

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Shivaji Suryawanshi**
Course Title – **Research Process in Physical Education & Sports Sciences**
Class - **MPED Semester – Second**


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title - Research Process in Physical Education & Sports Sciences
Class - MPED Semester- First
Year 2024-25

Name of the Faculty: **Dr. Shivaji Survawanshi**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 AM to 10:50 AM**

1) Course Objective

Advance the field through systematic investigation, enhance knowledge, and improve practices.

2) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

1. The student will be able to:
2. Identify research problems,
3. Review relevant literature,
4. Formulate research questions or hypotheses,
5. Design research studies,
6. Collect and analyze data,
7. Interpret findings,
8. Effectively communicate their results.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--


4) Textbooks

- Reference books
- Mention in MPED Syllabus

5) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

6 - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Research problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and Written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

7) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

8) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education
 Hagsenvans (Aurangabad)
 Chh. Sambhajinagar H.S.

9-a) Strategy to support weak students -

i) Methodology to identify weak student

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

9-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,


1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps, such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Research Process in physical education & Sports Sciences	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Shivaji Suryawanshi** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

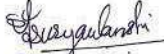
Date:


Principal
Dr. Shivaji Suryawanshi
Principal
Dr. Shivaji Suryawanshi (Principal)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Shivaji Suryawanshi
Course Title – Sports Pedagogy
Class - MPED Semester – Third


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chit. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title – Sports Pedagogy
Class - MPED Semester Third
Year 2024-25

Name of the Faculty: **Dr. Shivaji Suryawanshi**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:15 PM to 1:05 PM**

1) Course Objective

To improve the effectiveness of teaching and learning in sports and physical activity contexts. It focuses on enhancing motor skills, physical fitness, tactical abilities, and mental performance while fostering positive personal and social development through sports.

2) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Equipping with the knowledge and skills to effectively teach and coach sports and physical activities understanding teaching methodologies
- 2) Curriculum development
- 3) understanding the application of pedagogical principles in sport-specific contexts

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture	Laboratory
Unit I – Introduction	6 Hours	--
Unit II – Systematic Improvement in Teaching	6 Hours	--
Unit III – Developing effective unit instructions	6 Hours	--
Unit IV – Measuring teaching	6 Hours	--

4) Textbooks

- Reference books
- Mention in MPED Syllabus

5) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve pedagogical problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

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2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
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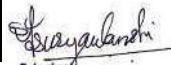
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6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Heggemana (Aurangabad),
Chil. Sambhajinagar H.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

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II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

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Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

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7. Current semester student day to day performance
8. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

4. Encouraging them to write competitive exams
5. Giving seminars
6. Motivating to develop projects

Result Assessment

Direct Method

4. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
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 Principal
 P.E.S. College of Physical Education,
 Nagsenvana (Aurangabad)
 Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Sports pedagogy	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Shivaji Suryawanshi** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
Principal
Nagsenvana (Aurehgaod)
Chii, Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Shivaji Suryawanshi**
Course Title – Sports Psychology
MPED Semester - Fourth


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Sports psychology
MPED Semester Fourth
Year 2024-25

Name of the Faculty: Dr. Shivaji Suryawanshi
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days 90 and Timings 11:15 AM to 12:00 PM

i) Course Objective

to equip individuals with the knowledge and skills to understand how psychological factors influence athletic performance and how participation in sports impacts an individual's mental well-being.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

1. understanding psychological factors influencing sports
2. developing mental training techniques
3. fostering effective communication teamwork in sports settings.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – motivation	6 Hours	--
Unit III – goal setting	6 Hours	--
Unit IV – sports sociology	6 Hours	--
Unit V – group cohesion	6 Hours	--

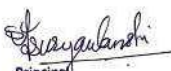
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve psychological problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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(viii) Course Outcome Assessment Methodology (Direct Assessment)

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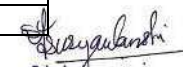
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7	Projects Competitions
8	Paper publication Techno cultural fest


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 P.E.S. College of Physical Education,
 Hagsenwana (Aurangabad)
 Chh. Sambhajinagar M.S.

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i) Methodology to identify weak student**

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 Principal
 P.E.S. College of Physical Education,
 Nagsavana (Aurangabad),
 Chhi, Sambhajinagar, M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Fourth	Sports Psychology	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Shivaji Suryawanshi** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal


Date:


Signature of Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Mahadeo Ubale**
Course Title – Sports Journalism & Mass Communication
MPED Semester - second


Principal
P.E.S. College of Physical Education
Nagservana (Aurangabad)
Chh. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Sports Journalism & Mass Communication
MPED Semester - Second
Year 2024-25

Name of the Faculty: **Dr. Mahado Ubale**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 1:50 PM**

i) Course Objective

to equip students with the knowledge and skills to report on sports through various media platforms. This includes understanding sports journalism principles, developing journalistic writing and reporting skills, analyzing sports events, and understanding the ethical considerations within the field

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

1. understanding the role of sports journalism in sports
2. developing journalistic skills specific to sports,
3. mastering storytelling techniques, and critically analyzing sports events

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Sports Bulleting	6 Hours	--
Unit III – Mass Media	6 Hours	--
Unit IV – Report Writing on Sports	6 Hours	--
Unit V – Journalism	6 Hours	--

iv) Textbooks

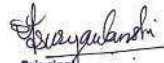
Reference books

- Mention in MPEDSyllabus

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Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
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Principal
P.E.S. College of Physical Education,
Nagsewasa (Aurbhagbad),
Chi. Sambhajinagar H.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

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Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve journalism problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

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 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chi. Sambhajinagar H.S.

(x-a) Strategy to support weak students -

i) Methodology to identify weak student

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

9. Previous semester result
10. Collect previous faculty feedback
11. Current semester student day to day performance
12. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

7. Encouraging them to write competitive exams
8. Giving seminars
9. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education
 Nagsenvana (Aurangabad)
 Chli, Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Second	Sports Journalism and Mass Communication	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

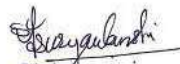
I, the undersigned, certify that, **Dr. Mahadeo Ubale** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

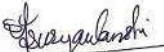
Date:


Principal
Signature of Principal
P. S. College of Physical Education,
Bageerwadi, (Warananagar),
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Mahadeo Ubale**
Course Title – **Life Guard Course**
MPED Semester - Third


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Life Guard Course
MPED Semester second
Year 2024-25

Name of the Faculty: **Dr. Mahadeo Ubale**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 1:50 PM**

i) Course Objective

To equip individuals with the knowledge and skills necessary to prevent, recognize, and respond to aquatic emergencies, ensuring the safety of swimmers and other patrons

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Developing strategies to minimize hazards and prevent accidents through patron education, environmental hazard control, and proactive surveillance
- 2) Identifying various emergency situations, including injured patrons, those in distress, and drowning victims.
- 3) Acquiring proficiency in administering first aid and cardiopulmonary resuscitation (CPR) to address injuries and medical emergencies.
- 4) Collaborating effectively with other lifeguards and emergency personnel in rescue and emergency situations.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Fitness & Gym Instructor	6 Hours	--
Unit III – Counseling Psychology	6 Hours	--
Unit IV – Environmental Awareness	6 Hours	--
Unit V – Fitness Nutrition	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chli. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve life guard problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.


(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagsenwana (Aurangabad),
Chh. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

- 5) Previous semester result
- 6) Collect previous faculty feedback
- 7) Current semester student day to day performance
- 8) Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

10. Encouraging them to write competitive exams
11. Giving seminars
12. Motivating to develop projects

Result Assessment

Direct Method

4. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
5. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
6. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education,
 Nagsewana (Aurangabad)
 Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Life guard course	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Mahadeo Ubale** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal


Date:


Signature of Principal
Principal, College of Physical Education,
Hagsewani (Aurbhagbad),
Chh. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Mahadeo Ubale**
Course Title- Professional Preparation & Curriculum Design
MPED Semester- Fourth


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Professional Preparation & Curriculum Design
MPED Semester Fourth
Year 2024-25

Name of the Faculty: **Dr. Mahadeo Ubale**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 1:50 PM**

i) Course Objective

To equip individuals with the knowledge and skills necessary to prevent, recognize, and respond to aquatic emergencies, ensuring the safety of swimmers and other patrons

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Enhanced instructional design expertise, the ability to identify and articulate clear learning outcomes, and improved evaluation methods.
- 2) Students will be able to design curricula that cater to diverse learning needs and promote student engagement.
- 3) The ability to effectively incorporate technology into teaching and learning frameworks is a core outcome

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Policy Perspective	6 Hours	--
Unit III – Career Avenues	6 Hours	--
Unit IV – Principles of Curriculum	6 Hours	--
Unit V – Sources of Curriculum	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Ragsenvana (Aurangabad),
Chi. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve curriculum problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education,
 Nagsewvana (Aurangabad),
 Chhi. Sambhajinagar M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve

the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education,
 Hageevana (Aurangabad),
 Dist. Sambhajinagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Fourth	Professional Preparation & Curriculum Design	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Mahadeo Ubale** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal


Date:


Signature of Principal
Principal
Nagsenvana (Aurangabad)
Chh. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Mr. Mangesh Dongre**
Course Title- Sports Biomechanics & Kinesiology
MPED Semester - Second


Principal
P.E.S. College of Physical Education,
Nagsewana (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Sports Biomechanics & Kinesiology
MPED Semester - Second
Year 2024-25

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **11:00 AM to 11:50 AM**

i) Course Objective

Understanding the mechanical laws governing motion, analyzing movement patterns, and applying this knowledge to optimize performance and prevent injuries.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) The ability to explain mechanical concepts
- 2) Analyze human movement
- 3) Understand the principles of movement analysis, and apply these principles to improve performance and prevent injuries

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Muscle Action	6 Hours	--
Unit III – Motion and Force	6 Hours	--
Unit IV – Freely Falling Bodies	6 Hours	--
Unit V – Analysis of Movement	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Haggenwara (Aurangabad)
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve human body movement and injury problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

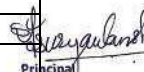
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
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The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
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3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagservana (Aurangabad)
Chi. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve

the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
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Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
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4. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
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3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education,
 Hageenvana (Aurhagabad),
 Chh. Sambhajinagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Second	Sports Biomechanics and Kinesiology	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Mr.Mangesh Dongre** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

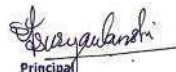
Date:


Principal
Nagsavans (Aurhghobad)
Chh. Sambhajinagar M.S.
Signature of Principal

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Mr. Mangesh Dongre**
Course Title- **Scientific Principals of sports Training**
MPED Semester - Second


Principal
P.E.S. College of Physical Education,
Nagservana (Aurangabad),
Chh. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Scientific Principals of Sports Training
MPED Semester Third
Year **2024-25**

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 AM to 11:50 AM**

i) Course Objective

Understanding the mechanical laws governing motion, analyzing movement patterns, and applying this knowledge to optimize performance and prevent injuries.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) The ability to explain mechanical concepts
- 2) Analyze human movement
- 3) Understand the principles of movement analysis, and apply these principles to improve performance and prevent injuries

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Training motor components	6 Hours	--
Unit III – Types of coordinative	6 Hours	--
Unit IV – Forms of speed training	6 Hours	--
Unit V – Techniques & Tactics	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education
Nagsewana (Aurangabad)
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve human body movement and injury problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

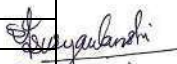
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education
 Nagsenvana (Aurangabad)
 Chh. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education
Nagsevana (Aurangabad)
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Second	Scientific Principals of Sports Training	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Mr. Mangesh Dongre** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
Principal
Hagsevana (Aurangabad)
Chh. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Mr. Mangesh Dongre**
Course Title- **Scientific Principals of Sports Training**
MPED Semester - Third


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Scientific Principals of Sports Training
MPED Semester Third
Year 2024-25

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 AM to 11:50 AM**

i) Course Objective

to educate athletes on injury prevention, recovery, and overall well-being. .

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

1. improve physical fitness
- 2 enhance sports-specific skills
- 3 cultivate mental fortitude for optimal performance in a chosen sport
4. Enhancing motor abilities
- 5 Fostering a positive attitude towards sports and fitness

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Training motor components	6 Hours	--
Unit III – FORMS OF SPEED	6 Hours	--
Unit IV – Planning and Periodization	6 Hours	--
Unit V - Techniques and tactics	6 Hours	--

iv) Textbooks

Reference books

- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurhagabad),
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve sports training problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
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The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
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The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education,
 Hagsenvana (Aurangabad),
 Chh. Sambhajinagar M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve

the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
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3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education,
 Nagsewani (Narhigobad),
 Chik. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Scientific Principles of Sports Training	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Mr. Mangesh Dongre** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

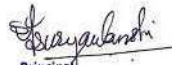
Date:


Signature of Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Santosh Kamble**
Course Title- Sports Technology
MPED Semester-Third


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Chli, Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Sports Technology
MPED Semester Third
Year 2024-25

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:00 AM to 1:00 AM**

i) Course Objective

To equip students with the knowledge and skills to leverage technology for enhancing athletic performance, training, and the overall sports experience.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) enhanced data analysis skills for optimizing athlete performance
- 2) The ability to design and implement innovative sports equipment,
- 3) A strong understanding of how to leverage technology for injury prevention and athlete monitoring

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Science of sports materials	6 Hours	--
Unit III – Surfaces of Playfields	6 Hours	--
Unit IV – Modern equipment	6 Hours	--
Unit V – Training gadgets	6 Hours	--

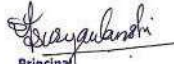
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education
Magservana (Aurhagabad)
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve sports technology problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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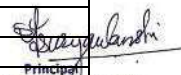
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7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Hajjemsana (Narhigabad),
Chh. Sambhajinagar H.S.

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(x-b) Strategy to encourage bright students

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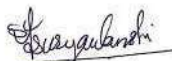
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3. Motivating to develop projects

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 Principal
 P.E.S. College of Physical Education,
 Nagaswami (Aurhagwad)
 Chit. Sambhajinagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Sports Technology	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Santosh Kamble** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
Signature of Principal
Nagservani (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr.Santosh Kamble**
Course Title- Environmental Awareness & Disaster Management
MPED Semester - First


Principal
P.E.S. College of Physical Education
Nagsewans (Aurangabad)
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Environmental Awareness & Disaster Management
MPED Semester First
Year 2024-25

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 AM to 11:00 AM**

i) Course Objective

To cultivate knowledge, skills, and attitudes that enable individuals and communities to effectively address both environmental challenges and disaster situations

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) **Understanding Environmental Issues**
- 2) **Promoting Conservation**
- 3) **Understanding Environmental Laws and Policies**
- 4) **Effective Response and Recovery**
- 5) **Use of Technology**

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Environmental Pollution	6 Hours	--
Unit III – Disaster concepts	6 Hours	--
Unit IV – Disaster risk reduction	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
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Total	100


Principal
P.E.S. College of Physical Education,
Nagsavana (Aurangabad),
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Environmental problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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(viii) Course Outcome Assessment Methodology (Direct Assessment)

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Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Naggenwada (Aurhngabad),
Dist. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education
Haseevana (Aurangabad)
Chi. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Environmental Awareness & Disaster Management	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD


I, the undersigned, certify that, **Dr.Santosh Kamble** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chhi. Sambhajinagar, M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Santosh Kamble**
Course Title- Environmental Awareness & Disaster Management
MPED Semester - First


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Environmental Awareness & disaster management
MPED Semester First
Year 2024-25

Name of the Faculty **Mr. Mangesh Dongre**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 AM to 11:00 AM**

i) Course Objective

To cultivate knowledge, skills, and attitudes that enable individuals and communities to effectively address both environmental challenges and disaster situations

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) **Understanding Environmental Issues**
- 2) **Promoting Conservation**
- 3) **Understanding Environmental Laws and Policies**
- 4) **Effective Response and Recovery**
- 5) **Use of Technology**

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Environmental Pollution	6 Hours	--
Unit III – Disaster concepts	6 Hours	--
Unit IV – Disaster risk reduction	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar, M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Environmental problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest

Principal
P.E.S. College of Physical Education,
Ragswamini (Aurangabad)
Chh. Sambhajinagar M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve

the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,

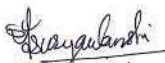
such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education
 Nagsenvana (Aurangabad)
 Chi. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Environmental Awareness & Disaster Management	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

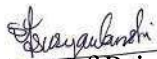
I, the undersigned, certify that, **DR. Santosh Kamble** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
P.E.S. College of Physical Education,
Ragservana (Aurangabad),
Chi. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Santosh Kamble
Course Title- Fitness and Gym Instructor Physical Fitness & Wellness
M.P.E.D. Semester-Third


Principal
P.E.S. College of Physical Education,
Wagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title – Fitness and Gym instructor Physical Fitness & Wellness
MPED Semester Third
Year 2024-25

Name of the Faculty **Dr. Santosh Kamble**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 2:00 PM**

i) Course Objective

To cultivate knowledge, skills, and attitudes that enable individuals and communities to effectively address both environmental challenges and disaster situations

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Knowledge of Exercise Science:
- 2) Promoting Conservation
- 3) Nutrition and Wellness
- 4) Business and Career Skills

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Foundation of weight	6 Hours	--
Unit III – Fitness sciences	6 Hours	--
Unit IV – Sports medicine	6 Hours	--

iv) Textbooks


Reference books

- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Hagsewana (Aurhigabad),
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

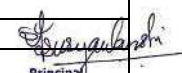
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The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

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 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

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3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Chi. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

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II) - Details of the support

Identification Criteria	Actions taken
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(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

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2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
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Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Fitness & Gym Instructor, Physical Fitness & Wellness	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **DR. Santosh Kamble** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal


Date:


Principal
Signature of Principal
Nagsenwana (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Jondhale Sunita**
Course Title- **Indian Constitution**
MPED Semester - First


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chhi. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Indian Constitution
MPED Semester First
Year 2024-25

Name of the Faculty **Dr. Jondhale Sunita**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 2:00 PM**

i) Course Objective

To familiarize students with the foundational principles, structure, and key features of the Indian Constitution, enabling them to understand its significance in shaping Indian society and governance.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

Detailed Learning Outcomes:

The student will be able to:

- 1) Understanding the historical context and foundational principles of the Constitution
- 2) Recognizing the structure and functions of government
- 3) Comprehending fundamental rights and duties
- 4) Appreciating the importance of constitutional institutions.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Union Government	6 Hours	--
Unit III – State Government	6 Hours	--
Unit IV – Local Administration	6 Hours	--
Unit V – Election Commission	6 Hours	--

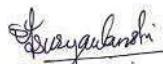
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve understanding the Indian constitution	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
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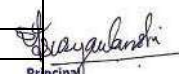
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5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Hagsewana (Aurhagabad),
Chit. Sambhajinagar H.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

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II) - Details of the support

Identification Criteria	Actions taken
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(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

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such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

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2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

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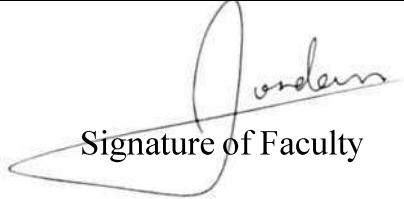

Principal
P.E.S. College of Physical Education,
Nagservana (Aurhngabad),
Chh. Sambhajinagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Indian Constitution	5	

Date:



Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Jondhale Smita** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
Principal
Nageshvarna (Aurangabad)
Chli, Sambhajinagar, M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Jondhale Sunita
Course Title- Counselling Psychology
MPED Semester - Third


Principal
P.E.S. College of Physical Education,
Nagsewani (Aurhagabod),
Chh. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title – Counselling Psychology
MPED Semester Third
Year 2024-25

Name of the Faculty **Dr. Jondhale Sunita**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **11:00 PM to 12:00 PM**

i) Course Objective

Facilitating behavioral change, enhancing relationships, improving coping skills, promoting decision-making, and fostering personal development.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Reduced symptoms of mental health conditions
- 2) Enhanced emotional regulation
- 3) Increased self-acceptance and self-esteem
- 4) Enhanced coping skills.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Definition nature of	6 Hours	--
Unit III – Methods of securing	6 Hours	--
Unit IV – Counseling special groups Career counseling	6 Hours	--

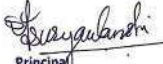
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsewana (Aurhngabad),
Chi. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve psychological problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

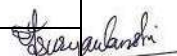
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest



Principal

P.T.S. College of Physical Education,
Nagsenwans (Aurangabad),
Dist. Samanajagar, M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve

the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

- 4) Previous semester result
- 5) Collect previous faculty feedback
- 6) Current semester student day to day performance
- 7) Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

13. Encouraging them to write competitive exams
14. Giving seminars
15. Motivating to develop projects

Result Assessment

Direct Method

7. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
8. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
9. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education,
 Nagsenvana (Aurangabad),
 Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Counselling Psychology	4	

Date:

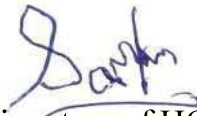

Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Jondhale Smita** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal


Date:


Signature of Principal
Principal
Dr. S. S. Jondhale
Nagsenvana (Aurangabad)
Chli, Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Satish Ghenekar
Course Title- Physiology of Exercise
MPED Semester - First


Principal
P.E.S. College of Physical Education
Nagsewana (Aurangabad)
Chi. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title – Physiology of Exercise
MPED Semester First
Year 2024-25

Name of the Faculty **Dr. Satish Ghenekar**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **11:00 PM to 12:00 PM**

i) Course Objective

To provide a deep understanding of how the body responds and adapts to physical activity.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Understanding Physiological Responses
- 2) Students will be able to assess key physiological parameters like heart rate, blood pressure, oxygen consumption, and body composition.
- 3) Students will be able to interpret data from various exercise tests, including graded exercise tests and metabolic assessments.
- 4) Students will understand the role of exercise in preventing and managing chronic diseases, promoting weight management, and enhancing overall well-being.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Cardiovascular system	6 Hours	--
Unit III – Respiratory system	6 Hours	--
Unit IV – metabolism & Energy	6 Hours	--
Unit V – Climatic conditions sports	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsewani (Aurangabad),
Chh. Sambhajinagar H.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve physiological problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
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4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

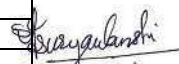
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education
Nagsewana (Aurangabad)
Dist. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
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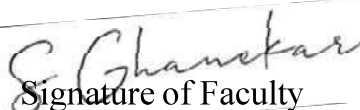

Principal
P.E.S. College of Physical Education,
Nagservana (Aurangabad),
Chli. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Physiology of Exercise	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Satish Ghenekar** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
Principal
Nageswara (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Satish Ghenekar**
Course Title- Sports Medicine
MPED Semester – Third


Principal
P.E.S. College of Physical Education,
Nagsavana (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title – Sports Medicine
MPED Semester - Third
Year 2024-25

Name of the Faculty **Dr. Satish Ghenekar**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **10:00 PM to 11:00 PM**

i) Course Objective

To equip individuals with the knowledge and skills to prevent, diagnose, and treat injuries related to sports and exercise.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes understanding exercise physiology, injury assessment and management, rehabilitation techniques and the ability to promote health and performance in athletes.

The student will be able to:

1. Understanding exercise physiology
2. Injury assessment and management.
3. Rehabilitation techniques and the ability to promote health and performance in athletes.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Basic rehabilitation	6 Hours	--
Unit III – spine injuries and exercise	6 Hours	--
Upper extremity injuries	6 Hours	--
Unit V – lower extremity injuries	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nagsawana (Aurangabad),
Chi. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve injury problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
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4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

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The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

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5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagamburda (Aurangabad),
Chh. Sambhajinagar M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

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Direct Method

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3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.

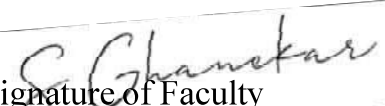

 Principal
 P.E.S. College of Physical Education,
 Nagsenvana (Aurangabad)
 Chii. Sambhajnagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Sports Medicine	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Satish Ghanekar** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

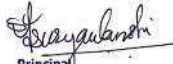
Date:


Principal
B. S. College of Physiotherapy
(Autonomous)
Chh. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Satish Ghenekar
Course Title- Information & Communication Technology
MPED Semester - Fourth


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title- Information & Communication Technology
MPED Semester – Fourth
Year 2024-25

Name of the Faculty **Dr. Satish Ghenekar**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 AM to 2:00 PM**

i) Course Objective

To improve how people create, process, and share information, and to enhance various aspects of life, including education, business, and problem-solving.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Improved Communication
- 2) Enhanced Access to Information
- 3) Advancements in Education and Healthcare

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Fundamentals of computers	6 Hours	--
Unit III – MS Office Application	6 Hours	--
Unit IV – ICT	6 Hours	--
Unit V – E Learning	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Hagsewani (Aurangabad),
Chh. Sambhajinagar H.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

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Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve ICT problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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(viii) Course Outcome Assessment Methodology (Direct Assessment)

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Direct assessment Tools (80%)

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3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

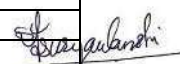
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar H.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.

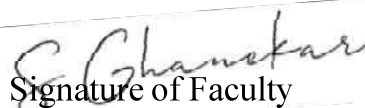

Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Fourth	Information & Communication Technology	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Satish Ghanekar** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

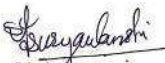
Date:


Principal
P. S. College of Physical Education,
Mysore Road, (Anantapur)
Chh. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Suresh Gaikwad
Course Title- Sports Engineering
MPED Semester - First


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar H.S.

Year 2024-25

Course File
Course Title Sports Engineering
MPED Semester - First
Year 2024-25

Name of the Faculty **Dr. Suresh Gaikwad**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **11:00 AM to 12:00 PM**

i) Course Objective

Enhancing athlete performance and safety through the application of engineering principles and technology.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Enhancing athlete performance
- 2) Improving safety
- 3) Optimizing sports experiences through technological advancements and design

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Mechanics of engineering	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

iv) Textbooks


- Reference books

- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve sports problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
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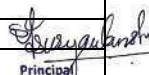
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4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education,
 Nagasenvana (Aurangabad)
 Chh. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

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II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
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Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

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Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

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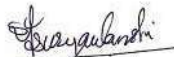
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Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
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3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.



Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chli. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Sports Engineering	5	

Date:



Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Suresh Gaikwad** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
P.E.S. College of Physical Education,
Ragsewani (Aurangabad),
Dist. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Suresh Gaikwad
Course Title- Applied Statistic in P.E.
MPED Semester - Second


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title Applied Statistic in P.E.
MPED Semester - Second
Year 2024-25

Name of the Faculty **Dr. Suresh Gaikwad**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **11:00 AM to 12:00 PM**

i) Course Objective

To utilize statistical methods to solve physical education and sports research problems such as Analyzing data to determine optimal using data to assess the effectiveness.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Understand the role of statistics in analyzing data related to physical education and sports
- 2) Learn to collect, organize, and analyze data from various sources related to physical activity and sports.
- 3) Develop an understanding of how statistics are used in research in physical education and sports
- 4) Students will be introduced to ethical considerations related to data collection and research in physical education.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External	80
Exam	
Total	100


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve sports problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
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4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

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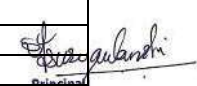
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
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4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

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6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education,
 Nagaswamini (Aurangabad),
 Chh. Sambhajnagar H.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

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II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
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(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

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2. Collect previous faculty feedback
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such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

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2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

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3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.



Principal
P.E.S. College of Physical Education,
Nagsenwans (Aurangabad),
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Second	Applied Statistics in P.E.	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Suresh Gaikwad** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:

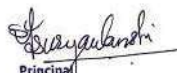

Signature of Principal

P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Suresh Gaikwad**
Course Title- **Educational Technology in P.E.**
MPED Semester - Fourth


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title- Educational Technology In P.E.
MPED Semester - Fourth
Year 2024-25

Name of the Faculty **Dr. Suresh Gaikwad**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 2:00 PM**

i) Course Objective

To utilize statistical methods to solve physical education and sports research problems such as Analyzing data to determine optimal using data to assess the effectiveness.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Enhanced Engagement and Motivation
- 2) Improved Skill Development.
- 3) Increased Understanding of Biomechanics and Movement
- 4) Learn Application of Technology in Problem-Solving

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
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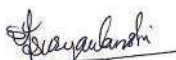
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

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(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve sports problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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(viii) Course Outcome Assessment Methodology (Direct Assessment)

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8	Paper publication Techno cultural fest

Principal
P.E.S. College of Physical Education
Hagsewans (Aurangabad)
Chh. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
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4. Current semester mid-I result. If the student gives poor academic performance in all the steps, such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students
 1. Encouraging them to write competitive exams
 2. Giving seminars
 3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


 Principal
 P.E.S. College of Physical Education
 Ragsenvans (Aurangabad)
 Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Fourth	Educational Technology in P.E.	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr.Suresh Gaikwad** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

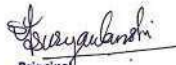
Date:


Principal
Principal
H. S. Gaikwad (Aurangabad)
Chh. Sambhajinagar H.S.
Signature of Principal

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Gajbhiye Haricharan
Course Title- Health Education & Sports Nutrition
MPED Semester - Second


Principal
P.E.S. College of Physical Education,
Nagservans (Aurbhagbad),
Chit. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title- Health Education & Sports Nutrition
MPED Semester - Second
Year 2024-25

Name of the Faculty **Dr. Gajbhiye Haricharan**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **1:00 PM to 2:00 PM**

i) Course Objective

Enhance overall well-being through knowledge, skills, and positive behaviors related to diet, physical activity, and healthy lifestyle choices

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Knowledge of Exercise Science:
- 2) Promoting Conservation
- 3) Learn Nutrition and Wellness
- 4) Learn Business and Career Skills

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Nageswans (Aurangabad),
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.
- 5.

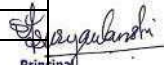
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Nagawana (Aurangabad),
Chi. Sambhajinagar H.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,

such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education,
Nageswara (Narbhagabod)
Chh. Sambhajinagar H.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Second	Health Education & Sports Nutrition	5	

Date:



Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Gajbhiye Haricharan** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
Principal
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Gajbhiye Haricharan
Course Title- Fitness & Nutrition Management
MPED Semester – Third


Principal
P.E.S. College of Physical Education,
Nagservana (Aurangabad)
Chh. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title- Fitness & Nutrition Management
MPED Semester - Third
Year 2024-25

Name of the Faculty **Dr. Gajbhiye Haricharan**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:00 PM to 1:00 PM**

i) Course Objective

Enhance overall well-being through knowledge, skills, and positive behaviors related to diet, physical activity, and healthy lifestyle choices

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Knowledge of Exercise Science:
- 2) Promoting Conservation
- 3) Learn Nutrition and Wellness
- 4) Learn Business and Career Skills

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II – Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Haseevana (Aurangabad),
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

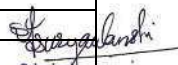
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest


Principal
P.E.S. College of Physical Education,
Hagsewanna (Aurangabad),
Chh. Sambhajinagar M.S.

(x-a) Strategy to support weak students -

i) Methodology to identify weak student

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Third	Fitness & Nutrition Management	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Gajbhiye Haricharan** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
Signature of Principal
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Gajbhiye Haricharan
Course Title- Sports Management
MPED Semester - Fourth


Principal
P.E.S. College of Physical Education,
Haseenvana (Aurangabad),
Dist. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title- Sports Management
MPED Semester - Fourth
Year 2024-25

Name of the Faculty **Dr. Gajbhiye Haricharan**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:00 PM to 1:00 PM**

i) Course Objective

Maximizing revenue generation through ticket sales, sponsorships, and other avenues; enhancing the fan experience; developing athletes and staff; creating effective marketing and promotional strategies; ensuring financial sustainability; and developing and implementing strategic plans.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Learn Strategic Planning
- 2) Do Event Management
- 3) Learn Developing and implementing marketing strategies for sports organizations.
- 4) Adapting to the increasing globalization of sports and leveraging technology for various functions

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

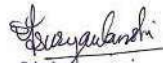
iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Haseerwada (Aurangabad),
Chi., Sambhajinagar H.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
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 - a. Undergoing industrial training
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The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
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3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication Techno cultural fest

Principal
P.E.S. College of Physical Education
Hagsevana (Aurangabad)
Chil. Sambhajinagar M.S.

(x-a) Strategy to support weak students -**i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


Principal
P.E.S. College of Physical Education,
Nagsavana (Aurangabad)
Chh. Sambhajinagar M.S.

CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	Fourth	Sports Management	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr. Gajbhiye Haricharan** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
Nageshvara (Aurangabad)
Chh. Sambhajinagar H.S.
Signature of Principal

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Bhalke Sominath
Course Title- Yogic Sciences
MPED Semester - First


Principal
P.E.S. College of Physical Education,
Nagsewana (Aurangabad)
Chh. Sambhajinagar M.S.

Year 2024-25

Course File
Course Title- Yogic Sciences
MPED Semester - First
Year 2024-25

Name of the Faculty **Dr. Bhalke Sominath**
Internet Homepage: _____
E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:00 PM to 1:00 PM**

i) Course Objective

To achieve holistic well-being by integrating physical, mental, emotional, and spiritual development.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Increased Flexibility and Balance
- 2) Enhanced Cardiovascular Health
- 3) Enhanced Cognitive Function.
- 4) encourages introspection and a deeper understanding of oneself.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--


iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


Principal
P.E.S. College of Physical Education,
Hageevana (Aurangabad),
Dist. Sambhajinagar M.S.

(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
2: demonstrate an ability to design a system, component or process as per needs and specifications.	Semi Structured	Whiteboard, Handouts /PPT	Formulation of star schema and obtaining information from these.
3: Able to communicate effectively in both verbal & written form	Presentations and written assignments	PPT based presentations	Through written and oral work
4: Develop	Self-Learning,	Internet and printed material	Test paper

(viii) Course Outcome Assessment Methodology (Direct Assessment)

Please give brief description of Direct Assessment Methodology to be used:

Direct assessment Tools (80%)

1. Sessional (20% weightage)
2. Sessional are being conducted twice in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam. In case of laboratory examination, synopsis, major experiment, minor experiment, viva voce etc., are the components.
3. End semester examination
4. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

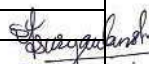
(x) Innovative Teaching Strategy/Method

The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently taking the following measures:

1. Attending Faculty Development Programme
2. Pursuing online courses
3. Self-equipping through Institute – Industry Interaction
4. Delivering lectures in Value Added Courses For year 2024-25 along with the above the following measures are also included:
 - a. Undergoing industrial training
 - b. Undergoing Advanced Training Programme This enables the faculty members to get adequate preparation with subject knowledge to achieve the goal in the teaching-learning process.

The list of innovative practices followed in teaching-learning processes is listed below:

Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
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P.E.S. College of Physical Education,
Hagsemrana (Waranangal),
Chh. Sambhajinagar M.S.

**(x-a) Strategy to support weak students -
i) Methodology to identify weak student**

The Counselors regularly conduct meetings regarding progress of their mentees and are responsible to identify students who scored less than 60% marks in their internals. Under the HOD direction, the students Counselors evaluates the progress card of those students who score below 60% marks in three or more subject and below 75% attendance are considered as academically weak students and same is also intimated to their parents.

As per the IQAC procedure manual for the identification of Slow Learners and Advance learners, the department has identified weaker and fast learners. The committee also given various suggestions, support and guidelines to improve the academic performance of slow learners and motivated the advance learners by involving them more in research initiatives, learning skills and outside world participation.

II) - Details of the support

Identification Criteria	Actions taken
Students scoring less than 50% of marks in Internal Assessment.	1. Student counselor follows their progress regularly advising students about attending classes, making up classes missed, and getting additional help. 2. Intimating parents to counsel their wards. 3. Conduction of remedial classes
Diploma students who entered with less basics of mathematics	Conduction of remedial classes.
Students who fail in semester exams	Conduction of extra classes to those who failed in previous semester subjects.

(x-b) Strategy to encourage bright students

i) - Methodology to identify bright student

Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps,


such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
2. Giving seminars
3. Motivating to develop projects

Result Assessment

Direct Method

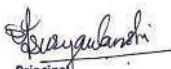
1. For the Summative assessment conducted at the end of the semester/year to assess student performance in internals methodology of direct assessment was used for all indicators. The examination results conducted by the affiliating university were also evaluated by the faculty on each performance indicator/criteria. The Summative data information for performance indicator/criteria no 1 the students were given a project requiring them to choose the mathematical model which were appropriate for a specific problem.
2. For performance indicator no 2, an internal test was created which required students to apply mathematical principles to model equations to achieve solutions. The student performance in the test were recorded. The university questions at the end of the semester were also evaluated that dealt with performance indicator/criteria no 1 and 2 and specific areas of strength and weakness related to the indicators were noted and documented.
3. For performance indicator/criteria no 3, project report rubric was used to analyze the project report for evidence of consideration of multiple approaches.


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Nagsenvana (Aurangabad)
Chi. Sambhajinagar H.S.

Course File

A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Mr. Suresh Verma**
Course Title- Athletic Care & Rehabilitation
MPED Semester - First


Principal
P.E.S. College of Physical Education,
Nagsewada (Aurangabad),
Dist. Sambhajinagar M.S.

Year **2024-25**

Course File
Course Title- Athletic Care & Rehabilitation
MPED Semester - First
Year 2024-25

Name of the Faculty **Mr. Suresh Verma**

Internet Homepage: _____

E-mail id: _____

Class Schedule

Lecture: Days **90** and Timings **12:00 PM to 1:00 PM**

i) Course Objective

To manage pain and inflammation, restore range of motion and flexibility, rebuild strength and endurance, improve functional movement, and prevent future injuries.

ii) Course Outcomes

After completion of this course the students are expected to be able to demonstrate following knowledge, skills and attitudes

The student will be able to:

- 1) Injury Management
- 2) Rehabilitation
- 3) Performance Enhancement.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	6 Hours	--
Unit II - Methods of Research	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and	6 Hours	--

iv) Textbooks

- Reference books
- Mention in MPED Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
University Exam/External Exam	80
Total	100


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(vii - A) Delivery Methodology - Course Outcome (for example see vii - B as given below)

Assessment process is divided into two parts a. Internal Assessment b. University Exam Assessment Data were collected from internal examinations (theory, practical, assignments and projects) and university examinations (theory and practical). Twenty percent weightage is given for internal assessment and eighty percent weightage is given for university exam assessment.

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Fitness problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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CERTIFICATE

I, the undersigned, have completed the course allotted to me as shown below,

Sr. No	Semester	Subject with Code	Total Units/ Chapters	Remarks
1	First	Athletic Care & Rehabilitation	5	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Mr. Suresh Verma** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
Signature of Principal
Nageshvara (Aurhagobad)
Chil., Sambhajinagar H.S.