informal meets on ground. This allows the people within vicinity to make use of available grounds and halls.

iv) Coaching activity at the campus during holidays for school children.

The gymnastics center, basketball center, cricket, Kabaddi, Football coaches organizes summer coaching and winter coaching camps for children during holidays. The children are made to exploit their full potential of games and sports. The campus of college is always active with lots of activities going on for children during holidays. The sole aim is to promote sports culture among mass and channelize the potential of the sports talent among children.



v) Personality development activity/ programs/ camps for enthusiastic and desiring children

Through sports, cultural activities and experience brought to the children by different means is one of the prime aims of developing personality. Many competitions of children are organized to provide ample opportunities to develop sportsman spirit, leadership, team cohesiveness, courage, and exhibit modesty in victory and graciousness in defeat, nurture organizing quality and nurturing the quality among children. The quality to work hard, program oneself, prepare for goals, analyze the strength, weakness and threats and tap the opportunities are inculcated through various activities. Camping for children during vacations is for nurturing selflessness and consistent for substantial and composite personality.

vi) Health and hygiene awareness programs / camps

Lectures are delivered by experts, doctors and coaches for the training children and their parents. The coaches often stress upon the health and hygiene through regular instructions and sometimes special orientations. The parents are given suggestion about diet, rest and living conditions for their wards for optimum performance at school and on ground.

vii) Organizing blood donation camps

The college organizes blood donation camp once in every year in which the teachers, students and even the community people contribute towards the blood donation. The camp is organized in association with blood bank of government hospital or NGO.

viii) Social work

The college staff is qualified as per the rules of NCTE and UGC, but accompanied with special sports achievements at higher levels. Sportsman basically is social and involved in social work. Few lecturers are doing research in challenged society. Few involve themselves in organizing various cultural activities. Few visit to old age home to celebrate festivals and birthdays.



ix) Population education

We believe in practicing philosophy than preaching, hence cleaning the environment, plantation of trees and plants, taking part in welfare of women and children, HIV/AIDS awareness programs, drug de-addiction orientation etc organized at our campus by government hospital

x) Physical education for the challenged

The principal of college is president of deaf dumb association of Marathwada region. Many sports and physical education activities are organized under his guidance one of our lecturer has completed his Ph. D. on deaf dumb also 3 minor research projects related to deaf dumb in physical education and in interdisciplinary approach. One more lecturer is undergoing her research in physically and mentally challenged children. Many activities organized by such associations are voluntarily supported by our students and staff. Admission and nurturing is adopted with such children at our course. Organized National Athletics Meet for Deaf and Dumb by our Principal as the Chairman and Organizing Secretary.

xi) National health awareness program like HIV/AIDS/ Diabetes, polio vaccination etc

The programs related to national health awareness by various GO's and NGO's on our ground and we supplement them with our volunteers for smooth conduction. Many times even the polio vaccination booth is also permitted by our institution. We all participate in the awareness run organized by any agency.

xii) Medical camps

Our lecturers are members of 'Asara'. An activity run by our institution for senior citizens. Few lecturers are involved in it and through M.SM the medical camps for aged with help of our staff are organized.

xiii) Environmental awareness program



Tree plantation program is organized for environmental awareness. Similarly cleaning surrounding and keeping plastic free zone in campus is followed strictly.

xiv) Any other (specify and give details):

3.4.7: How does the institution develop social and citizenship values and skills among the students?

The students are exposed to many activities which are organized by the college and also encourage volunteering such activities which inculcate human values among students. The students are ensured with overall development keeping human touch alive as stated in our mission statement. The taking up of research to article writing for college magazine, all activities direct towards the value based education. The students are also promoted to express their ideas related to developing social based activities which ensure participations of citizens. The 'Shramdan' for cleaning grounds is assisted by the citizens those who utilize it for their fitness and health purpose. Etiquettes, manners, wishing practice during meets, discipline, self hygiene is valued through orientation.

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

a) Organization of deaf dumb athletic nationals by our staff and students under aegis of deaf dumb association of Maharashtra

b) Sixteen gymnasts received Shiv Chatrapati award of Maharashtra is a result of regular training in Gymnastics from many years

3.5 Collaborations:

3.5.1 Are there NSO program in the institution besides NCC and NSS? If yes, give details on the NSO programs

During 2013-14 Athletic Nationals for Deaf-dumb community was organized under the aegis of Maharashtra Deaf-Dumb Association in supervision of our principal Dr. Pradip B. Dube, who is also the president of Marathwada Deaf-Dumb Association from last 20 years.



3.5.2 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. Curriculum development; teaching; training; practice teaching; research; consultancy; extension; publication; students programs to higher studies and research; student placement.

The institute is reputed in Maharashtra and especially in Marathwada region, resulting admission of foreign students for post graduation. We had nine Iraqi students admitted to M. P. Ed. from 2010 till 2014. The students were from different regions of Iraq and opted our college to university to pursue post graduation. Two of our college Ph. D. guides is supervising research students of Yemen. One of our lecturers is having association with Hong Kong Country researcher. Our research center established last year and are registered with around 40 Ph. D. students and two from out of country.

Curriculum development –	Nil
Teaching –	Nil
Training –	Nil
Practice teaching –	Nil
Research – one of our staff members is doing research in collaboration with a member from Hong Kong	
Consultancy	Nil
Extension	Nil
Publication	Nil
Students Programs to Higher Studies and Research	Nil
Student Placement	Nil

3.5.3 Give details of institution – school community / institutions - industry networking
The institution has networking with school community for conduction of practice lessons in subject methodology; physical education classroom teaching and physical education lessons on ground. Every year approximately for six to seven months i.e.,



from August to February 150 students visit different schools, conducting 4500 lessons of 35 minutes each with them. The schools also permit our students to conduct extra classes for practice in classroom and on ground. We also co-operate the school in sports day organizations. Similarly the industrial sports meets are also assisted by our staff and students. The students also visit industries to impart coaching in different sports.

3.5.4 Does the institution have?

- a) Twinning programmes
- b) Student exchange programmes
- c) Collaboration with institutes and organizations like LNIPE, SAI, NSNIS, NCTE, state / national sports associations, sports sciences societies etc for professional development of staff and students.

a) No twinning programs are offered

b) No student exchange programs is offered

c) For expert lecturers on specific sports the SAI (western zone) at Aurangabad invite our staff

Many lecturers are having membership and associated with sports associations.

Few lecturers are members of sports association at local, state and national level

Few teachers are into state level MCERT for development

3.5.5 How does the faculty collaborate and interact with the facility of schools, other physical education college and universities?

The college with its students availing the facilities of imparting lessons in classroom and ground at various schools will have the rapport of the observing lessons in-charge of college and concerned teachers. The observing lesson in-charge obtains information about the lesson demands at school like charts, maps, teaching aids – AV, grounds, and sports equipments to conduct the lessons. The head teacher of the school provides the available facilities for smooth and appropriate conduct of classes.



The collaboration with other physical education college is by demanding the practical difficulties faced in curriculum, the pattern of lesson, training lessons, classroom teaching etc. our college with five BOS members makes necessary amendments and provides the literature. We have organized two workshops for other physical education staff with respect to B. P. Ed. and M. P. Ed. revised curriculum. Every now and then the other college staff is in contact to ease the difficulties. During practical examination our staff as external examiner at other college and even the staff from other college visit our college as external examiner, during which the interaction and coordination establishes.

Our staff is also appointed and co-op member of other universities. The staff also visits for paper evaluation for other universities even for conduction of research dissertation, thesis viva-voce of M. P. Ed., M. Phil., and Ph. D. a few lecturers are Ph. D. guides of other universities. Many attend seminars, conferences, workshop for up-gradation in other universities. Our teaching staff is also visiting faculty to the department of Affiliated University. One of our management trustees is from Physical Education College; Mumbai is associated with us as.

3.5.6 Are the faculty actively engaged with teachers and other school personnel to design evaluation and deliver various physical education activities including teaching in the schools? If yes, give details.

The staff of our college does have rapport with other school teachers; many of our students are serving at various schools. Two lecturers are into the syllabus and text book designing of MCERT and Bal Bharti Maharashtra Text Book Development Council.

1. Dr. Makarand S. Joshi, Member of Maharashtra State School Text Book Council
2. Dr. Shatrunjay M. Kote, Member of Maharashtra State School Text Book Council

The inclusion of new syllabus in schools related to physical education discussed with concerned teachers along with school supervisor. The students are made to sit in methodology class at schools and observe the experienced teachers. Every week the



observing teacher spends approximately 17 hours with various school teachers in relation to subject methodology, classroom teaching in physical education and physical education lessons on ground.

6.5.7 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.

The institution and college staff is associated with “Asara” an activity for the senior citizens and old age community. In this activity the people are provided with day recreation center at our premises, few free medical checkup camps are organized for them. Some of our teachers are also associated with various sports association at district, state and nation. The staff acts as referee, officials, judges, coaches and managers with the teams of the association. The faculty also train and coach the police and military teams, Maharashtra State Electricity Board, State Transport and Zilla Parishad.

3.6 Best practices in research, consultancy and extension.

3.6.1 What are the major measures adopted by the institute to enhance the quality of research, consultancy and extension activities during the last five years.

- **Research for the down trodden community.**
- **Pre presentation before finalization of topic**
- **Usage of SPSS in research is promoted**
- **“Think globally act locally” is inculcated**
- **Promoted to present papers in conferences**
- **Research is promoted in challenged society**
- **Staff encouraged for proposal and publication**
- **Extra English classes for understanding**
- **Compulsory allotment of time for library and ICT lab**
- **Inclusion of action research for immediate solution**
- **Diet program for middle aged aerobics ladies**
- **Providing scientific guidance in enhancement of gymnastics through research**



- **Organizing special lecturers of research and statistics**
- **Organizing NET / SET classes**
- **Blood donation camps**
- **Safety of women through police protection**
- **Patriotic programs on 15th Aug and 26th Jan**
- **Participation of our students in various rallies in connection with awareness**
- **Assisting in organization of competition**
- **Alumni meeting**
- **Promoting students to celebrate teachers day**
- **Encourage to assist during evening classes for gymnastics, basketball, Kabaddi**
- **Ensured regularity through strictness of attendance related to internal marks**
- **Curriculum restricting through our BOS members of college**
- **Making syllabus more occupational service oriented keeping values intact**

3.6.2: What are significant innovation/ good practices in research, consultancy and extension activity of the institution?

- **Pre presentation of research topic of M. P. Ed. in front of research committee.**
- **Ensuring no repetition of research topics.**
- **Providing action research topics for immediate solution**
- **Making use of research solutions in application**

Additional information to be provided by institution opting for re accreditation / re assessment

- 1) What are the main evaluated observations / suggestions made in the first assessment report with reference to research, consultancy and extension and how have they been acted upon?

Observation no. 1:



“Out of 13 permanent staff members, one holds doctorate degree, and 08 staff members are at different stages of completion of Ph. D. work”

Measures undertaken:

The following is the list of staff with research degrees:

Today out of 15 members 12 staff members' possesses Ph. D. degree.

Sr. no.	Name of faculty	Designation	Qualification
1	Dr. P.B. Dube	Principal	Ph. D., M. Com, M. P. Ed.
2	Dr. R. S. Rokade	Asso. Prof.	Ph.D., M. P. Ed.
3	Dr. U.P. Sonone	Asso. Prof.	Ph. D., M. A., M. P. Ed.
4	Dr. R.B. Badwanay	Asst. Prof.	Ph. D., M.Com, M. P. Ed.
5	Dr. M. R. Mooliya	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
6	Dr. R. V. Siddiqui	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
7	Dr. K. P. Tadlapurkar	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
8	Dr. M. S. Joshi	Asst. Prof.	Ph. D., M. A., BCJ, NIS, SET, M. P. Ed.
9	Prof. M. S. Rathod	Asst. Prof.	(Ph. D.), M. Phil., M. P. Ed., SET
10	Dr. S. M. Kote	Asst. Prof.	Ph. D., M. P. Ed., NIS, NET, SET, M. A. (Eng, Psy., Edu. Comm.) DYN, PGDFN
11	Dr. M. M. Rathod	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
12	Dr. M. M. Pawar	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
13	Dr. Abdul Waheed	Asst. Prof.	Ph. D., M. Phil, M. P. Ed.
14	Prof. A. S. Giri	Asst. Prof.	(Ph. D), M. Phil., M. P. Ed., NIS, NET, SET, M. A. (Edu. Comm.) DYN
15	Prof. S. S. Kulkarni	Asst. Prof.	M. P. Ed., NET, SET
16	Dr. P. D. Mundhe	Librarian	Ph. D., M. Lib.

Observation no. 2:

“Only 01 staff member has published 04 papers in journals”

Measures undertaken:

The following is the list of publications from staff members:

Sr. no.	Name of faculty	state	National	International	Proceedings
1	Dr. P. B. Dube	01	02	02	02
2	Dr. R. S. Rokade	04	06	02	02
3	Dr. U. P. Sonone	00	04	03	04
4	Dr. R. B. Badwanay	02	05	02	04
5	Dr. M. R.Mooliya	00	02	02	04
6	Dr. R. V. Siddiqui	10	07	03	02
7	Dr. K. P. Tadlapurkar	03	03	01	01
8	Dr. M. S. Joshi	01	06	04	03
9	Prof M. S. Rathod	00	06	11	02
10	Dr. S. M. Kote	07	10	08	10
11	Dr. M. M. Rathod	04	07	09	10



12	Dr. M. M. Pawar	01	03	03	02
13	Dr. Abdul Waheed	04	06	04	05
14	Prof A. S. Giri	02	06	03	02
15	Prof S. S. Kulkarni	01	03	01	02
16	Dr. P. D. Mundhe	00	01	01	00

Observation no. 3:

“One staff member has been recognized as guide”

Measures undertaken:

The following is the list of staff members recognized as Ph. D. guides/
Supervisors:

Sr. no.	Name of the Guide	Guide / Supervisor of Universities
1	Dr. P.B. Dube	03 universities
2	Dr. R. S. Rokade	01 University
3	Dr. U.P. Sonone	2 Universities
4	Dr. R.B. Badwanay	3 Universities
5	Dr. M. R. Mooliya	2 Universities
6	Dr. R. V. Siddiqui	1 University
7	Dr. K. P. Tadlapurkar	2 Universities
8	Dr. M. S. Joshi	4 Universities
9	Prof. M. S. Rathod	.....
10	Dr. S. M. Kote	2 Universities
11	Dr. M. M. Rathod	1 University
12	Dr. M. M. Pawar	1 University
13	Dr. Abdul Waheed	1 University
14	Prof. A. S. Giri	.....
15	Prof. S. S. Kulkarni	.....
16	Dr. P. D. Mundhe	1 University

Observation no. 4:

“No staff member ever has written a proposal for getting grant from UGC,
New Delhi”

Measures undertaken:

The following is the list of staff members who availed UGC grants for minor
research projects:

UGC grants –Minor Research Projects

Sr. No	Name of Faculty	MRP – Funding Agencies	Amount	Remarks
1	Dr. P. B. Dube	UGC	1 Lack	1 completed
2	Dr. S. M. Kote	UGC, UOP	3 lacks, 1 lacks	4 completed



3	Dr. M. S. Joshi	UGC	1.1 lacks	1 completed
4	Prof. M. S. Rathod	UGC	1.3 lacks	1 completed
5	Dr. M. M. Rathod	UGC	1.25 lacks	1 completed
6	Dr. R. V. Siddiqui	UGC	-----	Submitted proposal
7	Dr. Abdul Waheed	UGC	-----	Submitted proposal
8	Prof A. S. Giri	UGC	-----	Submitted proposal

Observation no. 5:

“The college is not publishing any journal or magazine”

Measures undertaken:

The college is publishing yearly magazine from 2012-13 every year

Observation no. 6:

“The staff is not computer literate so cannot use neither computer nor internet for research purpose”

Measures undertaken:

The staff has acquired the MSCIT course in computers and today every individual makes use of ICT to the optimum from personnel interest

Observation no.7:

“There is a need to encourage teacher to publish more paper, which in turn will improve the quality of their teaching.

Measures undertaken:

In all the published papers by the staff is maximum up to 200 in different journals.

Today every teacher is guiding either at PG level or M. Phil. or Ph. D.

Observation no.8:

“The research competency of the teachers needs to improve. This can be done by organizing in house training workshops in research methodology, statistics and the use of SPSS”

Measures undertaken:

Many teachers have attended orientation and refresher courses along with seminars, workshops and conferences in research methodology and statistics. At personal level every individual faculty is making sincere efforts for self research aptitude. Special lectures of statistics expert were organized for the students and staff in college.

- 2) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation
- **Two national level seminars were organized entitled “Research and Development in physical education from local to global level” and**



“Superior India by 2020 through Physical Education, Traditional and Cultural Activities” in the year 2011 and 2014 respectively.

- **Encouragement to apply for max research proposals**
- **Encouragement to participate in various seminar, conferences and workshop**
- **Staff guiding around 80 to 100 students in Ph. D. under different universities**
- **Curriculum restructuring depending on present scenario**
- **Promoting teachers to go for refresher and orientation courses**
- **Arranging lectures in latest statistical packages**
- **Publication of college magazines**
- **Publications of research in form of books**
- **Allowing staff to upgrade knowledge by doing courses**
- **Establishment of infrastructure and up gradation of laboratories**
- **Adding up research literature to library**
- **Involvement of research dissertation for M. P. Ed. students**
- **Maximum facilities provided to students making learning friendly environment**
- **Establishment of IQAC**
- **Provisions of audio Visual aids**
- **Supporting staff to pursue ICT up gradation**
- **Computer lab upgraded**
- **Every department is provided with computers**
- **Internet facility is provided**



CRITERION – IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1: Physical Facilities:

4.1.1: 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 is having optimum infrastructure as stated in NCTE norms. The inception of college was way back in 1972, in the premises of Marathwada Sanskritik Mandal, having area of approximately 27808.90 Square meters i.e., 7 acres. The college initially was run in the available building located in the center of two main big grounds. Now the college is in new self sufficient building in the same campus. Following are the facilities in college:

As the Building of Marathwada Sanskritik Mandal is 40 to 45 years old, The depreciated book value of the assets mentioned below cant not be calculated accurately .Hence the values are on approximate basis

Sr. No.	Item	Area (App) (in feet)	Cost (approx.)
1	Open Stadium	450x375	3,52,930/- (B/V)
2	Badminton Hall	70x40x40	7,00,000/-
3	Gymnastic Hall	70x56x23 .	30,00,000/-
4	Multi Gym	16x40x10	5,00,000/-
5	Boys and Girls Hostel	As the Building is old hence can' t be Calculated	
6	Basketball Court		5,00,000/-
7	Volleyball , Long jump pit	150x150	
8	New College Building		1,10,00,000/-
9	Library and Reading Room, Computer Lab, Store rooms, Exam rooms, Parking Place (area around 3000 sq. feet) Toilets and Washrooms	As the Building is old hence can' t be Calculated	

(Please See Annexure for master plan)

4.1.2: How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?



Yes, the institution has augmented its infrastructure to keep pace with its academic growth. Following are the details of the facilities upgraded during last five years:

- **Construction of new self sufficient building worth Rs. 1,10,00,000=00**
(5 classrooms, 1 laboratory, administration block, principals cabin, staff room, ladies common room, gymnastics hall 21X17X7 meters)
- **Purchase of equipments in gymnastics hall and other sports**
- **Extension of boys hostel**
- **Extension of canteen**
- **Extension of computer laboratory**
- **Extension of anatomy, physiology, biomechanics, human performance, exercise physiology laboratory**
- **Purchase of books for library**
- **Establishment of research center**
- **2 – LCD projectors purchased**
- **Basketball court prepared / shooting range started**
- **Public Address System**

Institution plans in coming future:

- **Extension of Library**
- **Computerization of library**
- **Auditorium**
- **LCD projectors in every classroom**
- **Electronic display boards**
- **Construction and extension of women hostel**
- **Preparing modernized grounds**
- **Incorporating new courses**
- **Extension of laboratories**
- **Tie up with other University course of India and abroad**
- **Football court surrounded with walking track**



- Furniture up gradation
- CCTV in every classroom
- College in future will assist the students to purchase laptop by providing documents for finance company.
- Every teacher will be provided with net-setter so that internet access becomes easy.

4.1.3: 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 following are the playfields available with the institution:

- **Open stadium with compound and staircase used for football, 200M Athletics track, throwing events, handball, Kho-Kho, Kabaddi, cricket, walking, jogging. Regularly from morning till evening the ground is utilized by approximately 100 sports persons from outside, our trainee teachers around 200, fitness aware mass approximately 200 (men and women of various age groups); recreation mass approximately 100 (children and others)**
- **Basketball Court: around 200 children in morning and evening along with our trainee teachers during skill learning and competitions use the basketball court.**
- **Gymnastics Hall: trainee teachers and outsiders approximately 200 children during morning and evening session use gymnastics hall.**
- **Multi-gym: our trainee teachers and around 50 outside members take advantage of multi-gym every morning and evening session.**
- **Badminton cum Aerobics Hall: Around 50 members in morning and evening make use of the hall for badminton and for women aerobics.**
- **Open Place: open place is used by martial art classes in which around 50 children take training during evening session.**
- **Shooting Range: around 5 to 10 sportsmen and women of college and outside take advantage of shooting range in our campus.**



- **Every corner of the campus is utilized optimally as the college is located in heart of the city and has got very old and good reputation among society.**

4.1.4: give details on the availability and use of multi-purpose / special purpose halls, (if available)

The institution uses Gymnastics hall or Badminton hall for various activities which requires large area, such as alumni meeting, gathering, conference opening and closing ceremonies, competition which require indoor hall, opening and valedictory of tournaments etc. temporarily the gymnastics equipments are moved aside and the arrangements are made accordingly. No special multipurpose / special hall is available.

4.1.5: What are the various general and specialization laboratories / facilities available within the institution?

Following are the general laboratories available within the institution:

- **A single hall contains general Anatomy laboratory, Exercise Physiology laboratory, Human performance laboratory, Biomechanics laboratory and Physiotherapy facility**
- **Sports psychology laboratory is located separately**

4.2: Maintenance of Infrastructure:

4.2.1: What efforts are made to keep the campus beautiful and pollution free? (It should include information on keeping sports infrastructure in fine, trim and hazard free condition)

The campus is quite big and it is maintained by regular use. The optimum utilization of resources will give feedback about the maintenance. The campus is kept clean with plantation. No vehicles are allowed near the ground to avoid pollution. Nominal fee is charged from the students coming to gymnastics and basketball, which is utilized for the maintenance. The apparatuses and equipment are regularly repaired if required or changed. New purchase of equipments is often



rendered. The halls, playing fields are kept clean by regularly sweeping. Sufficient lighting in the campus is provided for avoiding accidents. Water draining system is proper to avoid contamination. Aurangabad city is surrounded by natural richness with hills avoiding pollution problems. The grounds and court marking and done whenever required. The multi-gym is well maintained with regular lubrication. The store in charge keeps vigilance on the equipment. The ventilation to all the halls is provided as per requirement. The campus is under surveillance of CCTV.

4.2.2: What is the budget allocation and utilization in the last five years for the maintenance of the following?

The whole premises is owned by Mandal all the Expenses made for maintenance of Building and play grounds made under the head of “Repairs and Maintenance.”

Budget Allocation and Actual Utilization on over all Buildings and play ground maintenance.

Sr. No.	Year	Budgeted	Utilized
1.	2009-10	80000/-	1,39758/-
2.	2010-11	105000/-	97,122/-
3.	2011-12	19,500/-	44,893/-
4.	2012-13	75,000/-	71,348/-
5.	2013-14	50,000/-	29,528/-

(2012-13)

Particulars	Allocated	Utilized
Building	-----	-----
Play fields	50000/-	51950/-
Laboratories	300000/-	207516
Furniture	-----	-----
Equipments	30000/-	3290
Computers	75000/-	-----
Transport / Vehicle	-----	-----

(Give justification for the allocation and unspent balance if any)

4.2.3: How does the institution maintain the available infrastructure facilities?

(i) Buildings (ii) Play fields (iii) Others



(i) **Buildings:** Regular maintenance of the building is done through appointed outsourcing staff. The cleanliness is done by class IV employees. One of the class IV employee is trained in electrical trade. Much of the smaller works of Mason, electricians, plumbing, carpentry is done by class IV employees. Major maintenance work is done by the outsourcing members. The maintenance work involves cleaning of overhead tanks, water filters, taps, drainage and sewage, fused lights, non-working electrical appliances, computer software, hard-wares, reprography, coolers, air conditions and lab calibrations etc. The safety of furniture from pest and termite with varnishing and coloring etc., timely coloring the building will also enhance Aesthetic appeal even life of infrastructure.

(ii) **Play fields:** The nominal fees charged from children are used for the maintenance of gymnastics hall, badminton and aerobic hall; shooting range and basketball court and multi-gym. The play fields are prepared and maintained from environment hazards etc. proper marking of grounds and the poles are painted from time to time avoiding rusting of the iron. Proper leveling of ground is made along with grass and plants trimming. Marking of safety zone around the ground is made and kept free from hazards watering and rolling is done on the courts whenever required.

(iii) **Others:** the maintenance of all sports equipments is done periodically. The maintenance of furniture, books, computers, LCD, CCTV, electrical connections, plumbing, water resources, bore well, municipality pipeline all are maintained. The classrooms, white boards, doors, windows and other amenities, equipments are maintained regularly.

4.2.4: 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.

yes, the institution is having top management committee along with principal to look after sports infrastructure development. The society itself is formed with the sole aim of developing sports, cultural and traditional activities. The main aim of



management is development of sports infrastructure for college and community. The management due to its efforts could build a gymnastics hall of size 21X17X7 Meters; a basketball court; cricket pitch; volleyball court; multi-gym etc. The management is always striving to give the best sports facilities to our trainee teachers. The composition of the management committee for sports infrastructure development is as follows:

Sports Infrastructure and College Building Construction Committee

Sr. No.	Name	Designation
1	Shri.Ravindra Babhule (Structural Engineer)	Trustee
3	Shri. Ram Paturkar	Member
3	Shri. Ram Paturkar	Member
4	Dr. Pradeep Dubey	Principal of College
5	Shri. Sachin Sangashetty	Architect

4.2.5: 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 spend during previous year on the up-keep and replenishment of equipment.

Sr. No	Equipment	Quantity	
		Available	Purchased
1	Ball Badminton's ball	06	11/09/2012
2	Ball Badminton's Net	01	11/09/2012
3	Ball Badminton's pole	02	11/09/2012
4	Ball Badminton's Racket	12	11/09/2012
5	Basketball	42	31/03/2012
6	Discus 1 kg	10	31/03/2012
7	Discus 2 kg	16	31/03/2012
8	Football	26	31/03/2012
9	Spade	03	21/03/2012
10	Shot 08 Pound	19	31/03/2012
11	Shot 12 Pound	10	31/03/2012
12	Shot 16 Pound	20	31/03/2012
13	Crowbar	04	21/03/2012
14	Toe Board	06	20/03/2012
15	Tub	17	20/03/2012
16	Tub Fiber	06	20/03/2012
17	Volleyball	29	31/03/2012
18	University Flag	02	22/09/2014



4.2.6: State whether or not the equipment acquired by the institution is adequate to carry out the activities of programme. If no, give details on how the deficiency is met?

The equipment acquired by the institution is adequate to carry out the activities of the programme at college. The area is not sufficient to prepare 400 Mts. Track and Swimming Pool hence the activities are carried out in University Campus / Sports Authority of India Track and Municipality Swimming Pool respectively.

4.3: Library as Learning Resources:

4.3.1: 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 full time librarian and supporting staff, which is as per the permission from the director of higher education. As the student strength is limited and the available title is around eleven thousand, the permitted staff is also limited. The librarian and assisting staff carry out regular transaction of books, reading room and other related work efficiently.

4.3.2: 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 library has an advisory committee:

Sr. No.	Name	Designation
1	Dr. Pradeep B. Dube	Principal / Chairman
2	Dr. Pallavi D. Mundhe	Librarian / Secretary
3	Dr. M. R. Mooliya	Member
4	Dr. S. M. Kote	Member
5	Prof. M. s. Rathod	Member

The earlier librarian retired on 31-07-2008 and the new librarian taken charge on 16-11-2011 and during the gap between the librarians, one of office bearers possessing the degree of B. Lib. has handled the library.

The major responsibilities of library Advisory Committee are as follows:



- To make suggestions for the updating of library.
- To suggest the various measures for efficient functioning of the library.
- To hold periodical meeting with the staff and library staff.
- To study library needs in view of the instruction, research and service programs of the college.
- To advice on matters of general library policy, the development of library resources and upon means which may best integrate the library program with other institutions, research and service activities of the college.
- To liaison among the faculty, staff and students and the library
- To provide direction for a structured and balanced growth of the library and improved facilities to the stake holders.
- To talk with students availing the facility of reading room and solve their grievances if any.

4.3.3: What is the mechanism adopted by the institution to systematically reviewing the various library resources for adequate access, relevance, etc. and to make acquisition decisions?

The library committee keeps an observation on the issue register of the students and staff. The common demand of the reference books and other sources are taken note of. The frequently referred material is optimally supported for purchase. The library timings are generally fixed and the students have access only at those timings. The books, magazines, periodicals have separate compartments and the person requiring the same can access to a particular section. The cupboards and racks are available and are classified on the basis of subjects. The faculty members have direct access to the compartments whereas the students are helped by the library staff. Library is kept open to members and access is checked with identity cards. All the students of the college are given borrowing card for having access to library. The visitors of other institutions and agencies are also allowed access subjected to identity, security, and permission.

4.3.4: Are the library process (issues, acquisition etc.) computerized? If yes, give details.



Yes, the library services are planning for computerization. The barcode system will be adopted and the same will be used in circulation services.

4.3.5: 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.

The institution library has computer and internet facilities which are meant for library staff. The students are provided with internet facility in the computer laboratory. Reprography facility is available for library. The students can access the online – e-books, journals and magazines in the central computer laboratory which is equipped with broadband internet facility. The students make use of INFLIBNET facility under the N-list programme. The subscription for INFLIBNET facility has been paid by the college.

4.3.6: Does the institution make use of INFLIBNET, DELNET, IUC facilities? If yes, give details.

Yes, the institute does make use of N-list program under INFLIBNET, the subscription is made by the institution and the facilities made available to the students and the staff in the central computer laboratory.

4.3.7: How do the staff and students come to know of the new arrivals?

*** The cover page and the list of new arrivals are displayed in the showcase at the entrance of the library.**

*** The new additions to the library are informed to the departments.**

*** Faculties are informed about the latest additions relating to their subjects, projects / thrust areas of research.**

*** During reference queries, users are encouraged to refer related documents. The staff on duty assists the users in identifying related books for reference. Bibliographical compilations on specific topics are also provided.**



*** The practice of “Demand Slip” ensures the reader about the issue and availability of the book needed.**

4.3.8: Does the institution’s library have book bank facilities? If yes, give details on the use of the book bank facility by the students?

Yes, the library is providing book bank facility from this year. The students will have accession to only one book of their choice for complete year. The books especially are from syllabus and even of the physical education subject at schools. The books will help them exchange within themselves and to prepare notes and lessons.

4.4: ICT as Learning Resources

4.4.1: How does the institution incorporate the new technologies into its programmes?

The institution is aware about the latest technology up-gradation in teaching, learning, research and evaluation. The curriculum is updated as per the technological up-gradations. The institute makes provision of various audio-visual aids for promotion and ease in teaching and learning. Special time is allotted for students to get acquainted with latest technology in computer laboratory. The curriculum content emphasizes on latest technologies and its usage in college.

4.4.2: does the institution have dedicated computer lab facilities 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 institute has a dedicated computer lab facility which also runs a MSCIT course prepared by MKCL which is world class content, the course patents are hired by different status and even country for students and community. The students avail computer laboratory for approximately one and half hour per week as per the time table and schedule. The following is the list of hardware and software available with the institution:



Sr. No.	Hardware and Software	Quantity
1	Computer system – Pentium Dual Core CPU E5300 @ 2.6 GHz, 3.98 GB	01
2	Computer systems – intel Pentium Dual Core 2.90 GHz RAM 2 GB	09
3	Power Backup – Microtex Dg 1600	01
4	Headphones – Zeblon Hp – 750	05
5	Air Conditioner – LG Intelloair	01
6	*Router – Baton	01
7	*Lan Swith – DIGIbol with 7 ports	01
8	LaserJet Printer – HP 1017	02
9	LCD Projector – Sony	01
10	Software – server 2003 Enterprise Edition Server Pack 2	01
11	Antivirus – Quick heal	05

4.4.3: How and to what extent does the institution make use of the new technologies / ICT in curriculum transactional process? (Computer, internet, audio-visual and other media and materials)

The teachers prepare the power point presentations, lesson planning and self learning materials. The department of ICT provides required help / assistance to the faculty and students. The college organizes lectures to train the faculty and students to utilize novel systems and database effectively. Some learning packages have been procured for computer aided learning. Instructions / computer aided learning (CAL) are for the benefit of the stakeholders. Virtual learning is provided through LCD projector installed. Teachers make use of the facility according to the time table.

4.4.4: What are the 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)

Students make use of personal laptops, while imparting physical education subject in classroom in schools. The students download the photographs of elite athletes, special achievers, ground measurements and dimensions and paste in their lesson plans. The student teacher also prepares charts through downloaded pictures and



special features. Many times the students carry photos in their mobiles for students understanding. Few models for teaching in classrooms are also prepared by students by making use of internet either in college or outside. Few whistle cues are also recorded on mobile and made the school children aware about rules.

4.4.5: Is there a provision in the curriculum for imparting computer skill to all students? If yes, give detail on the modalities and the major skills imparted.

The B. P. Ed. students have computer as compulsory subject, in which the students are made to attend the course as per the time table and roll numbers. Approximately the time allotted for each student is around one and half hours per week. The M. P. Ed. curriculum itself has an optional paper of computer application in physical education. The final semester students take support of computer lab for this, research dissertation typing, searching reviews on internet, statistical packages (SPSS) and even for power point presentation for examination.

4.5: Other Facilities:

4.5.1: How is the instructional infrastructure optimally used? Does the institution share its facilities with other 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, organisation and so on.

The instructional and learning infrastructure is optimally used: the ICT center also runs a programme MSCIT of MKCL which is utilized by the community for its up gradation and literacy. Many youngsters, middle aged and old age persons take the privilege of our computer laboratory. The library also extends reading material to the community by providing daily news paper open to all with limited access to journals and books. Few teachers help the community by providing books on their own name. Sometimes the classrooms are also provided to the sports clinics organized by local associations. The instructional infrastructure is also used to organize workshops related to curriculum in the institution. The other institutions also make use of our classes for big gathering orientation or special programs for children such as making eco-friendly items etc.



4.5.2: Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the classrooms.

Yes, the classroom is provided with white boards and the rooms are also equipped with electrical fittings for LCD projectors and PC's. We have two LCD projectors for five classrooms. One projector is for B. P. Ed. Students divided in 3 divisions and 1 Projector for M. P. Ed. – 1st and 2nd year. The utilization of projector by the teacher is availed according to time table. In future the provision of curtains is expected to fit LCD's in all the classrooms, with CPU and internet connections. The classrooms will also be updated with sound systems for efficient and optimal usage.

4.5.3: give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, washroom facilities for men and women, canteen, health center etc.)

Primary medical checkup is organized for every student by the visiting doctor in the campus itself. The qualified doctors list along with phone numbers are displayed in the hostel notice board to whom can be contacted any time by the student or the rector in emergency. First aid kit is available in the main building, store and hostels. Rest room for women is available in the college. The girl's hostel also has a common room for day boarders, who attend the theory and practical sessions. Sufficient washrooms are available in the vicinity of grounds, classrooms, hostels and in the campus. The washrooms are kept clean for health and hygiene. The canteen is in the campus, which is outsourced. The canteen provides hygiene food and drinking water to the students as well as outsiders. The college committee has supervision on the canteen matters. The doctor is guest faculty for B. P. Ed. and M. P. Ed. curriculum related to medicine field.

4.5.4: 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 new building is constructed with eco-friendly bricks.**

*** The water from the terrace of the building is harvested.**



- * **The building is well ventilated with windows to avoid using electricity or fans and tubes during daylight.**
- * **The coolers and other appliances are switched on, only when in use.**
- * **The organic waste is dumped in a pit for use as manure after decomposition.**
- * **The inorganic waste is properly disposed.**
- * **Drinking water is properly utilized.**
- * **CFL lights are used wherever possible to save energy.**
- * **Trees and plants are protected by regular watering from bore well.**
- * **The courts are kept dust free by sprinkling water every day.**

4.5.5: 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.

The playgrounds are used by all the community mass. The schools use the grounds for their sports days; the main ground is also used by the Nagarpalika schools for drill and march-past rehearsal for 15th August and 26th January. Various sports association along with the inter school competitions are also organized on our sports infrastructure. The active sports grounds which are used by various sports clubs, association, corporate sectors, and business houses even the advocate association and sports enthusiasts make use of gymnastics hall, basketball court, volleyball, Kabaddi, athletic meet, cricket, football, badminton, shooting range etc. Approximately around 500 to 600 sports enthusiast use the sports infrastructure of our institution. The grounds are also made use by fitness awareness mass and recreation oriented community. The participant's age group in the sports infrastructural use is from four years tiny tots to eighty years old citizens.

4.6: Best practices in infrastructure and Learning Resources:

4.6.1: How does the faculty seek to model and reflect on the best practices in the diversity of instructions, including the use of technology.



The faculty is in pursuit to reach the students, the limit is not only the four walls in classroom or ground, but the student has the access to meet faculty at any time during the presence of teacher in campus. The faculty explains the topic in English, Hindi and Marathi so as to reach and understand the students. Our students are from different faculties such as Arts, Commerce and Science, so the grasping capacity of each individual is different. The special attention is given to the slow learners. Major teacher have discussions within themselves regarding the issues of slow learners. The students are motivated to make use of library and ICT laboratory optimally so as to enhance or develop in learning. The faculty sometimes assists the students to find out the books and reading material from library. The course is 50% stressed on practical it becomes easy to make the students understand few classroom concepts with practical. Remedial coaching is adopted on Saturdays every week.

4.6.2: List innovative practices related to the use of ICT, which contributed to quality enhancement of the institutional provisions.

The inception of MSCIT course at our institute has encouraged the students to take advantage of it within campus.

- The research students are motivated to type their own dissertation at ICT and also prepare necessary power point presentation. They are even made to attend compulsory class in using the various software of statistical packages.
- The ICT center takes note of absentees and communicate through bulk SMS and even e-mails to the student and their parents.

4.6.3: What innovations / best practices in infrastructure and learning resources are in vogue or adopted by the institution?

- Post graduate students have open access to the racks in the library so that they can browse through a large number of books and select the most appropriate and relevant one that they need for the immediate purpose.



- **Members of faculty and students are informed about the latest arrivals in the library through the display of cover page in the showcase.**
- **Students and faculty can access the INFLIBNET in the library and central computer laboratory.**
- **There is separate maintenance committee which takes cognizance of any complaints by faculty or students. Accordingly the problem is taken care of.**
- **For maintenance of computers is outsourced and the pest control in library is done by class IV employees.**

**Additional information to be provided by institutions opting 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?

Observation No. 1:

“There is no mess and there is a need to have hostel facility for girls also”

Measures Undertaken:

The institution has taken measures to start mess in campus which is maintained and run through outsourcing. The mess provides good food at optimal cost for college students. The college food committee also supervises the food quality and other matter of the canteen. The girls’ hostel has started with a facility for 12 students. The institution is planning to construct a women’s hostel to accommodate 50 students with the aid of UGC and for which the proposal is submitted under XII plan.

Observation No. 2:

“There is no book bank scheme in operation. The library does not have an open access system”

Measures Undertaken:



The book bank scheme is started with allotment of one book to each student. The library has also adapted free access to the post graduation students. As the students are limited, the librarian takes the efforts to assist and serve the students individually. UG and PG students have open access system on request.

Observation No. 3:

“There is a need to subscribe Indian Journals”

Measures Undertaken:

The library is now calling and subscribed five different reputed journals from India.

Observation No. 4:

“In the office of college, there is no computer and no fax machine”

Measures Undertaken:

The office is updated with three computers for the clerical staff, two printers, one fax machine and one reprography machine.

Observation No. 5:

“The college does not have CD’s and Video Cassettes related to the syllabus of B. P. Ed. and M. P. Ed., so there is a need to purchase these from CEC, UGC, New Delhi”

Measures Undertaken:

The college has ordered for the CD’s and DVD’s from CEC, UGC for updating the syllabus of B. P. Ed. and M. P. Ed.

Observation No. 6:

“Internet facility is available but not on all computers”

Measures Undertaken:



The institute has provided broadband internet facility on all 15 computers of laboratory. The internet facility is provided in Library, administration and M. P. Ed. department and Research Center.

Observation No. 7:

“The college should train its teachers in the use of computer and internet facility. They should be used for improving the quality of their teaching and research”

Measures Undertaken:

Today except One staff member, all the teaching staff is completed MSCIT certificate course. They are very well acquainted with computers and internet facility. 12 out of 15 teaching staff have obtained their research degree. During research the use of computers and internet has surely facilitated the work of faculty. Today the faculty in necessity teaches with the help of audio-visual aids and even the PPT's on syllabus.

Observation No. 8:

“The college should develop its own website that can provide necessary information about the college”

Measures Undertaken:

The institution established its own website four years ago with domain name www.msmpysicalcollege.org. Today a second upgraded site with content management system is launched for ease and user friendly to the browser and every information is provided on the new domain name www.msmpysicaleducation.org.

- (2) What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation with regard to infrastructure and learning resources?



Following are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to infrastructure and learning resources:

- Self sufficient new building of college with amenities as 5 furnished classrooms of size 10M X 6M each; Principal's office 600sft.; administration office 500sft; staff room 250sft; ladies common room 100sft; laboratory 60 square meters with M. P. Ed. office, IQAC and UGC proposal room with counseling cell; and a Gymnastics Hall of 21M X 17M X 7M worth Rs. 1, 10, 00,000 only.
- Extension of computer laboratory worth Rs. 4,00,000/-
- 25 computers, 08 printers, 03 scanner etc in computer laboratory, various department and office worth Rs.8,00,000/-
- Establishment of ladies hostel Rs. 29,339/-
- Purchase 2 LCD projectors worth Rs. 56000/-
- Up-gradation of infrastructure in boys' hostel worth Rs.68804/-
- Construction of stage for Mallakhamb worth Rs.10,000/-
- Up-gradation of multi-gym worth Rs. 32238
- Additional bore-well for campus development Rs.10,000/-
- Up-gradation of reprographic machine and fax machines worth Rs. 75,000/-
- Existing infrastructure furnished with adequate furniture and equipment to facilitate teaching and research in departments worth Rs. 2,00,000/-
- Concrete Basketball Court worth Rs. 5,00,000/-
- Establishment of research center worth Rs.50,000/-
- Inverters worth Rs. 50,000/-
- Water purifiers worth Rs.50,000/-

Most of the above developments are done by the institute with partial assistance of UGC



CRITERION – V

STUDENTS SUPPORT AND PROGRESSION

5.1: Student progression

5.1.1: How does the institution assess the student's preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (student's prerequisite knowledge and skill to advance) to completion?

- **The college administers CET, in which the weightage is given to physical efficiency (50Marks); mental efficiency (40Marks) through MCQ; remaining for courage, boldness, language, body language and achievement in sports (10 marks) is considered.**
- **Once the student is admitted to the course, the structure of daily schedule, curriculum, practical, examination pattern and lessons is explained**
- **The first introductory lecture is delivered by Principal in general, then specific in-charge of activity and department will be briefed by concerned lecturers**
- **The student within first two weeks get acquainted with the pattern of professional education**

5.1.2: Does the institution have any direct relationship with state sport associations for deriving various benefits for the students and coaching facility under the NSO programmes? If yes, give details.

The faculty is in direct relationship with various sports associations at state and national level. The faculty makes aware about the competitions and even avail coaching facility at divisional sports complex. The students getting the opportunity to represent all India university competitions will be awarded 25 marks extra in final examination, which helps them to hike the percentage. The students are also provided with various incentives for participation and achievements in competitions.



5.1.3: 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 extra-mural sport competitions beyond intercollegiate and inter-university level contests. For example

(a) Marks reserved for achievement in particular sport/activity:

University awards 25 grace marks for those who participate or win medal at All India University. Even the winners of medal in open nationals are also awarded marks by the university in recognized Olympic sports.

(b) High achievement is publicly commended

Any special achievement at international level is felicitated and provided publicity through various daily news papers.

(c) Cash awards are provided according to the level of achievement

No cash awards are provided formally, but will be declared on the spot by the faculty if deserves.

(d) High achiever's names are inscribed on the honour boards displayed in the institution / department.

Yes, the high achievers names are displayed on the boards of the institution

(e) The institution/ department provides rewards such as blazers, monograms, ties etc., for outstanding performance

Institution provides sports kit and track suit to highest achiever

(f) The institution / department ensures through special efforts that the outstanding sports persons get better placement

Yes, the institution informally takes necessary steps to see that the outstanding sports persons get better placement opportunities. The principal and staff put personal rapport for the placement of the outstanding sports in schools and sports clubs.



5.1.4: How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of students?

The evening ambience of the institute is completely sporty, as every ground is filled with enthusiastic children and parents. The grounds are taken advantage by amateurs, professionals, recreation oriented and even leisure mass. The students residing at hostels are having the facilities at their disposal round the clock. The students automatically get involved into the environments. Out of 250 students of UG and PG. 1/5th take part in authorized and recognized competitions. The conduction of intramural even gives the team spirit house wise. The staff also takes the opportunity to play with students. Overall the ambience in the college is motivating providing satisfaction and opportunity in development at all levels, performance being no exception to it.

5.1.5: Describe the possible reasons of drop out (if any) and the measures adopted by the institution for minimizing the drop out?

Being a professional institute, the dropout rate is very less. The reasons for drop out revealed are found to be genuine. The college provides admission and hostel facility to the reservation students for just Rs. 100/- minimizing the very reason for drop outs. Particular students suffering with any ailment are taken care off at personal or institutional level. The fees of the students are also taken in installments to avoid burden. The lecturers at personal level even manage to take care of exam fees and college fees if necessary. The weak students are provided with special guidance and supervised accordingly. The lecturers at personal level guide and counsel the students regarding the importance of education along with the job opportunities and the probability of acceptance in job after completion of B. P. Ed. and M. P. Ed. The head of the departments and the head of the institution encourage the students by giving facility of fee payment in installments. The students are also encouraged to take benefit of library. The poor students are admitted with minimum amount of just Rs 100/-. The slow learners and regular students are given special attention by the lecturers, so that they may not get frustrated by the fellow students. The lecturers also take efforts to revise the topic in case of difficulty. Majority of the



students admitted in the college are from lower middle class background and hence the placement cell of college and the lecturers try to provide some employment in city, which encourages the students to continue with their studies minimizing dropout rate.

5.1.6: What additional services are provided to students for enabling them to compete for the jobs and progress to higher education?

The PG students are given soft skill development programmes in which specific interview techniques, etiquettes, manners, group discussion, body language, communication skill, presentation, wearing sense, etc., along with life skills and humanity with value education is imbibed. The students with poor communication in English are asked to present, read and draft various assignment and research oriented literature in English. Special motivation is provided. The students craving for higher studies are provided with competitive exam guidance such as NET/SET twice a year. Till today around 12 students got through NET/SET examination from 2010-2011. Many students are serving in English school without much problem.

5.2: Students support

5.2.1: What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The environment of the institution is always motivating and welcoming for effectiveness of the faculty in teaching. The rich source of library and computer lab does support to enhance effectiveness among faculty. The provisions of classroom with required amenities surely promote the interest of faculty in teaching. Due to physical training on ground the rapport between teacher and students encourages mentoring attitude among teachers. The physical facilities and ambience is motivating to enhance the performance. Healthy competition among staff also gives them the opportunity to get encouraging results of their subject. The teaching becomes effective with the use of teaching aids which are provided by the college optimally. The enriched library and exploitation of computer lab does enhance the quality among the faculty.



5.2.2: Does the institution have remedial programmes for academically low achievers? If yes, give details.

The students are encouraged to take benefit of library. The slow learners and regular students are given special attention by the lecturers, so that they may not get frustrated by the fellow students. The lecturers also take pains to revise the topic in case of difficult. During the end of year, practice tests based on the examination pattern is also conducted and the feedback regarding their performance is also discussed in the class in person. Special English classes for the weaker students are conducted and remedial classes are run on Saturdays.

5.2.3: 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 Redressal Committee in college consisting of Principal and two senior faculty members, which listens to complaints and suggestions, if any, submitted by students. In case of one's related academics, Heads of Department give the first hearing to a student following which they are tabled before the Redressal Committee for further action. It resolves grievances are regarding accommodation, academic matters, financial matters, health services and library. Some of the grievances informally handled during the last two years are enumerated below: grievances of the students regarding curriculum, drinking water, hostel facilities, laboratories, Library, scholarship, examinations etc., In case of a faculty member, the Principal may entertain the concerned person. There is also a Local Management Committee (LMC) consisting of elected representatives of teaching and non-teaching staff that is statutorily authorized to table their complaints and suggestions before Principal during its meetings.

5.2.4: How is the progress of the candidates at different stages of program monitored and advised?

PG students have regular tutorials carrying 5 marks each and even midterm test after completion of two units, hence periodically their progress is monitored. The B.



P. Ed. student's level of fitness on ground is monitored and the progress is anticipated. The involvement of students during activity is also criterion to ensure progress of candidates at different stages. The weak students spotted during oral feedback are advised to take advantage of various resources available. The PG students are frequently provided with feedback so as to develop accordingly. The semester system for PG is encouraging, providing exact evaluation at different four stages within two years.

5.2.5: How does the institution ensure the student's 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?

During the pre-practice preparation a staff member, demonstrates the lesson on ground, in classroom and a methodology lesson by concerned teacher. The students are then asked to conduct practice teaching lessons on themselves. The lesson plan written by the students are checked by concerned teacher. The practice lessons are in all 30 taken on ground physical education, classroom teaching of physical education and methodology teaching in classroom. The final lessons are rough prepared by the students and get corrected from concerned teacher. The supervisor teacher observes complete lesson of the students and write down the remarks immediately on lesson. Next time the student makes necessary corrections and tries to furnish it. Every lesson carries 04 internal marks totaling to 120 for 30 lessons. The score acquired by the student will give him feedback. The final lessons are evaluated by external examiner for 150 marks. The lesson books are provided to the students along with observation books. The previous lessons remarks are seen in the next lesson for rectification and development in follow up lessons.

5.2.6: Give details on the student counseling facilities available to the students of the institution?

(a) General career counseling:



The students at admission are provided with advance career in the field along with the job opportunities at various levels. The students are also made acquainted with the multi- dimensionality of the course with various occupations to acquire.

(b) Sport specific counseling to talented sports person:

During admission the talented sports-person already with basic achievement is promoted and advised to avail coaching facility in city. Few of our lecturers also impart coaching to the talented sports person. The sports-person is also given exposure for higher achievement and performance.

(c) Academic counseling:

Few bright students are encouraged to take various dimensions of physical education as specialization. The weak students are provided with tips to study. The bright and weak are made to sit together to have development. The bright students are also advised to go for competitive exams in future.

(d) Personal counseling to low achievers:

The weak students are motivated to prepare notes and search and take advantage of library. They are also explained repeatedly for better understanding. The teachers take efforts to explain the concept when demanded.

(e) Therapeutic counseling on health, fitness, behavior etc.

Informally the students are made aware about diet and nutrition related to health and fitness. The way to express oneself is also insisted during regular meets. Being a teachers training course, ethics, values, morality are kept as platform during teaching. The college of physical education uses health, fitness and behavior as the front end tools for achieving optimally ideal teacher.

(f) Placement services

Every faculty has reputation with different schools. Whenever any vacancy arises in a school/ college, the college or school demands a good teacher for their institute. The placement cell makes necessary communication for the students; many of the students of our college are serving at schools and colleges of city ensuring full satisfaction of stakeholders.

(g) Any other (specifies and indicates)



Counseling at personal level is done by every lecturer who has rapport with the candidate.

5.2.7: Does the institution provide sports coaching to students/trainees? Are students encouraged to qualify as sports officials (referees, umpires, table officials) so as to add to their competency? If yes, give details thereof.

Yes, the faculty imparts coaching to the trainees in few sports, every year the gymnastics association organizes orientation for gymnastics officials. Few associations organize their exams at our center; our students take part to qualify as referee, umpires, and table officials. Few of our students are official at district, state levels. Mainly the sports in which the official exams are conducted are gymnastics, basketball, Kabaddi etc.

5.2.8: 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 3 years.

Yes, our students are motivated to join certificate course in coaching run by NSNIS at various centers. Some of our students did certificate course in boxing, football, hockey etc.

Sr. no	Name	Sport	Year
1	Sagar Badwe	Swimming	2014-15 Certificate Course
2	Shaikh Azar	Football	2014 Certificate Course
3	Shraddha Khajekar	Kabaddi	2014 Certificate Course
4	Savita Dhabhade	Kabaddi	2014 Certificate Course
5	Namrata Shauji	Hockey	2014 Certificate Course
6	Anjali Chavan	Hockey	2014 Certificate Course
7	Sneha Gour	Hockey	2014 Certificate Course
8	Aniket Ramteke	Handball	2013 Certificate Course
9	Shashikant Singh	Athletics	2013 Certificate Course
10	Pranva Ahire	Kabaddi	2013 Certificate Course
11	Aniruddh Joshi	Athletics	1 Year NIS 2013-14
12	Sanjay Bhoomkar	Fencing	1 year NIS 2013-14
13	Vikas Kandalkar	Boxing	2012 Certificate Course
14	Mangesh Dongare	Wrestling	2 year NIS 2010-12



5.2.9: 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 prospectus of the college is published every year. The information is provided about the number of courses in the college the course pattern annual or semester. The fee structure, course duration, other facilities (hostel, canteen, playground etc), application and registration form etc., are the details given in prospectus of the college which will be updated from time to time, admission procedure, reservation facilities etc.

5.2.10: 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 teacher after graduating from the institute? If yes, give details on the same.

Yes, the students passing out from our institute are provided and given freedom to meet the staff and make use of various resources available at institute. Few students after joining in service at schools visit college for assistance in sports material, grounds and same time clarification of technical problem. The students are also invited to undergo MSCIT a software course designed by MKCL, which is a well designed course in ICT. The staff also provides the collected updated information of technicality and sports rules, videos and nutrition programmes from internet etc.

5.3: Student activities

5.3.1: Does the institution have an Alumni Association? If yes,

(a) List the current office bearer: (2014-15)

Sr. no	Name of the Bearer	Designation
1	Shri. Parvat Kasure	President
2	Dr. Sangram Mundhe	Vice-President
3	Shri Chandrakant Kamble	Vice-President
4	Dr. Nandkumar Megdhe	Vice-President
5	Shri. Yashvant Limaye	Secretary
6	Sow. Sashi Nilvant	Jt. Secretary
7	Shri. Parshuram Wakure	Executive member
8	Shri. Sharad Kachare	Executive member



9	Dr. Kalpana Zarikar	Executive member
10	Shri. Parashat Shinde	Executive member
11	Dr. Karad	Executive member
12	Shri. Yuvraj Rathod	Executive member
13	Shri. Sandeep Jagtap	Executive member
14	Shri. Satyajit Pagare	Executive member
15	Miss. Seema Mundhe	Executive member
16	Miss. Mangala Kamble	Executive member
17	Miss. Anita James	Executive member
18	Shri. Dogra	Executive member
19	Shri. Sathish Tiwari	Executive member
20	Dr. Phulchand Salampure	Executive member
21	Shri. Abhijeet Tandale	Executive member
22	Miss. Aasma Parveen	Executive member
23	Shri. Akbar Khan	Executive member
24	Dr. Rahim	Executive member
25	Dr. hansaraj Dongare	Executive member
26	Dr. Aditya Joshi	Executive member
27	Prof. Neelesh Joshi	Executive member

(b) Give the year of establishment and the last election held

First election held on 2004

Second election held on - 02/08/2014

(c) List Alumni Association activities of last two years

The Alumni Association is formed on 02/08/2014.

(d) Details of the top Alumni occupying prominent positions/ excelled in sports and games

Sr. no	Name of the Bearer	Highest Sports Achievement
1	Shri. Parvat Kasure	Shiv Chhatrapati Awardee – wrestling
2	Dr. Sangram Mundhe	National Player-Kabaddi
3	Shri Chandrakant Kamble	National Player-Hockey
4	Dr. Nandkumar Megdhe	National Player-Cricket
5	Shri. Yashvant Limaye	Yoga
6	Sow. Sashi Nilvant	Interuniversity-Kabaddi
7	Shri. Parshuram Wakure	Interuniversity-Kabaddi
8	Shri. Sharad Kachare	National / International Coach – Wrestling
9	Dr. Kalpana Zarikar	IUT/ National – Athletics
10	Shri. Parashat Shinde	IUT- Kabaddi
11	Dr. Karad	
12	Shri. Yuvraj Rathod	IUT-Kabaddi



13	Shri. Sandeep Jagtap	IUT- Tennicoit
14	Shri. Satyajit Pagare	IUT-Handball/ athletics
15	Miss. Seema Mundhe	IUT- Athletics
16	Miss. Mangala Kamble	Kho-Kho
17	Miss. Anita James	IUT- Athletics
18	Shri. Dogra	
19	Shri. Sathish Tiwari	
20	Dr. Phulchand Salampure	IUT- Wrestling
21	Shri. Abhijeet Tandale	IUT-Kabaddi
22	Miss. Aasma Parveen	IUT/ National/ International - Shooting
23	Shri. Akbar Khan	
24	Dr. Rahim	IUT/National- Hockey / Football
25	Dr. Hansaraj Dongare	National – Wrestling
26	Dr. Aditya Joshi	National/ International – Gymnastics
27	Prof. Neelesh Joshi	IUT- Gymnastics

(e) Give details on the contributions of Alumni to the growth and development of the institute.

Fund raising, Appreciation of past students, Interaction with knowledgeable past students, etc.

5.3.2: How does the institution encourage students to participate in extracurricular activities including sports, games?

Students who perform well in the regular activity and sports at the college level are given extra coaching and are encouraged so that they may get selected in intercollegiate and university level tournament and even open association competitions. Winners at various levels are felicitated and provided rewards. Poor and deserving candidates are also given financial help.

Extracurricular activities: various associations do their best by calling guest speakers. The persons advise students to make optimum use of their years in college and participate in various debating and essay competitions. Many students take part in debate, essay, and elocution competitions on their own outside college. Few students are selected for minor roles in the famous drama 'Janata Raja' on the great king Chhatrapati Shivaji, which was organized on our ground by NGO. Students voluntarily helping the organization of competitions and other social and community oriented activities.



5.3.3: How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine etc.

The college publishes annual “Sanskriti” from last two years. This is a regular annual magazine of college containing college activities and articles specially drafted by students. The students are motivated to write poetry, article, story, providing a channel to tap their hidden potential of literature and views.

5.3.4: Does the institution have a student council or any similar body? Give details on constitution, major activities and funding.

Yes, the college has been having a Students’ Council right since its inception. Its purpose has been to give exposure to the college students so that they promote leadership qualities among themselves. The Council is formed as per the provision of Section 40(2) of the Maharashtra Universities Act 1994 which stipulates that there shall be a Students’ Council for each affiliated college, recognized institution consisting of the following members. The system laid down by the university is that the student who has stood first (scored highest marks) in the previous examination becomes class representative of that class. All such class representatives elect one of them as general secretary; Quiet often this election is unopposed. The major activities of the students’ council are as follows: (1) to represent the legitimate and justifiable aspiration of students to the teachers, principal and managing committee; (2) to voice the grievances of students. The formal meetings of the student’s council and the principal take place as and when required. Usually decisions about annual social gathering, sports week and celebration of various days etc., are made in such meetings.

Following is the composition of student’s council:

Sr. no	Designation
1	Principal
2	1 faculty nominated by principal
3	HODs
4	Class representatives
5	2 ladies representatives from reserved



	categories nominated by principal
6	General secretary (UR) elected from amongst those mentioned in 4 and 5

5.3.5: Give details of the various bodies (academic and administrative) which have students representation on it:

The Students' Council is the comprehensive statutory representative body for students. Adhoc committees may be formed from time to time with students' representation for a specific purpose as for instance during the Annual Social gathering, assisting teams during organisation of the national conferences and workshops at the college etc., however, the faculty has cordial relations with students and they often help us when required.

5.3.6: 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 program and the growth and development of the institution? If yes, give details.

The institution has its Alumni association which during their first meeting suggested the developments to be taken up in the college safeguarding the morality and ethics. The college collects feedback from students. It is analyzed by the departments and it provided valuable inputs for improving the support services.

5.4: Best practices in student support and progression

(1) Give details of institutional best practices in student support and progression.

The college has always made efforts for the holistic development of students and development of student centric support services for all round growth. The college started the practice of student counseling, appointed students through the placement cell. Many activities in this direction include:

- 1) Pre admission and post admission counseling is done by the principal and HOD's**
- 2) Imparting training for enhancing employability of student through placement cell.**
- 3) Organizing counseling and career guidance sessions by providing personal attention**



- 4) **Financial assistance in the form of endowment and scholarship**
- 5) **Organization of soft skill development program**
- 6) **Promotion of cooperation, team work, and leadership qualities among students through departmental activities**
- 7) **The placement cell takes lead in searching up the advertisements in leading dailies and magazines etc., and also assist the students in completing the formalities required**
- 8) **The students are provided with monetary support by a few faculties on their personal relationship during the financial crises of the students**
- 9) **With the help of overall feedback of the students with respect to teaching, learning, infrastructure etc., is given due weightage and necessary developments are made**
- 10) **The students are provided with remedial teaching to acquire language skills as they are from Marathi medium.**

Additional information to be provided by the institution opting for re-accreditation / re-assessment

- 1) What were the evaluation observations made under student support and progression in the previous assessment report and how have they been acted upon?

Observation no 1:

“The potential of the Alumni need to be tapped for the benefit of the college”

Measures undertaken:

After receiving the suggestion from peer team for next one or two years regular meetings and correspondence was maintained. Again the Alumni association is reconstructed on 2nd Aug 2014 and on the same day, many alumni have declared support to the college and students by declaring cash prizes to the merit students, payment of fees of the needy students etc.



Observation no 2:

“The college does not have a placement cell”

Measures undertaken:

The college has formed a placement cell from last four to five years and many students had opportunity through it to join various services. Every faculty has reputation with different schools. Whenever any vacancy arises in a school/ college, the college or school demands a good teacher for their institute. The placement cell makes necessary communication for the student; many of the students of our college are serving at schools and colleges of city ensuring full satisfaction of stakeholders.

Observation no 3:

“There should be a suggestion box”

Measures undertaken:

The suggestion box is fixed and the suggestion related to facilities is brought in notice of principal, where he takes decision and help develop the college. The suggestion box is opened in front of the principal, a representative of student and staff and non-teaching staff and the suggestions are followed in favour of development of the college and students.

Observation no 4:

“The college does not have a grievance cell for students and staff”

Measures undertaken:

A grievance and redressal cell is established for students, but no serious grievances are recorded till today.

Observation no 5:

“The management does not have any welfare program neither for the staff nor students”



Measures undertaken:

The management provided all the facilities and even put their weightage personally for the benefits of staff and students. The staff is also provided with monetary help at personal level by the management people through the society.

2) What is the other quality sustenance and enhancement measure undertaken by the institute since the previous assessment and accreditation with regard to student support and progression?

- **Establishment of placement cell**
- **Practice of student counseling**
- **Organized guest lecturers for career guidance**
- **Implementation of soft skill development program**
- **Increased number of participation in various student welfare schemes**
- **Introduction of CET in admission procedure**

Best practices:

- **Considering the total number of students in our college, we are proud that the number of SC,ST, NT, OBC category student is very high**
- **Our students from PG section have participated in national and state level seminars**
- **Our students actively participate in organization of various activities**
- **Needy and deserving students are given concession in fees**
- **Awards for rankers are declared by our Alumni**



CRITERION – VI

GOVERNANCE AND LEADERSHIP

6.1: Institutional Vision and Leadership:

6.1.1: What are the Institution's stated purpose, vision, mission and Values. How are they made known to the stakeholders?

VISION:

M. S. M's. College of Physical Education is committed to excellence and endeavors to provide an optimum teaching, learning, research, values, secularist, multi-dimensional (vision) personality, multi-tasking quality, scholastic, holistic development and humanistic approach environment. This will be demonstrated by innovations which embraces demographic and latest technological changes.

MISSION:

“Professional Excellence with Human Touch”

M. S. M's College of Physical Education's mission is to create an intellectually and culturally stimulating learning environment for students and community. Our students improve their basic skills in teaching, research, humanity, values, ethics, and morality, develop and enhance career opportunities and / or prepare for transformation in institution as they become productive citizens and lifelong learners. Philosophies do not grow overnight, they are shaped by experience and we believe in providing experience.

VALUES:

Our values are the ideals that guide us in our commitment to students learning and to the vitality of our community. The following ideals represent the foundation for our mission. They guide us in our daily decisions; as well inspire us to accomplish our goals and objectives.



Acquiring: We aspire to high academic standards and support the personal growth of all our students. We are committed to student's acquiring that inculcates broad perspective resulting in the student applicability.

Accountability and Consistency: We feel responsible for utilizing and developing human resources, financial and infrastructural efficiency, effectiveness and consistency in philosophy and practice.

Conferring: The faculty is always in pursuit in inculcating dynamic and challenging atmosphere that magnifies the acquiring capability. We also identify the vital roles of the teaching and non-teaching staff to perform their best for the productive studentship.

Environment of the Campus: We value and support the environment through which the people, building and grounds all serve to convey to our students that they are welcome and that our college is a special place to learn. The citizen comes to our campus for walking and jogging during morning and evening sessions on our ground. The campus encourages a large number of young talents to get nurtured in various sports activities such as gymnastics, basketball, cricket, football, shooting, etc. Day care center in association of local NGO is on campus.

Leadership: We promote active responsible leadership for students, faculty and staff at various levels of the college and through partnership with the society at large. We embrace our responsibility to communicate, inspire and proactively respond to the changing needs of our students and society.

Opportunity to All: We value and strive to ensure open access to our college and equitable opportunities for all the residents of our society.

Perfection and Creativity: The college provides a quality educational environment for students by embracing a culture of introspection and rectification. We believe in our founder president's words "Nurture humanity through culture and sports" to encourage innovation, creative problem solving and to welcome changes that will enhance the college ability to fulfill its mission.



Research: Our institute provides ample facilities and motivation for the students to develop research aptitude and curious nature of the students. They are now and then promoted to attend and present papers in local level seminars and bring in them the scholarly touch. Through research they are made aware of the requirement of minute but true nature of research for the development of the society.

Technical Support: We encourage the technological support to the students to minimize the hurdles in acquiring and enlarging access to educational opportunities, needs and catalyzing with administrative steadiness.

Understanding Environment: We encourage the students for active participation based on trust, openness, consistency and respect in the college policy making process. We also support students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behaviour and responsibility for the betterment of institution.

Unity and Variety: The College values the unity and variety, and recognizes the support of every individual. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.

OBJECTIVES:

1. To plan and evaluate teaching, learning courses in physical education at micro level.
2. To help trainees / students to discover self and tap their fullest potential while developing integrated personalities who will emerge as responsible and productive citizens of the country.
3. To set-up and run various forums oriented towards socially relevant issues through institution.
4. To organize seminars, conferences, workshops and similar projects for exchange of views and thoughts for promotion of physical education and sports culture through august gathering.
5. To produce eminent scientist, DPE, Sports officers and teachers in



physical education at various levels of education.

6. To organize lectures on various subjects on physical education of experts from the faculty of physical education and sports and other interdisciplinary area.
7. To encourage trainees / students to participate in sports quiz, debates, sports competitions and exhibitions.
8. To prepare value based teachers in physical education and sports for the nation and society.
9. To promote professional development through inter-related activities of education, training and research.
10. To adopt the new managerial concepts in administration and to equip the infrastructure with modern techniques.

To encourage access to disadvantage, gender equity and social equity.

The College believes in “Philosophy is to Practice, not to preach” and the programs of college in practice exhibits all its vision, mission and values. The curriculum is designed and based on the instructions of statutory bodies and also on the institutional goals which supplement each other. All the students, teaching staff, non-teaching staff, parents, alumni, community are benefitted with the college.

The Location of college itself is encouraging as it is located in the main city. The campus allows the citizens to take advantages for their personal fitness and health. During evening, the activities organized for children and their achievements at various levels, exhibits the proof of institution’s mission. Different physically prone activities help to gain experience and through experience, permanent learning is ensured. The students passing out of the institution reflect the mission, vision and values. The programs such as blood donations, soft skill development, voluntary involvement in organizations, academic, cultural, sports and various programs organized by college itself takes the homogenous message of the institute to the stakeholders.



6.1.2: Give information on how the mission include the institution goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, institution traditions and value orientations.

Our mission is “professional excellence with human touch” provides a wide scope which supports our objectives of preparing a complete teacher with values, ethics and morality, at the same time encouraging relationship with the society at every level. The curriculum, co-curricular and extra- curricular activities which are based on mission, vision, objectives, and values of the institution are organized. The ground and infrastructure is provided free of cost for sports activities, nominal cost towards maintenance is charged from the students. Every morning and evening the ground is utilized by outsiders for walking, jogging, playing sports and recreation. During Evening hours many activities like gymnastics, multi-gym, Mallakhamb, basketball, football, Kabaddi, shooting, martial arts, aerobics, cricket etc is promoted. The institution also runs practical lessons in school as part of curriculum and also invites few schools to conduct physical education lessons on ground provide them with required sports material, which is useful to conduct effective teaching. In a year around 4500 lessons of 150 students are observed by 14 teachers in schools, this way the schools are attached with us. Few orientation classes are also organized to develop values among the students.

6.1.3: How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

During every program it is observed that the program is culminating some value, vision or mission of the institute. After the programs the informal meeting provides sufficient observations and with that acceptance of abstinence of same value or objective during partial part of program which is ensured to be rectified in upcoming events of the institution. The management or principal evaluates the event and state necessary revision or rectification which can be overcome in future. Every time after the event it is ensured that many objectives are fulfilled and no event gives self-back to the vision, mission, and values of the institute. The feedback from



the students and its evaluation will stand as the backbone for every developmental decision.

6.1.4 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The institution has optimum facilities related to infrastructural and others, if at all the necessity arises the institution seeks help from concerned agencies. For fulfillment of infrastructural facilities grants are proposed towards UGC. The human resources and other resources are enough in numbers to handle the goals. As such no barriers are observed, if at all any arises now and then, The authorities solve at their personal level.

6.1.5 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 president of the Mandal, Late Shri Sudhir Dada Joshi who expired on 25/03/2014 used to stay in the college campus and was a motivating personality towards whom everybody has got personal approach for guidance in professional issues. The Secretary and even other higher management members are always at reach and motivate in all endeavors. The management takes lead role in any organization of the college such as seminar, workshop or any blood donation camp etc. The management is always ready to take efficient and effective ways in the development of college. As the unit is small there is always a check on the teaching, learning and evaluation process of the staff.

Shri. Sudhir Dada Joshi, Ex-president of our institute was dedicated sports organizer for which he was honored Shiv Chhatrapati award from Maharashtra Government. He was a man with dedication and the outcome today is that our gymnastics center is one of the well known centers from where 16 state awardees and many international elite gymnasts made their future. He was a man with social touch with qualitative vision.



A local management committee comprises of 2 top management committee members, Principal, 2 Lecturers, 2 non teaching members. The role of the committee is to take decisions which are related with emerging issues of the college. The decision taken in the committee is abided by the college staff. The LMC looks for the effective and efficient transaction of teaching, learning and evaluation process. Yearly around two meetings are organized usually, but the meetings will be called in emergency situations for collective decision.

The management is committed to make optimum utilization of the organizational structure that can facilitate process of making and implementing decisions for effective and efficient teaching learning process. The role of leadership is making and coordinating the optimal use of material and human resources with the principle of excellence, simplicity of procedures and social equity considerations. The management encourages the value of team work and the bond created including them in educative environment through working together for common mission and goals. Keeping the mission and goals in mind, perspective plans have been developed for growth and development accordingly.

6.1.6 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

At the beginning of every academic year, a staff meeting along with the principal is conducted in which various committees are formed and responsibilities are handover to them. An academic calendar is also prepared to define the responsibility that too in time. As the committees are formed they are informed to the notice of LMC and management if asked. The principal being regular in touch with the staff has the valid evaluation of the responsibilities given. The staff is given letters of respective committees and the duties to be performed.

Management of our college has prepared a well defined perspective plan for the expansion and improvement of the college infrastructure, launching of new academic programs. The head of the institution coordinates with the faculties by adopting the intervention strategy of complementing and supplementing the system



by informal mechanism which has energized the team of faculty. The communication system thus is quiet, cohesive and harmonies. Decision related to the staff taken by the management is communicated by the head of the institute in a common meeting.

6.1.7 How do 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 institute / Management run only the Physical Education College, which is established way back in 1972. The Institution today has started a pre-primary school and MSCIT course. The management secretary has his office in college and every activity is known to him. There is no gap between the communication of management and institution activities, hence no specific mechanism is established as far as feedback is concerned. The management members can call any faculty teaching and non teaching for feedback. Every person is in contact with the top management members such as the president, the secretary etc. Any policy or fiscal issues concerned with permanent infrastructure change are discussed with top management and LMC.

Our management is vigilant about changes in the education environment, locally, nationally and globally. Senior leadership set directions involving students in the process. The management stands committed to the development of the entire workforce by encouraging participation, learning, innovation and creativity throughout the organization. The management members also visit the college and have dialogue with staff informally, understand their problems and provide solutions. They also take cognizance of the achievements of the academic staff and encourage them.

6.2 Organizational Arrangements:

6.2.1 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 major decisions



made and implemented regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the previous year.

The committees are made according to the regulations of UGC and affiliating university. Every year during the first meeting of academic year around 38 committees are formed framing the duties related to the committee. The pattern is given below:

Academic And Administrative Authorities For The Year 2013-2014

SR. NO.	Name Of The Committee	Nature Of The Work Of The Committee
01	L.M.C. Board of Management	All duties under section 85 Maharashtra University Act 1994 and 2001 (Amendment and continuous act)
02	Steering Committee	<ul style="list-style-type: none">To look after whether the programs of institution are consistent with its goals and objectives and wide range of program offerings that provide adequate academic flexibility.To look after the day to day routine in the college and on the campus as well as to gear up the activities of various academic as well as administrative committees.To look after the feedback from academic peers and employers in the initiation, review and redesign of programs.To make available necessary basic facilities to concerned programs run by college.To look for innovative short term programs beneficial for students and society at large.
03	Admission Committee	<ul style="list-style-type: none">To look after the transparency in the process of admission.To sign up each form of admission in capacity of committee members as and when required.Proper counseling be made/ while admitting the students in concerned class.Students should made aware of the attendance in day to day schedule of curriculum extracurricular activities as well.
04	Institutional Calendar Committee	<ul style="list-style-type: none">To prepare academic and administrative planning to the institution calendar for the academic year.Curricular and co-curricular programs be mentioned in the calendar programs of internal and university examinations.Cultural programs festivals be mentioned.
05	Time Table Committee	<ul style="list-style-type: none">To prepare faculty wise time-table along with allotment of lecture halls.To look after the availability of halls, necessary furniture.
06	Examination	<ul style="list-style-type: none">To prepare a plan for internal examination in mid semester and



	Committee	term end. <ul style="list-style-type: none">• To take follow up of university circulars regarding exam.• To make necessary arrangements required for exam.• To solve the queries that is raised during examination.
07	Research Consultancy and Extension Committee	<ul style="list-style-type: none">• To promote research culture among faculty and students.• To submit the minor/ major projects to the concerned authorities providing financial assistance.• To make available the necessary information prescribed formats required for submitting the proposals to UGC/ and other agencies.• To encourage faculty to publish in academic forums and participation in consultancy work.• To conduct relevant extension programs.
08	Master Plan College Beautification and Campus Development	<ul style="list-style-type: none">• To look after whether the institute has adequate physical facilities to run the educational programs efficiently.• To look after the growth of the infrastructure keeps pace with the academic growth of the institution and effective mechanism for maintenance and optimal use of infrastructure.• To make available the blue print of master plan of the whole campus.• To make necessary correction in it in consultation with concerned architecture.• To develop a map (protected) of the campus and display it on main gate.• To display the thoughts of renewed directories in the campus.• To prepare revised master plan of the campus.• To decorate roadsides by developing ornamental trees.• To keep the railing cements benches on the campus.• To make necessary arrangements for clean and safety water for students as well as staff (in staff room).• To protect the playground from interference of vehicles.• To develop educational nature on the campus.
09	Building Committee	<ul style="list-style-type: none">• To verify the plan of building according to master plan.• To look for internal infrastructure and suitability of building.• To look after the construction work of the building.
10	Academic Audit and Students Feedback	<ul style="list-style-type: none">• To prepare a plan for assessment of curriculum to collect feedback from students.
11	Audit Report	<ul style="list-style-type: none">• To look after the budgeting and auditing procedures regularly.• To help office for conciliation of audit report.
12	Planning, Development and Quality Improvement	<ul style="list-style-type: none">• To submit proposals of workshop/ seminar/ symposium state level/ national level conferences to BCUD to University of Pune.• To make necessary communication with participants resources persons.• To submit completion report with necessary documents.



13	Affiliation Committee	<ul style="list-style-type: none">• To look after the whole process of affiliation of various subjects.
14	Library Committee	<ul style="list-style-type: none">• To look after the adequate library facilities and other learning resources with easy access for all its constituencies.• To develop a easy access for finding books and journals.• To subscribe new journals whenever necessary.• To solve the problems in issuing the books to students.• To enrich the book bank scheme more effectively.• To help librarian for purchase and maintenance of books.
15	Purchase and Financial Norms Committee	<ul style="list-style-type: none">• To look after the whole process of purchasing the goods and miscellaneous.
16	Discipline, Grievance and Redressal Cell	<ul style="list-style-type: none">• To look after the fair and expeditious grievance redressal mechanisms at all levels of the institutions functioning.• To maintain proper discipline and peace in the campus.• To make necessary arrangements to redress the problems arise in the college campus.• To appoint watchman in various sectors of the building and campus during college hours.
17	Magazines and Publications (Wallpapers, Essay Competitions, Poems etc.)	<ul style="list-style-type: none">• To display the notices of the same for students.• To develop interest among students regarding the same.• To publish magazines and relevant publications of the college.
18	Professional Development and Staff Academy and Association Planning	<ul style="list-style-type: none">• To arrange series of lectures of renowned personalities and teachers amongst staff.• To arrange various activities to develop scientific awareness among students.• To develop research attitude among students through innovative programs.• To transfer new ideas techniques used in science towards students.
19	Quality Advisory and Quality Assurance Cell	<ul style="list-style-type: none">• To follow the norms and conditions that is laid down by NAAC.• To look after the enhancement in quality of curricular and co-curricular programs run by college.
20	UGC- Proposal Committee	<ul style="list-style-type: none">• To prepare a plan for submitting various proposals to UGC within a stipulated time span.• To look after the computer literacy awareness amongst the staff.• To make necessary arrangements for computer and internet facility to each department through UGC Five year plans.
21	Sub-Committees	<ul style="list-style-type: none">• To attend various camp/ concerned organized by the university and concerned institutes.• To make students aware about the scheme.



		<ul style="list-style-type: none">To implement the programs effectively and efficiently.To make necessary arrangement for implementing society oriented programs through scheme.
	(C) Vidyarthini Manch	<ul style="list-style-type: none">To develop confidence amongst the lady students through various activities.To arrange workshops/ seminars/ camps exclusively for lady students.To present the ideal persons from the society before the lady students.
	(D) Special Coaching	<ul style="list-style-type: none">To identify the poor students from concerned subjects.To make necessary arrangement of extra coaching to the concerned.
	(E) Health Committee	<ul style="list-style-type: none">To follow the norms regarding health laid down by university and as expected by NAAC.To develop awareness about the health amongst the students.To submit the report of complete medical checkup of the students admitted to first year as well as students residing in hostels.To develop separate health center on the campus.
	(F) Students Aid Fund	<ul style="list-style-type: none">To identify poor and needy students by considering the performance and behaviors throughout year.To provide necessary financial support to them by following norms and conditions laid down by university.
23	Study Tours	<ul style="list-style-type: none">To take prior permission of the concerned authorities.To follow the rules and regulations of the society regarding the same.To submit the details programs of tour to the college office.
24	Competitive Examination Guidance Centre	<ul style="list-style-type: none">To follow the guidelines of various competitive examinations and train/ coach the students accordingly.To guide students regarding the carrier.To develop a scheme for placement officer and counseling cell.To make necessary arrangement required for competitive examination.
25	Gymkhana Committee	<ul style="list-style-type: none">To take follow up of circulars of University and State Government regarding various events of sports.To develop proper mechanism of selection of candidates for different activities of sports.To maintain discipline in gymnasium and on playground.To be present on ground for at least 2 hours in evening for coaching.To organize the competitions.To take the college team for participations.
26	Hostel Committee	<ul style="list-style-type: none">To admit the students in hostel by following rules and regulations of college, university and UGC.To make necessary arrangements in hostel to accommodate the



		<p>students.</p> <ul style="list-style-type: none">• To provide required furniture and safety drinking water.• To arrange a meeting of students along with committee at least twice in a year.• To maintain discipline and peace in hostel and on the campus.• To prohibit raging of students in hostels and on the campus.• To develop culture of good habits and thoughts among students.
27	Cultural Activities	<ul style="list-style-type: none">• To look after the activities those are being run by college.• To follow the rules regulations regarding the same as prescribed by university.• To give vent to the exhibiting behavior of the students.
28	Staff Welfare	<ul style="list-style-type: none">• To look after the programs recommended by university for the welfare of staff as mentioned in University Statue.
29	Tree Plantation and Maintenance	<ul style="list-style-type: none">• To prepare a plan for cultivation plants on the campus.• To cultrate the plants and maintain the greenery on the campus.
30	Standing Committee (SC/ST Welfare Committee)	<ul style="list-style-type: none">• To follow the rules and regulations mentioned in the UGC circulars.• To strengthen in implementation machinery for monitoring, evaluation and planning of the policies of the Government of India as also the programs of UGC.
31	Environmental Awareness	<ul style="list-style-type: none">• To follow the circulars of University.
32	Alumni Association	<ul style="list-style-type: none">• To look after the working of Alumni Association and prepare a yearly report.
33	Protection and Prevention of Person from Sexual Harassment	<ul style="list-style-type: none">• To follow with the circulars and guidelines of Government of Maharashtra.
34	Publicity and Public Relations	<ul style="list-style-type: none">• To publish relevant news regarding the institutions in regional as well as local newspapers.
35	Vivek Vahini	<ul style="list-style-type: none">• To follow the circulars of the Government of Maharashtra regarding the same.
36	Teachers Parents Association	<ul style="list-style-type: none">• To develop effective mechanism in establishing linkage between teacher and parents for quality enhancement.
37	Extramural Activities	<ul style="list-style-type: none">• To promote value-based education and social responsibilities among the students.• To promote ambience of creativity and innovation.• To look after the sensitivity to changing educational, social and market demands.
38	Students Welfare	<ul style="list-style-type: none">• To seek students welfare from all angles.



Committee

The academic management is maintained by concerned HOD's. The major decisions are made in LMC, but such major decision regarding academic management was not taken during last year. The finance, infrastructure related decisions are taken in LMC and top management committee meeting. The major decision regarding construction and extension of existing building, to undergo NAAC in 2014-15 is taken in the top management and LMC. A few programs are planned for golden jubilee celebration, in which organization of Nation Conference, few sports events etc. The total budget allocation is also decided by top management and local management committee. The allocation of curricular, co-curricular and extracurricular activities is decided in academic committee meeting. Last year we were granted to start research center. The IQAC got activated from 01/01/2014. It was decided to collect the academic appraisals from 01/01/2010 with IQAC committee. During last year it was also decided to prepare UGC proposals under various schemes. The management has also decided to construct girls' hostel with UGC aid. Research center has started in our college from this year. Pre-final exams were also administered for the B. P. Ed. students.

6.2.2 To what extent is the administration decentralized? Give the structure and details of its functioning.

Administrative office bears 1 accountant, 2 clerks, 6 peons, 1 ground-man and 1 watchman for night. The admission and results are taken care of by 1 clerk, the accountant holds the admission and expenditure accounts, and the head clerk handles the administration of joint director's office, university correspondence, and salary and UGC proposals. Two peons are engaged with administration and principal whereas the third peon assists in library. 1 ground-man handles the morning and evening activity on ground. One night watchman looks and takes care of the institute during night. As our institute is very small and has limited student's strength, the administration staff helps each other whenever necessary.



Designation	Job assigned
Accountant	Accounting of income and expenditure
Clerk	<ul style="list-style-type: none">- Admission- Examination- Eligibility- Issuing of Bonafied and TC- Leave record- Duty allotment- Affiliation- Proposals- GOI Scholarships- Service Book- Other records
Peon	<ul style="list-style-type: none">- Cleaning- Assisting- Water and other maintenance- Watering plants- maintaining grounds-Exchange of Sports Equipment- Reprography- Assisting in Library- Assisting in Laboratory- Assisting in principal and administration
Watchman	<ul style="list-style-type: none">- Surveillance during night and day

There are various authorities and the bodies constituted as per the provisions of the university act. There is a central executive committee as top level and local management council at the college level. Their powers and the functions are well defined. The decisions of the top executive committee are implemented by various sections viz., academic and administrative in a decentralized way without any interference or hindrance. Thus, the entire administrative, academic and the financial activities are reviewed by the central executive committee to ensure administrative and academic accountability of the system.

6.2.3 How does the institution collaborate with other sections/ departments of the institution and school personnel to improve and plan the quality of educational provisions?



Our institute has an in-charge for conducting school practice lessons of our college students at various schools. The initial visit of the in-charge will brief about the provisions required from their institute and in response and in return our college invites their teachers and students to organize their events at our college fulfilling all the physical requirements. Our students visit schools and conduct their practice lessons. After completion of practice lessons our students are advised to help the schooling administration in classroom, observe their regular teachers for personal developments in teaching. The college even extends helping hand in upgrading their sports requirements as per necessity. The teacher and our lecturers often have informal meeting related to improve and plan the quality of educational provisions.

6.2.4 Does the institution use the various data and information obtained from the feedback in decision making and performance improvement? If yes, give details.

Yes, every data collected is analyzed by the concerned faculty and the administration. The feedback received from the students, the remarks of the guests, and the comments of each individual in the institution are considered in decision making and for performance improvement. The staff plays the major role in this activity. The decision to be taken is also analyzed before implementing it. The shortcomings, if any are scrutinized and are corrected to get the positive results. The basic objective beyond it is to enhance performance of students and output of teachers. The feedback forms are filled by passing out students every year. The forms are then evaluated through statistical procedures. The recommendations made by students are followed only when permissible and logically justifiable. The suggestions or feedback surely help us develop in curricular aspects, administration, infrastructural facilities etc. Every change made is not just based on feedback, but introspection and practical difficulties faced by individuals. The communication and practices are transparent, hence less problems arises in implementing developmental plans. The institution also considers the academic results while making decisions and improvement in performance.



6.2.5: What are the institution's initiatives in promoting copulation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department's creating/ providing conducive environment)

The institute encourages the staff to attend local, national and international level seminar, conference, symposia or workshop. The college provides leave 'on duty' to attend the same. The institute also promotes to carry out with the orientation and refresher courses to the staff which is required for (CAS) career advancement schemes. When a teaching faculty applies for leave for any such courses the other alternative lecturers takes the responsibility to engage and teach the subject. The concerned teacher before going or after coming completes his / her curriculum. The institution also motivates to participate in faculty improvement programs and even to do various courses related for academic up-liftment. During summer and winter vacations the staff is allowed to do certificate courses of various sports organized by NSNIS. The institute permits to go for Ph. D. and M. Phil. courses for the faculty interested. The faculty is also permitted in organization of departmental and school sports days without disturbing the regular schedule. Our staff also acts as visiting faculty in university department of physical education. Few faculty members also deliver lectures at orientation and refresher courses organized by academic staff college of university other than academics the institution give thrust even in sports association activities. The institute plays a very prominent role in quality enhancement and sustenance. Institute performs the same with the view that the students are benefited and so ensures quality in it. Various departments keeping in mind the objectives of the institution prepare their own plan and communicate the same to the students systematically. The faith and ability to pursue long learning is transferred to the students. The cooperation among various faculties and their subjects encourage the students to share the knowledge among them. The innovative practices are welcomed from the student community and are promoted to implement with the help of the staff. The extension work carried out by the institution also includes the students from various streams and they all do it for achieving the common objectives. This makes the faculty rich in academics and the skill sharing process becomes efficient and easy.



6.2.6 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institution processes?

The staff is trained in advanced skills related to their work and to understand and solve quality related problems. The management promotes academic autonomy in order to enable staff to set priorities and take their own decisions so that the domination of administration over the academics may be minimized. Managing human, financial and material resources requires proper planning and implementation as well as evaluation. The environment needed for keeping up the morale high of the faculty and the staff is secured by the betterment of the service conditions, facilities and code of conduct. The faculty feels free to communicate and express their views on the functioning of the organization with the management. This is highly appreciated by the management and every single grievance is taken cognizance and eradicated as early as possible. The globalization of Indian economy and our management has also coped with the speed of quality enhancement in the institution. As an outcome of these the efficiency of the administration and involvement of staff in it has significantly improved.

6.3: Strategy development and deployment

6.3.1: How does the institution allocate resources (human and financial) for accomplishing and sustaining the changes resulting from the action plans?

The human and financial resources are directed from the highest authority who directs the action plan. Hence the communication stream between the deciding authority and implementing authority is a single path. The management authorities in their meeting allot the financial resources for institute. The minor financial allocations and permission is through Local Management Committee. The authority to principal is levied by the management to certain extent. The human resources appointed under the institution are managed by the principal. The action plans are conveyed to the staff and the budget is declared for it in staff meeting. The action plans are dependent on the financial allocation and it is accomplished by efficient human resources at our institution level.



6.3.2: How are the objectives communicated and deployed at all levels to ensure individual employee's contribution for institutional development?

The objectives of the institute are made known to each individual at the entry in the premises itself. It is displayed in the corridor of the institution which is easily readable to all those who enter the institution. Apart from this to achieve the goal and fulfill the objectives of the institution, every individual contributes through his personal work in academic and by performing the extension work. Realizing the implements at different levels of hierarchy the accountability is fixed and responsibilities are monitored.

6.3.3: Describe the procedure of developing and deploying the institutions academic plan.

The academic calendar is prepared, considering the university term plan and examination dates. The plan is prepared considering the syllabus required time to accomplish the syllabus, availability of working days etc. The term end holidays and exam time table is considered. The yearly calendar, holidays, festivals etc. are taken into account before planning the academic calendar. The faculty is provided with the academic plan in which he/she has to follow curricular, co-curricular and extra-curricular responsibilities. The institution academic plan is prepared in common staff meeting. Optimum weightage is entrusted towards teaching, learning, extension and research objectives. The plan is then circulated to every faculty member for its proper implementation. The theory in-charge and HOD of concerned departments will take note informally about the accomplishment of the task in stipulated time schedule. The development of academic plan is contributed through all faculty members; hence its deploying is facilitating among staff members.

6.3.4: 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 office bearers themselves perform as one of part of the management information system. As the institution is small, there is no difficulty in collection of any data required for the institution. The faculty members are informed and they collect the required data from the sources and make it available to the administration. The facilities are provided by the institution to the faculty members in the information technology laboratory.

6.3.5: Details on the workload policies and practices that encourages faculty to be engaged in a wide range of administrative and professional activities including teaching, research, assessment, mentoring, working with schools and community engaged?

The workload is prepared according to the rules and regulations of UGC, Maharashtra university act and other statutory bodies. Commonly the work load is distributed under three main aspects they are teaching and learning; research and extension. The total workload as on today is calculated on average basis. The proposed workload is 40 hours/week, but our staff is contributing with 42 hours 20 minutes/week in which the teaching and learning of theory and practical is around 30 hours and 20 minutes, whereas the research and extension is contributed with 06 hours each per week. The faculty works over and above the defined works contributing towards coaching, training, free counseling to needy and many more. The faculty is almost covered in evaluation program of university. All the faculty approximately other than 220 days, spare and contribute towards university paper setting, conduction of exam and evaluation of papers during holidays. Every faculty at personal level help the schooling administration in organizing and helping conduct sports days and annual sports meets.

220 working days; 180 days teaching; remaining 40 days examination and others

Work load per week (expected 40 hours per week)			
Teaching and learning (20 hours expected)		Research	Extension
Theory		1. Library 2. Attending	1. Various colleges committees and outside committees
Classroom	practical Lessons		



3 Divisions (A, B, C) (50 Students each)	3 Types of lessons 10 students	3 Sports skill teaching per year per head	seminars, conferences, symposiums, workshops 3. Preparing research papers 4. Guiding research work such as dissertations, thesis etc. 5. Book writing, editing, publishing 6. preparing curriculum etc.	2. paper setting; paper checking; supervisor for exams internal and external – theory and practical 3. organizing sports competitions 4. imparting coaching and training other than college students 5. extra guidance for the students appearing for competitive exams etc 6. officiating at competitions etc.
6 lectures per week per head of 55 minutes each	30 lessons per week per head of 35 minutes each	18 days each for 4 hours a day		40 days per year with 5 hours 30 minutes a day; total of 220 hours a year; weekly load of 300 minutes i.e., 6 hours
Weekly load 270 minutes i.e., 5 hours 30 minutes	Weekly load of 1050 minutes i.e., 17 hours 30 minutes	54 days a year or 216 hours per year or weekly load of 440 minutes i.e., 7 hours 20 minutes per week	40 days per year with 5 hours 30 minutes a day; total of 220 hours a year; weekly load of 300 minutes i.e., 6 hours	
Total 30 hours and 20 minutes per week per head			6 hours per week	6 hours per week
Present Total work load is 42 hours 20 minutes per week				

6.4: Human resource management:

6.4.1: How are the needed resources (human and financial) planned and obtained to support the implementation of the mission and goals?

The institution is small where the top management is available everyday within the campus. The president used to stay in the campus and the hon'ble secretary of the institute visits everyday to the college. Any resources either human or financial are discussed with the top authorities and management to support the mission and objectives. The contribution of management towards the development of institute is all supportive. The human resources are taken care of by the principal with



permission of management. Any major issues related to human and financial resources are percolated and the hierarchy is followed. Hence obtaining the “professional excellence with human touch” is achieved at its fullest with needed human and financial resources.

6.4.2: Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff? If yes, give details:

The non teaching staff is meager and is always in vigilance of the principal. The task assigned to particular person is assessed by principal himself. If the task is not accomplished within stipulated schedule the reason is justified, if found logical then it is excused. Considering and respecting human resource it is found that no such strict actions are administered as the duties are promptly accomplished by non-teaching staff.

6.4.3: Is there a grievance redressal mechanism in the institution for the staff? If yes, how does it handle the grievances of the employers and others? Give details of last three years.

If at all any grievance arises in the staff, the staff has complete freedom to take it to the principal and if required to the highest management through LMC. The management and principal are cooperative and even the staff works as team, hence very few problems arises, which are solved within themselves. Hence, no formal grievance redressal mechanism is established within the present set up.

6.4.4: 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 program / courses / expansions is managed?

Yes! The college follows rules and regulations of state government, UGC and affiliating university in this aspect. The institution has the freedom and the resources to appoint and pay temporary / part time faculty abiding the rules and regulations of statutory bodies.



6.4.5: What are the major initiatives of the institute 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 institution provides facilities to faculty to upgrade his professional skill and knowledge. The faculty is encouraged to participate in maximum number of seminars, conferences and workshops related to the subjects. The faculty is also motivated to make paper presentation at all those events. The college organized two national seminars and two university level workshop. Most of faculty is encouraged to avail UGC and university schemes like major and minor research projects, financial assistance for attending international seminars and conferences. The faculty has also published two books of their Ph. D. theses with the financial aid of UGC. During last five years 04 minor research projects has been granted out of 13 staff members. Teachers are relieved for paper setting and evaluation and other university nominated committees. The staff is treated on duty when they attend seminars, conferences or on the body of Maharashtra text books council. The college arranges visits of faculty on account of research work. The college also encourages for life membership of certain research journals and magazines. Internet facility to the staff is provided in ICT laboratory.

6.4.6: 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 institute use the evaluation outcome to improve teaching, research and service of the faculty? If yes, give details.

The performance assessment mechanism is adopted to evaluate the teaching, research and extension work of the faculty. The institution systematically does the self appraisal of the faculty and staff and it is supplemented by the appraisal remarks of the principal. At the end of every academic year the faculty members are required to submit self appraisal forms. This helps in two ways (1) The teacher himself becomes aware of his achievements and shortcomings. (2) The higher authorities can audit his self appraisal report and take the necessary action that



they might deem fit. Feedback from students also makes the faculty aware of necessary steps that they need to take collectively as well as individually. However, no confidential reports are used for the evaluation process. Apart from the self appraisal forms the direct dialogue between the head of the institution and the staff with his supportive work is evaluated. Sometimes the faculty teaching is also assessed by the students. The departments submit their reports to the head of the institution. The principal goes through it and makes a remark or suggest the steps to improve work efficiency. The administrative staff is encouraged to take the higher studies and is permitted to register for the program of other universities, which are correspondence or distance education.

6.4.7: 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?

For health and first-aid services the institution is having a visiting faculty who is MBBS doctor at the same time teaches first aid, physiotherapy and health education to B. P. Ed. students. The same faculty during his visit is approached by the students and staff members if in need for their health problems. The first aid kit is available with the store as well as in the main building where administration, classrooms, library and laboratory are located. During any major injury or accident on ground the teaching faculty extends free hand in hospitalization fees. No insurance of students is obtained, but the staff (teaching and non teaching) has their own insurance policies. The hostel boys and girls do approach to the appointed guest faculty who is doctor by profession. The college location is also in the middle of the city and just a kilometer from government hospital; hence access to it is within reach of the college.

6.4.8: What are the welfare measures for the staff and faculty, which affect and improve, staff well-being, satisfaction and motivation?

Staff is free to organize lectures through staff academy. Staff representatives nominated on the local management committee. Ours is a small unit with only 25



staff (teaching and non-teaching) and we have our own society through which the permanent staff can avail loan up to 2 lacks on just 3% interest per annum.

6.4.9: How does the institution ensure that the statutory and regulatory requirements pertaining to human resources are fulfilled? (NCTE norms, university/ state government regulations) how many faculty have been recruited without the essential qualifications prescribed by the regulatory body?

During advertisement for the posts to be filled in, the institute clarifies the required eligibility qualification as per the statutory bodies. After receiving the application forms the qualified candidates are scrutinized and only to them the interview call are given. The interview ensures the best candidate fulfilling the specialization and basic qualification is selected. In all we have total of 14 teaching staff and 1 principal. During last five years nine teaching posts and one librarian post is filled in place of retired faculty, even the principal is appointed in 2008. Out of 14 teaching – 9 possess Ph. D., 2 qualified NET and SET. 1 qualified SET. 1 qualified Ph. D. and SET and 1 Qualified Ph. D., SET, and NET along with this 04 staff members even posses NIS diploma. No faculty is recruited without the essential qualification prescribed by the regulatory bodies.

6.4.10: Does the institution follow any testing methods to periodically evaluate the physical fitness of the faculty? If yes, give details.

The institute always ensures that the staff is eligible to teach particular sports skill not only mentally, but physically, so that it indirectly evaluates the physical fitness of the faculty. No formal testing methods are applied to periodically evaluate the physical fitness of the faculty. As the institute prepares trainee teachers in physical education and every faculty is entitled to impart and teach atleast three different sports skill to the B. P. Ed. students as per their specialization. To impart training and coaching one has to be physically fit, hence it allows the evaluation indirectly, satisfying the need to ensure the periodical physical fitness of the staff.



6.4.11: Is there a mechanism in the institution to reward and motivate staff members? If yes, give details.

Yes, the institution does take initiative in felicitating the staff member for their remarkable work. The staff is also encouraged by management through appreciation and felicitation. On special occasion the remarkable works are stated in front of the gathering, so that he/she gets motivated through positive reinforcement.

6.5: finance management and resource mobilization:

6.5.1: What are the budgetary resources to fulfill the vision and mission and offer quality programs? (Budget allocations over the past 05 years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

Sr. no	Year	Income			Expenditure			Excess/ deficit		
		B. P. Ed.	M.P.Ed.	B.P.Ed. Voc.	B.P.Ed.	M.P.Ed.	B.P.Ed. Voc.	B.P.Ed.	M.P.Ed.	B.P.Ed. Voc.
1	2009-10	8801187	1311148	129370	7991296	810182	54470	809891	500966	74900
2	2010-11	9199263	2061965	611029	10445678	1016390	77185	1246416	1045574	533844
3	2011-12	9986731	1746585	852258	9742977	916608	200372	243754	829976	651886
4	2012-13	19320607	1931478	981570	19103311	1764347	293816	217296	167130	-----
5	2013-14	-----	-----	-----	-----	-----	-----	-----	-----	-----

Note: Please see annexure

6.5.2: 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 receives financial salary grants from the government and the non salary grants are generated by the college through the student's fees. The details of the last three years are as follows.



Sr. no	Year	Grant head	Amount
1	2011-12	Salary grant Grant received from UGC	7929970/- 142266/-
2	2012-13	Salary grant Grant received from UGC	15193642/- -----
3	2013-14	Salary grant Grant received from UGC	14431980/- 700000/-

6.5.3: 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 programs) have there been any changes in the tuition and other fees during the past three years. If yes, give details.

The institution follows the instructions given by affiliated university regarding the fee structure. The institute takes the freedom to give concession or exempt the fees of poor students. The students from reservation category are admitted for the course on nominal Rs 100/- towards admission. The hostel facility for reservation students are given on Rs 100/-. The detailed fee structure under various heads for B. P. Ed. and M. P. Ed. part 1 and 2 is given below. There is no change observed in tuition and other fees during past three years either in B. P. Ed. or M. P. Ed.

Details of fee are as follows:

B. P. Ed. FEE DETAILS					
S. No.	Details	Amount in Rs.	S. No.	Details	Amount in Rs.
1	Admission fees	100=00	16	University computer fund	200=00
2	Tuition fees	3000=00	17	Environmental fees	200=00
3	Library fees	100=00	18	E-facility fees	50=00
4	Library deposit	100=00	19	Aavishkar fees	04=00
5	Laboratory fees	300=00	20	Indradhanush fees	04=00
6	Excursion / Camp fees	700=00	21	Aavhan fees	04=00
7	Sports equipment fees	450=00	22	Ashwamedh fees	14=00
8	Medical fees	20=00	23	University fees	04=00
9	Gymkhana fees	150=00	24	Abhiyan fees	04=00
10	Yearly magazine	150=00	25	Sports fees	10=00
11	First aid fees	100=00	26	Students welfare fund	10=00
12	Computer lab fees	2000=00	27	Disaster Management fees	10=00
13	Uniform	1000=00	28	College fees	06=00



14	Course material	500=00	29	Earn and Learn scheme	05=00
15	Identity card	10=00		Total	9205=00

M. P. Ed. FIRST YEAR FEE DETAILS					
S. No.	Details	Amount in Rs.	S. No.	Details	Amount in Rs.
1	Tuition fees	22000=00	8	Abhiyan fees	04=00
2	E-facility fees	50=00	9	Sports fees	10=00
3	Aavishkar fees	04=00	10	Students welfare fund	10=00
4	Indradhanush fees	04=00	11	Disaster Management fees	10=00
5	Aavhan fees	04=00	12	College fees	06=00
6	Ashwamedh fees	14=00	13	Earn and Learn scheme	05=00
7	University fees	04=00		Total	22115=00

M. P. Ed. SECOND YEAR FEES:	Rs. 22100=00
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6.5.4: Is the operation budget of the institution adequate to cover the day to day expenses? If no, how is the deficit met?

Ours B. P. Ed. course is grantable, whereas the M. P. Ed. is on non grant basis. The salary grant is only provided for the grant in-aid course i.e., B. P. Ed., no other grant is provided; hence it becomes difficult to carry out with day to day expenses. The other expenses are covered from the M. P. Ed. self financed course for day to day expenses and even for the payment of the visiting faculty. The development related to construction and other facilities are funded either by management or through UGC grants received for respective proposals.

6.5.5: 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 reports, objections raised and dropped)

Marathwada Sanskritik Mandal's college of physical education has appointed chartered accountant M/S Dighe, Aurangabad for conducting internal audit. This report is submitted to the office of joint director, higher education, Aurangabad and senior auditor higher education, Pune.



Sr. no.	Year	Date of internal audit	Date of external audit
1	2012-13	10-06-2014	22-07-2014
2	2013-14	08-11-2014	Awaiting

6.5.6: Has the institution computerized its finance management system? If yes, give details.

The institution is not having any computerized finance management system as the unit is small and the financial matters are very meager.

6.6: Best practices in governance and leadership

6.6.1: What are the significant best practices in governance and leadership carried out by the institution?

1) Various committees are formed at different levels so that the best practices are ensured. The staff is given free hand to put his problem in front of principal or management and accordingly the solutions are stated.

2) The admission process is made transparent so that the socially and economically deprived classes get justice. The admission is given only for Rs 100/- for reservation students.

3) Self appraisal of the staff is made an instrument to assess the performance and the problem of the faculty indirectly.

4) The management of human resources and time is used optimally by distributing the work. The management is always ready to implement the welfare schemes for the staff and students.

5) Good academic atmosphere is created for the development of students along with their results through proper utilization of the entire human and the material resources.

6) The college always takes cognizance of adhering to the mission, vision and objectives of the institute.



- 7) All the staff and students are encouraged to participate in the programs which enhance the quality of higher education and bring about the best citizens of India.
- 8) Two National seminars were organized in Feb, 2011 and Oct 2014
- 9) A workshop on revised syllabus of B. P. Ed. was organized in 2012
- 10) A workshop on revised syllabus on M P. Ed. was organized in 2014
- 11) The internal quality assurance cell (IQAC) which nominally formed on 01/01/2010, but is activated from 01/01/2014 to take note of administrative and academic matters to ensure sustenance and enhancement of the quality.
- 12) There is equally direct involvement of teachers of the college, who heads various committees and hold important day to day activities indirectly assuring development and well being of the institute and its stakeholders.

Additional information to be provided by institutions opting for re-accreditation / re-assessment

- 1) What were the evaluative observations made under governance and leadership in the previous assessment report and how are they been acted upon?

Observation No. 1:

“The office of the college should be computerized”

Measures Undertaken:

The office of the college is fully computerized as is need of the time. The office staff is computer literate. The administration block is fully equipped with requirements.

Observation No. 2:

“At present there is no mechanism of internal quality check”

Measures Undertaken:



Internal quality check of the teaching staff is acquired through self appraisal report every year. The feedback of the students is also considered for the quality check in teaching learning, administration and infrastructure.

Observation No. 3:

“The college should develop some system by which the total quality management is taken care of”

Measures Undertaken:

The college has established internal quality assurance cell on 01/01/2010 and then on controlling and managing the total quality of the academics and administration is observed.

2) What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership?

Following are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership.

- a) **The attempts are made for computerization of administrative work**
- b) **Participating of teaching and non-teaching staff on the LMC is encouraged**
- c) **The teaching and non-teaching staff has achieved 100% computer literacy.**
- d) **IQAC has been formed.**
- e) **Staff is motivated to participate in seminars / conferences / workshops / symposia**
- f) **Automation and information technology has been adopted for governance.**



CRITERION – VII

INNOVATIVE PRACTICES

7.1 Internal quality management

7.1.1 How does the institution evaluate the achievement of goals and objectives?

At the beginning of the year an academic calendar is prepared as per the objectives that are framed abiding the UGC, Maharashtra University act and local affiliated university. The calendar is strictly followed to ensure the decided goals to achieve. The committees are made to carry out the defined work as stated in the calendar. The curricular, Co-curricular and extracurricular activities are optimally stressed to ensure results. Teachers maintain their regular diaries of teaching. At the end of every academic year the faculty has to fill in self appraisal forms which is scrutinized and remarked by Principal. When the teachers submit these forms, they themselves realize their achievements and shortcomings. The feedback from students is also considered to ensure the achievement of goals and objectives. The response from stakeholders where our trainee teachers have joined is also a milestone to evaluate the achievement of goals and objectives. The final results of the students give accountable feedback about accomplishment of goals and objectives.

7.1.2 How does the institution ensure and monitor the quality of its academic programs?

Academic calendar is prepared considering the syllabus and curriculum. Every month the HOD gets informal information of accomplishment and understanding of subjects from the students. The teachers are made to take everyday attendance so that the availability of students at large for understanding is confirmed. After completion of unit the teacher takes class test either in written format or oral format. Teacher prepares annual teaching plan and survey periodically whether they have struck to it. IQAC was established in 2010, and is actively working, which ensures the academic progress. The examination results also give feedback about the academic program accountability. The practical implementation of theoretical



teaching also provides an evaluation process of quality of academic program. The revision of syllabus as time permits and the pre-final exam is also a feedback procedure. In M.P.Ed two midterm exams and two assignments of each subject in each semester gives complete picture of students understanding. If the attendance of particular student is inadequate then the student and his/her parent is intimated through SMS by ICT center.

7.1.3 How does the institution ensure and monitor the quality of its administration and financial management processes?

The work assigned to the administration is accomplished in scheduled time, gives the feedback of its quality. As the college is small and the staff is handy, no particular procedure is adopted to ensure the work of administration. Any delay in the defined work of the administration found, is brought immediately under control without much stress. The admission process is completed within time as per the instructions from the affiliating university. The administration manages to attend the college formalities at the same time responds to the UGC letters, higher education letters and affiliating university circulars. The circulars concerned with the staff are immediately brought to the notice without delay. The financial management is assured through the top management, LMC and Principal. In the beginning of the year budget is prepared for regular and detailed expenditure for academic year. The fee is charged as per the university norms. The income and expenditure is audited through internal auditor and government auditor. The fiscal management is perfect as it is audited through chartered accountant, yearly auditing of the expenses and budget gives the accountability of financial management. The administration and financial management is ensured through timely developmental aspect.

7.1.4 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.



IQAC was established on 01/01/2010, the activities took speed in IQAC from 01-01-2014. The college was under directorate of sports and youth services till February 2014 and it was later attached to director of higher education. All the physical education colleges of Maharashtra state got attached to higher education from March 2014 and then on the seriousness related to quality enhancement spurred. Today IQAC had made an effort to gather maximum achievements of the staff and their services rendered under teaching, learning, research and extension heads with documental evidences. Every four month a meeting is conducted to ensure the achievements and quality sustenance of academic and administration. No financial matters are taken into consideration in the meeting of IQAC. IQAC is trying to establish its significance through effective work and frequent informal talks with administration and teaching staff. The committee consists of representatives of stakeholder as its members and the principal as the chairman whereas a teacher is a coordinator. IQAC is establishing itself through the suggestions for quality sustenance at academic level. The teachers are encouraged to get innovative ideas in teaching learning, motivated to do research and extension work. The staff is doing their best to prove themselves through paper presentations, research projects etc. IQAC is trying to develop the level of clarity and focus in institutional functioning towards quality enhancement and integration among the various activities of the institution. Institutional best practices provide a sound basis for decision making to improve functioning, building an organized methodology of documentation and internal communication.

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

The institution has made efforts to set a positive mindset in all its functionaries to promote best practices in the institution. These efforts include recently activated IQAC, regular meetings of the heads and members as well as subject wise meetings, inculcating sense of collective responsibilities among all teachers. High percentage of SC, ST and OBC students, special endowment lectures on women empowerment and availing of all UGC and affiliating university facilities. The good practices have



been internalized through regular observation of all these practices and introduction of new practices by following better models. The communication among the staff will solve and cultivate positive attitude towards development of the individual as well as an institute as a whole.

7.1.6: Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision making, computerization and total Quality management (TQM)? If yes, give details.

The institution believes in decentralization of authorities and responsibilities. From the beginning of academic year committees are made to handle and manage various programs related to curricular, co-curricular and extracurricular activities and they are shouldered their responsibilities for smooth functioning. Free hand with no involvement of higher authorities is observed. After every program in the general meeting the team work for successful conduction is recognized through appreciation. The amount for the program is sanctioned by the authority. The decision related to organization is totally allowed to the concerned head of the committee. The human resources are given more weightage than any other factor; hence no work or task is delayed or made compulsive. The staff is self motivated through the liberty given but the principal, but at the same time controlled through 'Praise in public, Reprimand in private' policy. The work conditions are very encouraging. The practical, theory, B. P. Ed., M.P.Ed, store, finance, IQAC are distributed so as to carry on the activities with ease and comfort. The working environment is welcoming as the families are also involved in various activities. No formal total quality management system (TQM) is applied, but through all the assurance quality is automatically managed.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The curriculum revised is according to the directions given by NCET, UGC and statutory bodies. It does insist on the issues like national policies and school



curriculum. The subject like management, pedagogy and professional preparation and curriculum in PG deals with the national policies and curriculum design. The B. P. Ed. syllabus is made keeping in view the requirements at schooling. The students are made to organize and conduct lessons in school so as to have clear idea about the school curriculum. Few lecturers of our college are members MCERT who are involved in designing school curriculum and that is trained in the college. This approach will definitely create learning environment, fostering positive social interaction, active engagement in learning and self motivation.

7.2.2: 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?

The student profile of the college shows that the percentage of female students is about 15. Attempts are made to follow reservation of 30% for girls hence no female candidate is abstained from admission. During the admission the CET is conducted in which physical test carries 50% weightage, theory carries 40% weightage and 10% is allotted for interview and other sports achievements. The physical test norms are made different for boys and girls as they can be justified. At the same time during activity no gender difference is kept while teaching the skills. Only in gymnastics specific equipments such as balancing beam and uneven bars are meant for girls and the alternate for boys are parallel bars and high bar instead. Few activities such as group activities are made inclusive to have positive impact of learning on them. During Intercollegiate competitions the gender teams differ. In the academic plan few activities like celebrating national festivals, the organization is shouldered on boys and girls with supervision of a teacher. During gathering, the students are given freedom to arrange their own programmes. No teaching is made separate as on today it is the need of time that no gender difference is created, which will foster academic excellence. Few festivals are celebrated together to have no gender differences.



7.2.3 Details on various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivated.

The curriculum is designed keeping all wide perspectives relating to self learning, positive social interactions, and active engagements in learning and self motivation. The students are not given notes, but the concepts are explained. The students are asked to prepare notes on their own which are checked by concerned teachers, through which self learning takes place. The library reference books are made available in reading rooms for their ease. The curriculum is having a provision to allot internal 10 marks against officiating at any tournament. These 10 marks will inculcate a motivating factor to get involved into organization for officiating such as schools or departmental competitions. The students are also motivated to organize national days and define programs with demonstrations. These activities will surely induce positive social interactions. The post graduation students are encouraged to get involved into B. P. Ed. activities so that they are engaged into self learning. Many times they are provided with practice sessions after activity where they practice for themselves. The positive reinforcement of practical marks for good performance will surely motivate the students to take part actively. Many occasions are created so as to foster positive learning concepts among students.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The B. P. Ed. students have to conduct 30 lessons in total of academic subject 10 lessons; physical education subject classroom teaching 10 lessons and physical education lessons on ground 10. Each lesson is conducted at different schools for practice and each lesson is conducted at different schools for practice and each lesson is awarded 4 marks for write up, conduct, discipline, appearance, content, fluency, control, explanation, intonations, various parts of lessons, black board writing, teaching aids etc in 35 minutes. The students are also promoted to conduct practice lessons at college. The students are made to take out lessons in particular



subjects from class V to class IX as the school administration doesn't allow for class X. The lessons are conducted at various schools so as to have children from diverse backgrounds and exceptionalities. The schools which allow our lessons are with different mediums and from different localities. The variation in schools make the students get acquainted with various conditions from infrastructure to the IQ level of students. This kind of exposure to the student teachers will surely develop proficiency in working with different classes.

7.2.5 How does the institution prepare its students to address to the special needs of the physically challenged and differently able students enrolled in the schools?

The curriculum does not contain special chapters on the special needs of students admitted to school, but our students help the conduction of sports meet of such kind of students either by going to their campus or many times the programmes are organized at our campus. Our principal is the chairman of Marathwada region for deaf dumb association from last 20 years. Every year the students have opportunity to help such sports meets at different venues as it is under control of our principal. Last year the deaf dumb national athletic meet was organized at Aurangabad and all our teachers and students took part actively for the success of the competition. Moreover one of our staff has completed his research in deaf- dumb and another staff member is undergoing Ph. D. in differently able children. A student was also admitted last year to our institution who was deaf-dumb. His lessons were organized at deaf dumb school and he successfully passed B. P. Ed. This year the same student is doing diploma in coaching in swimming at NSNIS Patiala. These are few measures which are taken to have humanly feeling not sympathy towards differently able. The competition in our campus will surely help our students to take life skill lessons practically and informally.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)

Our college regularly runs from morning 6 am till 6 pm, when all the students are in vigilance of the teacher. Any type of gender disparity is immediately checked out by



the then available teacher. The boys and girls hostel are separate. The girls hostel has full protection from such misbehaves. A grievance redressal cell for women is formed with 03 to 04 female lecturers and office staff. As it is training college the discipline is maintained at highest level. No individual is being spared for such in-disciplinary activities. Till today no severe case is observed and the cases with lower degree are handled then and there. The staff is very strict and hence no such activities are observed within the campus. The principal takes severe action if found guilty. The college is providing ladies common room for privacy. Any problem to the hostel student will be immediately attended as few staff members stay vicinity of the college. The formation of Vidyarthini Vikas Mandal ensures handling gender sensitive issues.

7.3 stakeholder's relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

The stakeholder's feedback is considered on the prime basis for the outcome of the product of the college. Students are involved in academic programs at various levels. Student's representation is given in all possible committees. Feedback is taken from the student on major issues like completion of syllabi, difficulty level of curriculum, teaching and evaluation methods. Feedback also relates to their other problems regarding library, drinking water, toilet and washroom facilities, hostels etc. the managing committee conducts periodical meetings and takes major decisions regarding budget allocation, recruitment, corrective action and other such issues. Management also takes cognizance of examination results and appreciates teachers who have performed well. Students who are successful in examination and other activities are given incentive by way of felicitation and rewards. The placement cell collects an informal feedback from prospective employers and uses it to guide students. Parents give their feedback about their ward through informal way.



7.3.2 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 institution is small and hence the information or data is scrutinized to look at its success or failures, the feedback from students and stakeholders will put on the issues of satisfaction and dissatisfaction. The things which are complemented are tried to make better and those which are failure and dissatisfied are thoroughly studied. The remedies are found and are rectified in interest of students and stakeholders. The qualitative improvement is ensured through making available a wide spectrum in curricular, flexibility in choice of subjects and practical, supplementary inputs through making aware of correspondence courses. To make development in infrastructural facilities to provide conducive atmosphere for learning, well organized co curricular and extracurricular activities providing opportunities at state and national levels. To enhance results and achievements of students and faculty increasing rapport with the community through a variety of extension and outreach activities and due publicity to the activities will be given by the college to all these assets are the key factor that attract the students and other stake holders.

7.3.3 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?

Following a thorough analysis of needs of the students and professional community, alumni and other stakeholders. The college systematically plans all the feasible curricular, co curricular and extracurricular and research activities keeping in view the overall development of the students. The plan and expectations from the students, professional community, Alumni and other stakeholders are communicated through a variety of mechanics available where they had proper representations. While conducting all the activities, care is taken to include expertise available. Being a professional college imparting physical education considering



globalization, multi-disciplinary concept, soft skill development program, participation in various activities for global thinking and using of computers are supplemented for overall development of the student. The formal feedback form of students is considered for quality improvement, whereas informal talks and suggestions of the professional community, Alumni and stakeholders are also considered for quality improvement in our college.

Additional information to be provided by institutions opting for Re accreditation / re assessment

1) How is the core values of NAAC reflected in the various functions of the institution?

The following are few core values of NAAC that are reflected in the various functions of the institution. The first is about teaching- learning.

- A large number of elective subjects (theory and Practical) are made available to the students at B. P. Ed. and M. P. Ed.
- There is an academic flexibility in both the programs.
- Quality of teaching is maintained and made fine.
- Financial assistance and support from admission till result is provided to the students.
- Motivating students to participate in various co curricular and extracurricular activities for overall development.
- Teachers keep updating their knowledge through refresher courses, reading publications and research.
- Admission process transparency.
- Learner centric approaches and continuous internal evaluation.
- Teachers personal care of students and their problems
- Scope for progression to PG level and research degree
- Good learning resources and student support, career guidance, training and placement cell, ICT enabled learning



- **Encouragement to capacity building, global competencies, communication skills, soft skills, team building and becoming employable.**

Research

- **Students are encouraged to participate in various seminar / conference / workshops.**
- **The post graduation is having research dissertation for which the students are exposed to earlier researches in library and M.P.Ed. department.**
- **They are made to prepare research papers for presentation in various seminar/ conferences/ workshops.**
- **Research environment is created to nurture research aptitude.**
- **Labs are at their disposal.**

Extension

- **Participation in various rallies and runs which are for mass awareness such as aids, run for health, run for safeguarding environment etc.**
- **Blood donation camp**
- **Response to local traditions and customs**
- **Creation of awareness and scientific rationale about blind beliefs, dogmas, negative traditions, hygiene/ health and sustainable development**

2) What are the major innovations of the institution since the previous assessment and accreditation?

To sum up the innovative practices in the college after the first accreditation is as follow:

- **The faculty has realized the necessity of updating their knowledge through research, attending seminars and publications.**



- Students and faculty have realized the importance of knowledge of computation skill and the way internet can be used for acquisition of knowledge and the wide variety of information.
- The students have realized that they are citizens of the modern world and they are in touch with it. They have lost a feeling that they are doing physical education which is inferior to other subjects.
- Students have realized that acquisition of English will help to find their rightful place in modern world.
- Faculty have realized that teaching can be made far more effective by using audio-visual aids such as LCD projectors, internet etc
- Most importantly there is a positive mindset of all stakeholders who have realized that NAAC accreditation is for our betterment.
- The need to connect traditional curriculum with market friendly curriculum is strongly felt.
- Accreditation has also lessened the communication gap among various components like management, Principal, teachers and the administrative staff. Every member feels that he is part of institution and has significant role to play in quality enhancement and sustenance.
- The college always encourages positively towards development of human resources and physical resources through healthy atmosphere.

Brief evaluative reports of the college plans

- Extension of girls hostel
- Modernization of multi gym
- Walking track on ground
- 200M track
- Synthetic badminton court
- Boys hostel expansion
- Few certificate and short term courses useful to get jobs.



- **Up -gradation of labs**
- **Up- gradation of research center**
- **Up-gradation of library**
- **Organizing national seminar/ conference every year**
- **Modernized classroom**
- **Virtual classroom**
- **Upgrading store room**
- **To increase students involvement in every activity**



3- Mapping of Academic Activities of the Institution

Marathwada Sanskritik Mandal's College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

B. P. Ed. (2013-2014)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation																																			
Theory																																			
Tutorials/ Seminars																																			
Session work tests and assignment																																			
Practical work																																			
Preparation of internship: Demonstration observation of lessons micro teaching simulations																																			
Practice teaching internship																																			
Co- curricular activities																																			
Working with community project work																																			
End-term examination																																			

Note: The above grid is given as per your enclosed, but we are also enclosing our original table of 47 weeks, which we follow



Marathwada Sanskritik Mandal's College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

M. P. Ed. (2013-2014)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation																																			
Theory																																			
Tutorials/Seminars																																			
Session work tests and assignment																																			
Practical work																																			
Preparation of internship: Demonstration observation of lessons micro teaching simulations																																			
Practice teaching internship																																			
Co-curricular activities																																			
Working with community project work																																			
End-term examination																																			

Note: The above grid is given as per your enclosed, but we are also enclosing our original table of 47 weeks, which we follow



Marathwada Sanskritik Mandal's College of Physical Education, Khadkeshwar, Aurangabad, Maharashtra

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

RESEARCH CENTER (2013-2014)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Admission and Orientation																																		
Theory																																		
Tutorials/Seminars																																		
Session work tests and assignment																																		
Practical work																																		
Preparation of internship:																																		
Demonstration of lessons micro teaching simulations																																		
Practice teaching internship																																		
Co-curricular activities																																		
Working with community project work																																		
End-term examination																																		

Note: The above grid is given as per your enclosed, but we are also enclosing our original table of 47 weeks, which we follow



		Yearly Plan for B.P.Ed. Course Academic Year 2014-2015																																																				
Content	No. Weeks 09-Jun	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48					
Admission Process		X	X	X	X	X	X	X	X																																													
Students Orientation																																																						
Housewise Distribution																																																						
Theory Classes																																																						
Practical General & Specificskill																																																						
Psychology Practicals																																																						
Lesson Demo & Micro Teaching																																																						
Teaching Practices Lesson Plans																																																						
Uniform Distribution																																																						
Alumnin Meeting																																																						
Intramurals																																																						
Student Council																																																						
Gathering / Cultural Activity																																																						
Excursion & Camp																																																						
Publication																																																						
Practical Exam.																																																						
Revision of Theory Papers																																																						
Assesment / Theory Exam.																																																						
Seminar/Conference/Workshop																																																						
Staff Meeting																																																						
Pre-final exams																																																						
Cocurricular Activities																																																						
Extra Curricular Activities																																																						



4 - Declaration by the Head of the Institution

Phone & Fax : (0240) 2331418

Marathwada Sanskritik Mandal's
COLLEGE OF PHYSICAL EDUCATION
Khadkeshwar, Aurangabad-431 001
(Maharashtra State)
"Accredited by NAAC [B+]"
Website :- www.msmpysicalcollege.org
Email : msmpysicalcollege@gmail.com

Principal
Dr. P. B. Dube
B.Com., M.P.Ed., Ph.D.
Email: dr.pradipdube@gmail.com

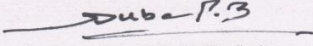
Ref. No./ CPE / 2014-2015 Date : 07/11/2014

Declaration by the Head of the Institution


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

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SAR during the peer team visit.


(Dr. Pradip B. Dube)

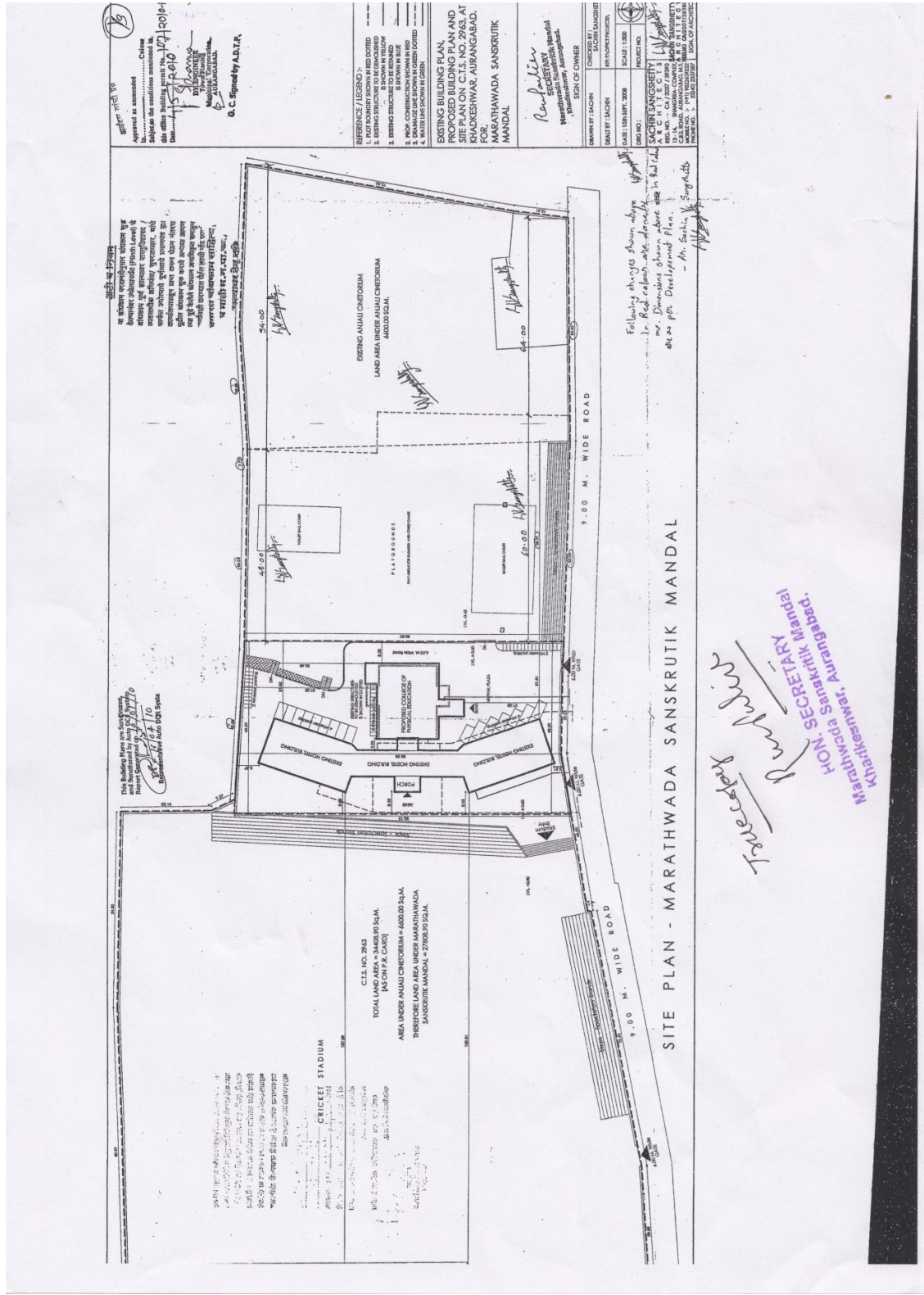
Signature of the Head of the Institution with Seal
Principal
M.S.M.'s
College of Physical Education
Khadkeshwar Aurangabad.



Place: Aurangabad
Date: 07-11-2014



ANNEXURE - I





ANNEXURE – II

B. P. Ed. Audit Report (2012-13)

1 ST FLOOR HARSHI COURT,
CHINTAMANI COLONY,
AURANGABAD - 431001

MARATHWADA SANSKRITIK MANDAL'S
COLLEGE OF PHYSICAL EDUCATION, MADHESHWAR, AURANGABAD.
M.P.ED. COURSE ACCOUNTS.

D.B. Dighe & Co.
CHARTERED ACCOUNTANTS,
PHONE NO. 0240-2326357.

BALANCE SHEET AS ON 31st MARCH, 2013
PROPERTIES & ASSETS

FUNDS & LIABILITIES	AMOUNT (Rs.)	AMOUNT (Rs.)	AMOUNT (Rs.)
 earmarked FUNDS			
1) Student Aid Fund	23,800.00		494,552.00
2) Academic Fund	580.00		
3) Sports Equipment Fund	45,500.00		800,000.00
Balance as per last B/S			174,318.00
Additions during the year			
4) Development Fund	4,500.00		149,985.00
Balance as per last B/S			3,598,492.00
Additions during the year		74,400.00	
			3,739,477.00
MARATHWADA S MANDAL			
Balance as per last B/S	3,300,672.31		
Add-Surplus for the Current Year	167,130.69		
Less- Repayment during the year	3,497,803.00		
	1,520,770.00	1,567,033.00	
OTHER LIABILITIES			
Caution Money Deposits	95,710.00		
Library Deposits	30,220.00		
Educational Study Tour Deposits	45,100.00		
M.P.Ed. Course Account	2,113,525.00		
B.P.Ed. Vacational Ac-	50,072.00		
Creditors for outstanding Expenses		2,416,527.00	
SCHOLARSHIPS			
E.D.C. Scholarships	4,000.00		
G.O.I. Scholarships	2,590,791.00		
P.S.T. Scholarships			
Total Rs.	7,046,841.00	Total Rs.	7,046,841.00

FIXED ASSETS
(As per schedule of Fixed Assets)
INVESTMENTS
 F.D.R. With Sanswari Coop. Bank Ltd.
 Interest Accrued
ADVANCES & DEPOSITS
 Advances to Staff
 College of Physical Education
 (B.P. Ed Regular Course A/c)
 * Closing balances of
 Cash on hand
 Cash at Bank
 Sanswari Coop Bank Ltd.
 SB No. 8156

As per our Report of Even Date
 For D. B. DIGHE & CO.
 CHARTERED ACCOUNTANTS & CO. (Sole Proprietor)
 M.P.O. No. 15
 Aurangabad
 College of Physical Education
 Madheshwar, Aurangabad.

Date : 30 OCT 2014
 Place : Aurangabad



**Marathwada Sanskritik Mandal's College of Physical Education, Self Appraisal Report (2014-15)
Re-accreditation**

MARATHWADA SANSKRITIK MANDAL'S COLLEGE OF PHYSICAL EDUCATION, KHADKESHWAR AURANGABAD. M. P. ED. COURSE ACCOUNTS.			
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2013			
EXPENDITURE	AMOUNT(Rs.)	AMOUNT(Rs.)	AMOUNT(Rs.)
By Salaries and Allowances	180,200.00		
Pay and Allowances	306,593.00	496,793.00	
Daily wages to workers			
Recurring Expenses			
Affiliation fees	37,000.00		
Admission Committee Allowances	10,955.00		
Affiliation Committee Expenses	20,462.00		
Printing & Stationery	37,146.00		
Advertisement A/C	45,786.00		
Office Contingencies	12,193.00		
Bank Commission & Charges	2,774.00		
Telephone Trunkcall Expenses	46,588.00		
Miscellaneous Expenses	19,537.00		
Travelling Expenses	1,869.00		
Uniform Expenses	109,370.00		
Student Welfare Fees	5,000.00		
Postage Expenses	265.00		
Hostel Maintenance	29,914.00		
Games & Sports	4,100.00		
Conveyance Charges	10,807.00		
Garden Maintenance	11,126.00		
Repairs & Maintenance	311,699.00		
Exam Expenses	21,562.00		
Programme & Functions	11,782.00		
Electrical Maintenance Expenses	35,706.31		
Computer Expenses	9,109.00		
Ground Maintenance	16,000.00		
Audit Fees	22,472.00		
Advances & Deposits Written Off			
Advances to Students	16,740.00		
Nepeccon 2001	52,925.00		
G.O.I. Scholarship Excess paid	238.00		
Fees Remitted to BAMU University			
Depreciation on Fixed Assets (As per Depreciation Statement)			
Surplus carried over to BIS			
Total Rs	1,931,478.00	1,931,478.00	1,931,478.00
INCOME		AMOUNT(Rs.)	
Fees Collected from Students		1,097,800.00	
Tuition Fees		1,880.00	
Miscellaneous Fees		20,200.00	
Prospectus Fees		13,100.00	
Admission Fees		48,250.00	
Registration Fees		8,100.00	
Uniform Fees		1,198,330.00	
Interest from Banks		80,537.00	
Interest Received		333,121.00	
Interest on FDR		413,653.00	
Liabilities Written Off		32,469.00	
M.Phil Course Account		41,570.00	
E.B.C Scholarship		1,213.00	
P.S.T Scholarship		75,282.00	
Fees Collected on behalf of BAMU, Aurangabad.		244,208.00	
Total Rs		1,931,478.00	

As per our Report of Even Date
For A. P. SHIGHE & CO.
CHARTERED ACCOUNTANTS
AURANGABAD

30 OCT 2014

Place: AURANGABAD.

Date: 30 OCT 2014

Principal
PHYSICAL EDUCATION
COLLEGE OF MARATHWADA SANSKRITIK MANDAL'S
KHADKESHWAR AURANGABAD.



Marathwada Sanskritik Mandal's College of Physical Education, Self Appraisal Report (2014-15)
Re-accreditation

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st MARCH, 2015

RECEIPTS	AMOUNT (Rs.)	EXPENDITURE	AMOUNT (Rs.)	AMOUNT (Rs.)
To Opening Balance of	350.00	By Salaries and Allowances	2,192,483.00	486,750.00
Cash on hand		Daily wages to workers		
Cash in H.O. Op Bank LID	2,152,120.00	Recruiting Expenses	37,000.00	
S.B.A/c No. 9158		Admission Commission Expenses	20,000.00	
		Admission Commission Allowances	37,145.00	
Fees Collected from Students	1,037,060.00	Printing & Stationery	45,780.00	
Tuition Fees	7,000.00	Advertisement, A.C.	12,180.00	
Miscellaneous Fees	70,000.00	Bank Commission & Charges	2,774.00	
Registration Fees	13,100.00	Travel Expenses	11,250.00	
Admission Fees	48,220.00	Miscellaneous Expenses	256.00	
Uniform Fees	8,100.00	Postage Expenses	20,014.00	
		Hotel Maintenance	4,100.00	
Interest from Banks	96,527.00	Games & Sports	10,807.00	
Interest on Fixed Deposit	321,121.00	Conveyance Allowances	11,750.00	
		Medical Allowances	3,000.00	
Fees Collected on behalf of I.A.H.U., Aurangabad.	294,200.00	Stipend & Motivation	4,000.00	
		Stipend Welfare Expenses	21,542.00	
Encashment of F.D.R. with Saraswat Bank	800,000.00	Library Expenses	11,796.00	
Rs.1,50,000/-		Programs & Functions	22,472.00	
		Audit Fees	35,707.00	
G.O.A. Scholarships Receipts	1,535,121.00	General Expenses	16,000.00	
Received from Govt.		Lighting Expenses	102,370.00	888,300.00
Advances from	571,015.00	Non-Teaching Expenses	345,040.00	
B.P.Ed Regular Course-Ac	522,025.00	Teaching Aid	8,000.00	
Smt. P.T. Chaudhary (Mandal)	11,365.00	Library Books	9,000.00	354,340.00
Scarcity Affiliated Area Concession	700,000.00			315,315.00
From Students		Fees Remitted to		
From Staff		Establishment/Actual		
Recovery of Advances	22,472.00	G.O.A. Scholarships Disbursements		107,423.00
From Students	20,100.00	Disbursements to Students		174,318.00
From Staff		Interest Accrued on FDR		
Creditors for Outstanding Expenses		Advances to Others	2,054,000.00	
Such Fees/Parture		B.P.Ed Regular Course-Ac	1,63,006.00	
Daily Wages		B.P.Ed Vacation Course	1,520,770.00	
		Marathwada Sanskritik Mandal	11,280.00	
		Smt. P.T. Chaudhary (Mandal)		
		Scarcity Affiliated Area Concession		
		Advances to Govt.	832,500.00	832,500.00
		Advances to Staff		
		Advances to Students		
		Creditors for Outstanding Expenses		
		Such Fees/Parture		
		Cash on hand	1,194.00	
		Cash in H.O. Op Bank LID		
		Cash in S.B.A/c No. 9158	1,838,500.00	1,840,404.00
				8,685,026.00

Principal
M.S.M.'s
College of Physical Education
 Khadkeshwar, Aurangabad.

Date: **30 OCT 2014**



D.B. DIGHE & Co.
CHARTERED ACCOUNTANTS
PHONE NO. 02-2012323031 & 23265967

1 ST FLOOR HALLSIE COURT,
CHITAMBAH COBONY,
AURANGABAD.

MARATHWADA SANSKRITIK MANDAL'S
COLLEGE OF PHYSICAL EDUCATION, KHADKESHWAR, AURANGABAD,
M.P. ED COURSE ACCOUNTS
DEPRECIATION STATEMENT FOR THE YEAR ENDING 31st MARCH, 2013.

Sr No.	PARTICULARS OF ASSETS	W.D.V. AS ON 1.4.2012.	ADDITION DURING THE YEAR	TOTAL	RATE OF DEP.	DEPRECIATION FOR 2012-2013	W.D.V. AS ON 31.3.2013.
1	FURNITURE & FIXTURES	80,572	355,343	435,915	10%	43,592	392,323.00
2	SPORT EQUIPMENTS	40,173	-	40,173	15%	6,026	34,147.00
3	AIR COOLERS	344	-	344	10%	34	310.00
4	WATER COOLERS	1,126	-	1,126	10%	113	1,013.00
5	WATER STORAGE TANK	858	-	858	10%	87	771.00
6	ELECTRICAL APPLIANCES	27,815	-	27,815	10%	2,781	24,034.00
7	AUDIO VISUAL AID	335	-	335	10%	34	301.00
8	BASKET BALL COURT	17,008	-	17,008	10%	1,701	15,307.00
9	GYANASUMI HALL CONST.	10,102	-	10,102	10%	1,010	9,092.00
10	OFFICE APPLIANCES	532	-	532	10%	53	479.00
12	DEAD STOCK	2,657	-	2,657	10%	266	2,391.00
13	BORWELL	7,346	-	7,346	10%	735	6,611.00
14	COMPUTER	538	-	538	60%	323	215.00
15	LIBRARY BOOKS	-	9,000	9,000	25%	2,250	6,750.00
	TOTAL RS.	189,203	364,343	553,546		66,984.00	486,562.00

PLACE : AURANGABAD

As per our Report of Even Date
D.B. DIGHE & CO.



DATED : 30 OCT 2013

PRINCIPAL
M. S. M. COLLEGE OF
PHYSICAL EDUCATION,
College MP Physical Education
Khadkeshwar Aurangabad.



M. P. Ed. Audit Report (2012-13)

BALANCE SHEET AS ON 31st MARCH, 2013

D.B. Dighe & Co. CHARTERED ACCOUNTANTS, PHONE NO. 0240-2326367.		MARATHWADA SANSKRITIK MANDAL'S COLLEGE OF PHYSICAL EDUCATION, KHADKESHWAR AURANGABAD, M.P. ED. COURSE ACCOUNTS.		1st FLOOR HARSHIF COURT, CHIKTAWANI COLONY, AURANGABAD-431001	
FUNDS & LIABILITIES	AMOUNT (Rs.)	PROPERTIES & ASSETS	AMOUNT (Rs.)	AMOUNT (Rs.)	AMOUNT (Rs.)
EARMARKED FUNDS		FIXED ASSETS (As per schedule of Fixed Assets)			494,362.00
1) Student Aid Fund	23,800.00	INVESTMENTS			
2) Agrakalpi Fund	690.00	F.D.R. With Sarnawat Co-op. Bank Ltd. Interest Accrued		800,000.00 174,318.00	974,318.00
3) Sports Equipment Fund Balance as per last BIS Additions during the year	46,500.00	ADVANCES & DEPOSITS			
4) Development Fund Balance as per last BIS Additions during the year	4,500.00	Advances to Staff College of Physical Education (B.P. Ed Regular Course A/c)	74,400.00	149,945.00 3,689,492.00	3,739,437.00
MARATHWADA S.MANDAL Balance as per last BIS Add-Surplus for the Current Year	3,320,672.31 167,130.69	Closing balances of			
Less- Repayment during the year	3,467,803.00	Cash on hand		1,134.00	
	1,520,770.00	Cash at Banks Sarnawat Co-op Bank Ltd. SB A/c No. 81458	1,597,033.00	1,839,350.00	1,840,484.00
OTHER LIABILITIES					
Caution Money Deposits	96,710.00				
Library Deposits	30,220.00				
Educational Study Tour Deposits	45,100.00				
M.P.Ed Course Account					
B.P. Ed Vacation A/c	2,193,925.00				
Creditors for outstanding Expenses	50,572.00				
SCHOLARSHIPS					
E.B.C. Scholarships	4,000.00				
G.O.I. Scholarships	2,586,791.00				
P.S.T. Scholarships					
Total Rs.	7,048,841.00	Total Rs.	7,048,841.00		7,048,841.00

As per our Report of Even Date
For D. B. DIGHE & CO.
D.B. Dighe
CHARTERED ACCOUNTANTS
MARATHWADA SANSKRITIK MANDAL'S COLLEGE OF PHYSICAL EDUCATION, KHADKESHWAR AURANGABAD

PRINCIPAL
M. S. M's COLLEGE OF
PHYSICAL EDUCATION, A'BAD
W. S. M. S
College of Physical Education
(Khadkeshwar - Aurangabad)

Date : 30 OCT 2014
Place : Aurangabad



Marathwada Sanskritik Mandal's College of Physical Education, Self Appraisal Report (2014-15)
Re-accreditation

**MARATHWADA SANSKRITIK MANDAL'S
COLLEGE OF PHYSICAL EDUCATION, KHADKESHWAR AURANGABAD.
M. P. ED. COURSE ACCOUNTS.**

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2013

EXPENDITURE	AMOUNT(Rs.)	AMOUNT(Rs.)	INCOME	AMOUNT(Rs.)	AMOUNT(Rs.)
By Salaries and Allowances	180,200.00		" Fees Collected from Students		
Pay and Allowances	306,583.00	486,783.00	Tuition Fees	1,097,800.00	
Daily wages to workers			Miscellaneous Fees	1,880.00	
" Recurring Expenses			Prospectus Fees	29,200.00	
Affiliation fees	37,000.00		Admission Fees	13,100.00	
Admission Committee Allowances	10,955.00		Registration Fees	48,290.00	
Affiliation Committee Expenses	20,482.00		Uniform Fees	8,100.00	1,184,330.00
Printing & Stationery	37,146.00				
Advertisement/A/C	45,786.00		" Interest from Banks		
Office Contingencies	12,189.00		Interest Received	80,537.00	
Bank Commission & Charges	2,774.00		Interest on FDR	333,121.00	413,553.00
Telephone Trunkcall Expenses	2,774.00		" Laibilities Written Off		
Miscellaneous Expenses	46,588.00		M.Phil Course Account	32,469.00	
Travelling Expenses	19,537.00		E.C. Scholarship	41,570.00	
Uniform Expenses	1,869.00		P.S.T. Scholarship	1,213.00	75,262.00
Student Welfare Fees	109,370.00				
Postage Expenses	5,000.00		" Fees Collected on behalf		
Heslet Maintenance	265.00		of BAMU, Aurangabad.		244,208.00
Games & Sports	29,914.00				
Conveyance Charges	4,100.00				
Garden Maintenance	10,807.00				
Repairs & Maintenance	11,126.00				
Exam Expenses	311,699.00				
Programme & Functions	21,562.00				
Electrical Maintenance Expenses	11,792.00				
Computer Expenses	35,766.31				
Ground Maintenance	9,109.00				
Audit Fees	16,000.00	833,302			
" Advances & Deposits Written Off					
Advances to Students	16,740.00				
Meppicon 2001	52,925.00				
G.O.I. Scholarship Excess paid	298.00	69,963.00			
" Fees Remitted to BAMU University					
Depreciation on Fixed Assets					
(As per Depreciation Statement)					
" Surplus carried over to B/S					
Total Rs		1,931,478.00	Total Rs		1,931,478.00

As per our Report of Even Date
For B. P. SHIE & CO.
CHARTERED ACCOUNTANTS
AURANGABAD

Date: 30 OCT 2014

Principal
College of Physical Education,
Khadkeshwar, Aurangabad.



Marathwada Sanskritik Mandal's College of Physical Education, Self Appraisal Report (2014-15)
Re-accreditation

D.B. DIGHE & Co.
Chartered Accountants
Phone No. 0244012321031 & 2325957

MARATHWADA SANSKRITIK MANDAL'S
COLLEGE OF PHYSICAL EDUCATION,
M.P. ED COURSE ACCOUNTS,
AURANGABAD.

DEPRECIATION STATEMENT FOR THE YEAR ENDING 31st MARCH, 2013.

SR NO.	PARTICULARS OF ASSETS	W.D.V. AS ON 1.4.2012.	ADDITION DURING THE YEAR	TOTAL	RATE OF DEP.	DEPRECIATION FOR 2012-2013	W.D.V. AS ON 31.3.2013.
1	FURNITURE & FIXTURES	80,572	355,343	435,915	10%	43,592	392,323.00
2	SPORT EQUIPMENTS	40,173	-	40,173	15%	6,026	34,147.00
3	AIR COOLERS	344	-	344	10%	34	310.00
4	WATER COOLERS	1,226	-	1,226	10%	113	1,013.00
5	WATER STORAGE TANK	858	-	858	10%	87	771.00
6	ELECTRICAL APPLIANCES	27,815	-	27,815	10%	2,781	24,934.00
7	AUDIO VISUAL AID	335	-	335	10%	34	301.00
8	BASKET BALL COURT	17,000	-	17,000	10%	1,701	15,299.00
9	GYMNASIUM HALL CONST.	10,102	-	10,102	10%	1,010	9,092.00
10	OFFICE APPLIANCES	532	-	532	10%	53	479.00
12	DEAD STOCK	2,657	-	2,657	10%	266	2,391.00
13	DORWELL	7,346	-	7,346	10%	738	6,608.00
14	COMPUTER	538	-	538	60%	323	215.00
15	LIBRARY BOOKS	9,000	9,000	18,000	25%	4,500	13,500.00
TOTAL RS.		180,203	364,343	544,546		58,664.00	485,882.00

PLACE : AURANGABAD

As per Report of Even Date
D.B. DIGHE & CO.
Chartered Accountants
AURANGABAD

DATE : 30 OCT 2013

PRINCIPAL
M.S.M. COLLEGE OF
PHYSICAL EDUCATION,
Khadkeshwar Aurangabad.



ANNEXURE – III

COLLEGE AT GLANCE







Shooting Range
MSKVPE



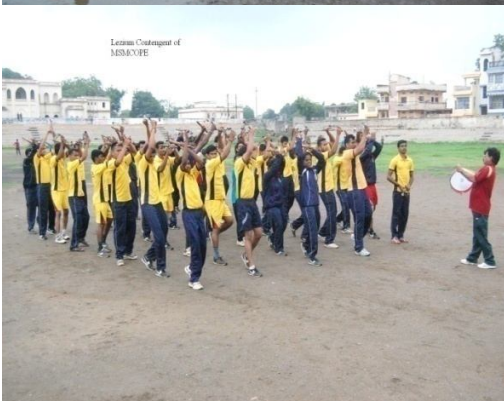
Aerobic Gym and
Weight
Training Centre
of MSKVPE



Badminton Hall MSKVPE



MSKVPE Students Working
Up during practical Session



Lezim -Changul of
MSKVPE



Students Performing Traditional Activity of
Maharashtra - Lezim - MSKVPE







STAFF PHOTOGRAPH WITH MANAGEMENT



STAFF PHOTOGRAPH WITH PRINCIPAL

