

Course File

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

Name of the Faculty: Smt. Shailaja Nikalje.

Course Title – Methodology in teaching school subject Geography

BPED Semester- I

Year2024-25


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

Course File
Course Title – Methodology in teaching school subject (Geography)
Semester- I Year-2024-25

Name of the Faculty: **Smt. Shailaja Nikalje**

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

i) Course Objective

The objectives of teaching geography and the use of traditional methods geography is considered as a part of the composite science of Human Society.

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 Demonstrating the understanding of basic concepts in geography.
- 2 Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
- 3 Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Lesson Planning Physical Education	4 Hours	--

iv) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus

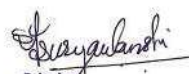
(v) Evaluation Scheme

Theory

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

(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.


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

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Geography 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	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.

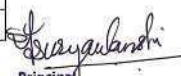
(x) Innovative Teaching Strategy/Method

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. Sambhalinagar 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

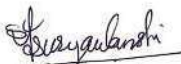
Encouraging Bright students

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	I	Methodology in teaching school subject Geography EC - 101	2	

Date:



Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Smt. Shailaja Nikalje** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
P.E.S. College of Physical Education,
Mudsewadi (Aurangabad),
Chhi. 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: Smt. Shailaja Nikalje
Course Title - Educational Technology & Computer Application in PE
BPED Semester- II


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

Year 2024-25

Course File
Course Title – Educational Technology & Computer Application in Phy. Edn.
BPED Semester II Year 2024-25

Name of the Faculty: **Smt. Shailaja Nikalie**

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

i) Course Objective

Explain the concept of Educational Technology. Develop an understanding of the nature, scope and importance of Educational 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) Realize the role of Physics and Computer in day-to-day life.
- 2) Communicate explicitly and exchange ideas with regard to the impacts of various components of Physics on the environment and society.
- 3) Expertise in various domains of Physics and Computer Applications.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Systems Approach to Edu.	4 Hours	--
Unit III –Computer Meaning need & importance	4 Hours	--
Unit IV – MS Excel MS Power Point	4 Hours	--

iv) Textbooks

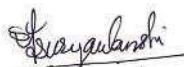
Reference books

- Mention in B. P. Ed 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 Computer Application in physical education 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

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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:

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2. Pursuing online courses
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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:

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,
Nagsenvana (Aurangabad),
Chli, 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.

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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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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
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Result Assessment

Direct Method

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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	II	Educational Technology & Computer Application in Phy. Edn. CC 202	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Smt. Shailaja Nikalje** has completed the course work allotted to him satisfactorily / ~~not satisfactorily.~~

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
Signature of Principal
Principal
Office of the Principal
Nagshivana (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. Ghenekar Satish G**

Course Title – Anatomy and Physiology.

BPED Semester- I


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

Year2024-25

Course File
Course Title – Anatomy and Physiology
Semester I Year 2024-25

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

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

i) Course Objective

Anatomy & Physiology gives students in-depth instruction in the organization, structures, and functions of the human body. Students will learn the terminology, anatomy and physiology.

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. Connect specific human anatomy and physiology topics to public health and social issues.
2. Define the systems that provide protection and support for our bodies.
3. Critically evaluate clinical and physiological data from direct observation and documented research.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Skeletal System	4 Hours	--
Unit III – Respiratory System	4 Hours	--
Unit IV – Endocrine Glands	4 Hours	--

iv) Textbooks

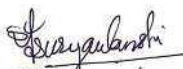
Reference books

- Mention in B. P. Ed Syllabus

(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
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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 Anatomy & Physiology 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)

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(x-a) Strategy to support weak students -

i) Methodology to identify weak student

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

II) - Details of the support

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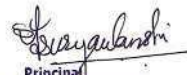
such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

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Result Assessment

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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	I	Anatomy and Physiology CC 102	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

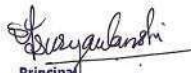
Date:


Signature of Principal
Principal
Nagsenvana (Aurangabad)
Ctn. 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. Ghenekar Satish G
Course Title – Test Measurement & Evaluation in PE
BPED Semester- IV


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

Year 2024-25

Course File
Course Title – Test Measurement & Evaluation in Physical Education
Semester IV Year 2024-25

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

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

i) Course Objective

Introduces you to some important concepts associated with ascertaining whether objectives have been achieved or not. Basically, the unit takes you through the meanings of test, measurement assessment and evaluation in education.

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) Develop the concepts of measurement and evaluation in physical education and sports
- 2) Develop ability to construct new tests for various need related to Physical Education and Sports with scientific authenticity
- 3) To analyse various test and performance related to physical education

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Criteria, Classification & Administration	4 Hours	--
Unit III – Physical Fitness Tests	4 Hours	--
Unit IV – Sports Skill Tests	4 Hours	--

iv) Textbooks

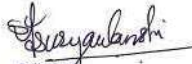
Reference books

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(v) Evaluation Scheme

Theory

Evaluation Criteria	Marks
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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 Test Measurement & Evaluation 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
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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%)

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.

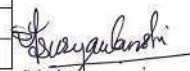
(x) Innovative Teaching Strategy/Method

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
 Nagsewvana (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	IV	Test Measurement & Evaluation in Phy. Edn. CC 401	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
P.E.S. College of Physical Education,
Nagsavana (Aurangabad),
Dist. Jalgaon, Gujarat.


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. Ghenekar Satish G

Course Title – Nutrition weight management & Fitness & Wellness

BPED Semester- IV


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

Year 2024-25

Course File
Course Title – Nutrition weight management & Fitness & Wellness
Semester **IV** Year2024-25

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

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

i) Course Objective

To train and develop students with expertise in fitness and nutrition management for services in wellness/fitness centres, weight management programmes, and into school/college/university teams, health centres and sports academies.

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 unique but important concept of sports psychology which plays an impact on the performance of the athletes.
2. Design and provide diet plan for individual counselling and group education in nutrition, exercise and fitness.
3. Analyse and evaluate recent research advances in the field of sports nutrition.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Fitness Wellness and Lifestyle	4 Hours	--
Unit III – Balanced diet, caloric, expenditure	4 Hours	--
Unit IV – Concept of BMI Types	4 Hours	--

iv) Textbooks

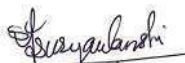
Reference books

- Mention in B. P. Ed 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 Nutrition weight management & Fitness & Wellness 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

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


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

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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

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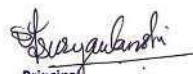
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1. Encouraging them to write competitive exams
2. Giving seminars
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Result Assessment

Direct Method

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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	IV	Nutrition weight management & Fitness & Wellness EC 401	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
115, Aditya Nagar, Education
Maheshwara (Aurangabad)
Chh. Sambhajinagar M.S.
Signature of Principal

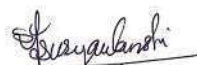
Course File

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

Name of the Faculty: Dr. Suresh Gaikwad

**Course Title – Methodology in teaching school subject English
BPED Semester- I**

Year 2024-25


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

Course File
Course Title – Methodology in teaching school subject English
Semester I Year 2024-25

Name of the Faculty: **Dr. Suresh Gaikwad**
Internet Homepage: _____
E-mail id: _____

Class Schedule

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

i) Course Objective

the basic concepts, nature and principles of English Language Teaching. identify methods and approaches for teaching English in the Indian context.

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. Summarize the concept of reading and writing skills.
2. Contribute effectively in course- specific interaction.
3. Explain the different approaches and methods of English as a second language.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Teaching Aids	4 Hours	--

iv) Textbooks

Reference books

- Mention in B. P. Ed 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

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

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

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Methodology in teaching school subject English 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

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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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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),
Chh. 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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 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	I	Methodology in teaching school subject English EC 401	2	

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 (Aurhngabad),
Chh. Sambhajinagar H.S.

Course File

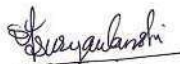
A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: Dr. Suresh Gaikwad

Course Title – Sports Medicine Physiotherapy and Rehabilitation

BPED Semester- III

Year 2024-25


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

course File
Course Title – Sports Medicine Physiotherapy and Rehabilitation
Semester III Year 2024-25

Name of the Faculty: **Dr. Suresh Gaikwad**
Internet Homepage: _____
E-mail id: _____

Class Schedule

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

Course Objective

This program is designed for physiotherapy professionals who are interested in specializing in sports medicine and wish to develop expertise in the area of **sports injury prevention, management, and rehabilitation.**

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 use of therapeutic techniques, equipment, and rehabilitation programs.
2. **Assess, diagnose, and manage sports-related injuries, including**
3. Recognize the role of Physiotherapy in the context of the health needs of the community and National priorities in the health sector.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Sports Medicine Physiotherapy	4 Hours	--
Unit III- Hydrotherapy	4 Hours	--
Unit IV- Therapeutic Exercise	4 Hours	--

iv) Textbooks

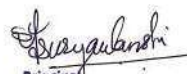
Reference books

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(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 Sports Medicine Physiotherapy and Rehabilitation 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

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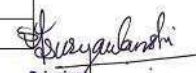
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Nagsenvana (Aurangabad),
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(x-a) Strategy to support weak students -

i) Methodology to identify weak student

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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	III	Sports Medicine Physiotherapy and Rehabilitation EC 301	2	

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
Signature of Principal
A. B. College of Physical Education,
Mhasurwadi (Autonomous)
Chh. Sambhajinagar M.S.

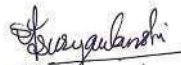
Course File

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 – Methodology in teaching school subject Mathematics

BPED Semester- I


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

Year 2024-25

Course File
Course Title – Methodology in teaching school subject Mathematics
Semester I Year 2022-23

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**

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing In schools include developing students' mathematical skills, logical thinking, problem-solving abilities, and a positive attitude towards the subject. It

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. To prepare the pupil for learning of mathematics of higher classes.
2. To initiate and develop required discipline in the learner's mind.
3. Develop in them the habit such as regularity, practice, patience, self-reliance, and hard work.

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Lesson Planning teaching aids	4 Hours	--

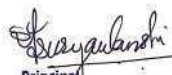
iv) Textbooks

- Reference books
- Mention in B. P. Ed 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 Sports Medicine Physiotherapy and Rehabilitation 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.

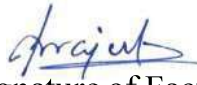

Principal
P.E.S. College of Physical Education
Nagsenvana (Aurangabad)
Dist. Sambhajinagar M.S.

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	I	Methodology in teaching school subject Mathematics EC 104	2	

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
Nageshvana (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: Dr. Gajbhiye Haricharan
Course Title – Research and statistic in physical Education
BPED Semester – IV


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

Year 2024-25

Course File
Course Title – Research and statistic in phy edn
Semester IV Year 2024-25

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

Class Schedule

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

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing in to equip students with the knowledge and skills to understand, analyse, and apply research methodologies and statistical techniques within the field of physical education and sports.

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. Research and statistic in physical Education.
2. **Identify research problems.**
3. **Conduct literature reviews.**

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory Hours
Unit I – Introduction	4 Hours	--
Unit II – Survey of Related Literature	4 Hours	--
Unit III - Basics of Statistical Analysis	4 Hours	--
Unit IV - Statistical Models In Physical Education	4 Hours	--

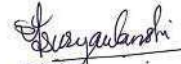
iv) Textbooks

- Reference books
- Mention in B. P. Ed 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 research and statistics in physical education 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,
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	I	Research and Statistics in Physical Education	2	

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
Hagsenvana (Aurangabad)
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: Dr Bhalke Sominath

Course Title – Methodology in Teaching School Subject Hindi

BPED Semester- I


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

Year 2024-25

Course File
Course Title – METHODOLOGY IN TEACHING SCHOOL SUBJECT HINDI
Semester I Year 2022-23

Name of the Faculty: **Dr Bhalke Sominath**

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing in to equip future teachers with the knowledge and skills necessary to effectively teach Hindi as a language.

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. इसमें हिंदी भाषा और साहित्य, शिक्षण विधियों, मूल्यांकन तकनीकों और कक्षा प्रबंधन में दक्षता शामिल है.
2. भाषा और साहित्य का ज्ञान.
3. मूल्यांकन तकनीकों में दक्षता

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – कक्षा प्रबंधन	4 Hours	--


iv) Textbooks

- Reference books
- Mention in B. P. Ed 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 (Aurhngabad),
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 Methodology In Teaching School Subject Hindi 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.

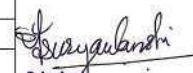
(x) Innovative Teaching Strategy/Method

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 Teaching 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,
Nagdevana (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	I	METHODOLOGY IN TEACHING SCHOOL SUBJECT HINDI EC104	2	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

I, the undersigned, certify that, **Dr Bhalke Sominath** Has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

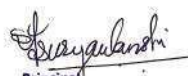
Date:


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 Bhalke Sominath
Course Title – Yoga science and health education
BPED Semester- III


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

Year 2024-25

Course File
Course Title – Yoga science and health education
Semester III Year 2022-23

Name of the Faculty: **DR BHALKE SOMINATH**
Internet Homepage: _____
E-mail id: _____

Class Schedule

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

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing developing a personalized yoga practice, understanding yoga philosophy, and learning various asanas (postures), pranayama (breath control), and meditation techniques.

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 Flexibility, Strength, and Balance.**
2. **Enhanced Breath Control and Relaxation.**
3. **Increased Energy and Vitality**

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Improved Concentration and Self-	4 Hours	--

iv) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus

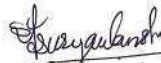
(v) Evaluation Scheme

Theory

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

(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.


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

(vii - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Yoga education 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

(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.


 Principal
 P.E.S. College of Physical Education,
 Nagaservana (Aurangabad)

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,

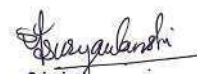
1. Previous semester result
2. Collect previous faculty feedback
3. Current semester student day to day performance
4. Current semester mid-I result. If the student gives poor academic performance in all the steps, such student considered as weak student. If the student overall performance in all the 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,
 Nagsewana (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	III	Yoga Science and Health Education CC 201	2	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

Date:



Principal
Sri. S. S. S. Education
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 Suresh Varma

**Course Title – Methodology in Teaching School Subject Science
BPED Semester- I**


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

Year 2024-25

Course File
Course Title – Methodology in Teaching School Subject Science
Semester I Year 2022-23

Name of the Faculty: **Mr Suresh Varma**
Internet Homepage: _____
E-mail id: _____

Class Schedule

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

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing to equip future educators with the knowledge and skills to effectively teach science concepts to students

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. **Nature of Scientific Knowledge**
2. **Lesson Planning**
3. **Meaning, Nature, and Scope of Science**

iii) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Mastering Teaching Methods	4 Hours	--
Unit III Surya Namaskar	4 Hours	--
Unit IV Bandhas Definition and Types Mudra	4 Hours	--

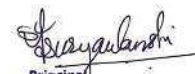
iv) Textbooks

- Reference books
- Mention in B. P. Ed 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 Methodology in Teaching School Subject Science 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.

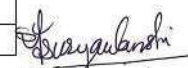
(x) Innovative Teaching Strategy/Method

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

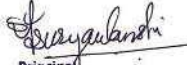
student considered as bright students. Encouraging Bright students

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,
Hagsenvana (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	III	Yoga Science And Health Education Cc 201	4	

Date:



Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

Date:


Principal
P.E.S. College of Arts & Education
Haseenwada (Aurangabad)
Chh. Sambhajinagar M.S.
Signature of Principal

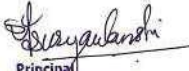
Course File

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

Name of the Faculty: Mr Suresh Varma

Course Title – Officiating and Coaching

BPED Semester- IV


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

Year 2024-25

Course File
Course Title – Officiating And Coaching
Semester IV Year 2024-25

Name of the Faculty: **Mr Suresh Varma**
 Internet Homepage: _____
 E-mail id: _____

Class Schedule

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

1) Course Objective

This program is designed for physiotherapy professionals who are interested in specializing to equip individuals with the knowledge, skills, and ethical frameworks necessary to excel in both roles.

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:

- 4) **Personal and Professional Development**
- 5) **Understanding of the Roles of Coach and Official Meaning, Nature, and Scope of Science**
- 6) **Appreciation of Technology in Sports**

Topic/Unit/Chapter	Lecture Hours	Laboratory
Unit I – Introduction	4 Hours	--
Unit II – Preparation for Practical	4 Hours	--

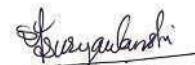
iv) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus

(v) Evaluation Scheme

Theory

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


 Principal
 P.E.S. College of Physical Education
 Nagsenvana (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 Methodology in Teaching School Subject Science 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	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 year2022-23 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:

Sl	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
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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,
 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.	<ol style="list-style-type: none"> 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,

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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,
5. such student considered as weak student.

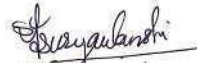
If the student overall performance in all the above steps is better, such student considered as bright students.
Encouraging Bright students

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	IV	Officiating And Coaching CC 302	2	

Date:

Signature of Faculty 

Submitted to HOD

Certificate by HOD

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

Date:

Signature of HOD 

Submitted to Principal

Date:

Signature of Principal 
Principal
Chh. Sambhajinagar M.S.

Course File

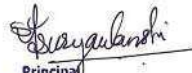
A useful tool for content delivery by Faculty of
P.E.S. College of Physical Education, (MS) India

Name of the Faculty: **Dr. Shivaji Suryawanshi**

Course Title – Principals of Education & Psychology

BPED Semester - II

Year 2024-25


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

Course File
Course Title – Principals of Education & Psychology
Semester II Year 2024-25

Name of the Faculty: **Dr. Shivaji Suryawanshi**

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

1) Course Objective

To enhance teaching and learning by applying psychological principles, understand the learning process, and improve educational practices.

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:

4. Improved Teaching Strategies
5. Enhanced Student Engagement
6. Better Classroom Management

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Nature of the educative	4 Hours	--
Unit III – Introduction of psychology	4 Hours	--
Unit IV – Educational psychology	4 Hours	--

4) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus

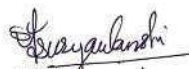
5) Evaluation Scheme

Theory

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

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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Psychology 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%)

9. Sessional (20% weightage)
10. 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.
11. End semester examination
12. 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:

5. Attending Faculty Development Programme
6. Pursuing online courses
7. Self-equipping through Institute – Industry Interaction
8. 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:

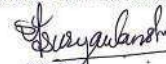
Sr. No.	Innovations by the Faculty in Teaching and Learning
1	Learn Any Time Any Where - Learning with technology
2	Virtual Leaching Learning Management (Google classroom)
3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through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

8-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.


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

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.

8-b) Strategy to encourage bright students

i) - Methodology to identify bright student

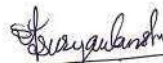
Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

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
4. Encouraging them to write competitive exams
5. Giving seminars
6. 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	II	Principles of Education and Psychology CC 201	4	

Date:

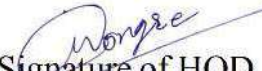

Signature of Faculty

Submitted to HOD

Certificate by HOD

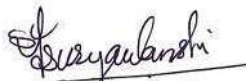
I, the undersigned, certify that, **Dr Shivaji Suryawanshi** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:

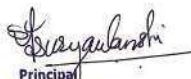

Signature of Principal
Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

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. Shivaji Suryawanshi**
Course Title – **History & Foundation of Physical Education**
BPED Semester - I

Year 2024-25


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

Course File
Course Title – History & Foundation of Physical Education
BPED Semester I Year 2024-25

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

Class Schedule

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

1) Course Objective

Understanding the historical development of physical education, its philosophical and sociological underpinnings, and its impact on individuals and society.

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) Will gain knowledge of the historical development of physical education and sports, including ancient civilizations' practices and the modern Olympic movement.
- 2) Understanding the biological, psychological, and sociological factors that influence physical activity and its impact on individuals and society.
- 3) Mastering storytelling techniques, and critically analyzing sports events

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Foundation of Physical education	6 Hours	--
Unit III – Experimental Research	6 Hours	--
Unit IV – Sampling	6 Hours	--
Unit V – Research Proposal and Reports	6 Hours	--

4) Textbooks

- Reference books
- Mention in M.P.Ed 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

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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve historical 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	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 year2022-23 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)
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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,
 Nagsenvana (Aurangabad),
 Chh. Sambhajinagar M.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.

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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.

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

- a. Encouraging them to write competitive exams
- b. Giving seminars
- c. 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)
 Chti. 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	History and Foundation of P.E.	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 – Methodology of Teaching Physical Education

BPED Semester - First

Year 2024-25


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

Course File
Course Title – Methodology of Teaching Physical Education
BPED Semester First Year 2024-25

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

Class Schedule

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

1) Course Objective

To effectively deliver content, develop skills, and promote a healthy lifestyle in students

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) Improved Motor Skill
- 2) Ensures students not only learn how to perform physical activities but also understand the why behind them.
- 3) Oystering a lifelong appreciation for fitness and healthy habits.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction, Teaching technique	4 Hours	--
Unit II- Teaching aids, lesson planning	4 Hours	--

4) Textbooks

- Reference books
- Mention in B.P.Ed Syllabus

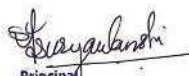
5) Evaluation Scheme

Theory

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

6 - A) Delivery Methodology - Course Outcome (for example see 6 - 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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Methodology of teaching physical education 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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7) 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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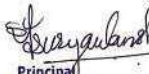
8) Innovative Teaching Strategy/Method

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)
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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
 Nagservana (Aurangabad)
 Chh. Sambhajinagar M.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.
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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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3. Current semester student day to day performance
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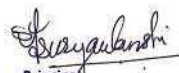
such student considered as weak student. If the student overall performance in all the above steps is better, such student considered as bright students. Encouraging Bright students

1. Encouraging them to write competitive exams
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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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 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	Methodology of Teaching Physical Education	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

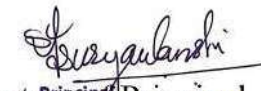
I, the undersigned, certify that, **Dr Mahadeo Ubale** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:

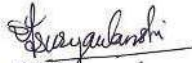

Signature of Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.S.

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 – **Organization Administration & Sports Management**
BPED Semester- II

Year 2024-25


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

Course File
Course Title – Organization Administration & Sports Management
BPED Semester II
Year 2024-25

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

Internet Homepage: _____

E-mail id: _____

Class Schedule

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

1) Course Objective

Achieving goals through efficient administration and strategic planning. Sports management focuses on the business side of sports, including marketing, finance, and event management, while also developing athletes and programs.

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. Enhanced Athlete Performance
2. Thriving Sports Organizations
3. Financial Stability and Growth

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Office management, record, register & Budget	4 Hours	--
Unit III – facilities & time table management	4 Hours	--
Unit IV – competitions organizations	4 Hours	--

4) Textbooks

Reference books

- Mention in B. P. Ed 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

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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve organization in 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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7) 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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7	Projects Competitions
8	Paper publication Techno cultural fest


 Principal
 P.E.S. College of Physical Education,
 Hagsenvana (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.

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II) - Details of the support

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

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- 4) Previous semester result
- 5) Collect previous faculty feedback
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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)
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	II	Organization, Administration & Sports Management	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:


Principal
P. S. 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 – Methodology of Teaching School Subjects (Marathi)

BPED Semester- I

Year 2024-25


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

Course File
Course Title – Methodology of Teaching School Subjects (Marathi)
BPED Semester I
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**

1) Course Objective

Developing student knowledge, skills, and understanding, fostering critical thinking and creativity, and promoting effective learning

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) Learn Theories
- 2) Know Principles of Learning
- 3) Do Curriculum Development

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – अध्यापनाची उद्दिष्टे	4 Hours	--
Unit II – अध्यापन पद्धती व तंत्रे	4 Hours	--

4) Textbooks

- Reference books
- Mention in B. P. Ed 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

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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve marathi teaching 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%)

17. Sessional (20% weightage)
18. 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.
19. End semester examination
20. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

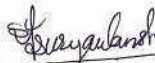
8) Innovative Teaching Strategy/Method

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:

13. Attending Faculty Development Programme
14. Pursuing online courses
15. Self-equipping through Institute – Industry Interaction
16. 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)
 Chli. Sambhajinagar M.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

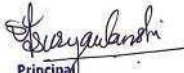
Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

- 8) Previous semester result
- 9) Collect previous faculty feedback
- 10) Current semester student day to day performance
- 11) 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

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)
Chi. 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	I	Methodology of Teaching School Subjects (Marathi)	2	

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
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 – **Professional Preparation & Curriculum Design**
BPED Semester- IV


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

Year 2024-25

Course File
Course Title – Professional Preparation & Curriculum Design
BPED Semester IV
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**

1) Course Objective

Developing an understanding of curriculum design models, analyzing curriculum development processes, and creating engaging and effective learning experiences.

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. Developing Learner-Centered Curricula
2. focus on Learner-Centered Approach
3. learn Assessment and Evaluation
4. to enhance professional development by providing practical skills and knowledge relevant to the field of education and training.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Office management, record, register & Budget	4 Hours	--
Unit III – facilities & time table management	4 Hours	--
Unit IV – competitions organizations	4 Hours	--


4) Textbooks

- Reference books
- Mention in B. P. Ed 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,
Nagdevana (Aurangabad),
Dist. 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 professional preparation & curriculum design 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%)

21. Sessional (20% weightage)
22. 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.
23. End semester examination
24. End semester examination (80 % weightage) is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

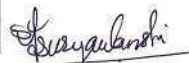
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The goals of innovative practices in the teaching-learning process are to make the students get insight knowledge in the course and acquire skill sets and in turn score good grades in semester end examinations. To achieve this faculty members are consistently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

17. Attending Faculty Development Programme
18. Pursuing online courses
19. Self-equipping through Institute – Industry Interaction
20. 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.

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

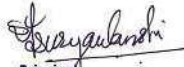
Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

- 12) Previous semester result
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- 14) Current semester student day to day performance
- 15) 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

10. 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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12. 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,
Hagsenvana (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	IV	Professional Preparation & Curriculum Design	4	

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),
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: **Mr. Mangesh Dongre**

Course Title – Sports Training

BPED Semester- II

Year 2024-25


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

Course File
Course Title- Sports Training
BPED Semester - II
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**

1) Course Objective

to improve physical fitness, acquire sports skills, enhance tactical awareness, and develop mental capabilities, all geared towards maximizing an athlete's performance potential in their chosen sport.

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. Increased Strength and Power
2. Improve Technical Proficiency
3. Develop Mental Fortitude
4. Develop Overall Health and Well-being.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Training components	4 Hours	--
Unit III – Training Process	4 Hours	--
Unit IV – Periodization and planning	4 Hours	--


4) Textbooks

- Reference books
- Mention in B. P. Ed 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 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

7) 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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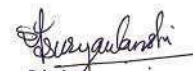
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1	Learn Any Time Any Where - Learning with technology
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3	Active Learning Strategy (Flip Classroom)
4	Teaching through Collaboration (Group discussions, Group Projects)
5	Learning through Industrial 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,
 Nagsenvana (Aurangabad)
 Chi. Sambhajinagar M.S.

9-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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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,

- 16) Previous semester result
- 17) Collect previous faculty feedback
- 18) Current semester student day to day performance
- 19) 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
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18. 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,
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	II	Sports Training	4	



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~~.



Signature of HOD

Date:

Submitted to Principal



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

Date:

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 – Kinesiology & Biomechanic

BPED Semester- III

Year 2024-25


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

Course File
Course Title- Kinesiology & Biomechanic
BPED Semester - III
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**

1) Course Objective

To equip students with a strong understanding of human movement, encompassing both its biological and mechanical aspects.

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) Learn the basic principles of kinesiology and biomechanics, including definitions, key concepts like force, levers, and Newton's laws of motion, and the relationship between structure and function in the human body.
- 2) Movement Analysis
- 3) Assessment and Intervention
- 4) Research Skills.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Fundamental concept of anatomy and physiology	4 Hours	--
Unit III – Kinetics & Kinematics Of Human Body Movement	4 Hours	--
Unit IV – mechanical concept	4 Hours	--

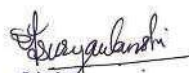
4) Textbooks

- Reference books
- Mention in B. P. Ed 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 human movement & sports performance 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.

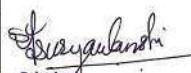
8) Innovative Teaching Strategy/Method

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:
 - c. Undergoing industrial training
 - d. 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.

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

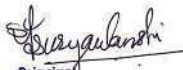
Bright learners Students who secured >75% marks are considered as advance learners and faculty are encouraging them by giving seminar topics. Activities Conducted for Adv. Learner Faculty will follow below steps,

- 20) Previous semester result
- 21) Collect previous faculty feedback
- 22) Current semester student day to day performance
- 23) 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
19. Encouraging them to write competitive exams
20. Giving seminars
21. 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,
Hagsenvana (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	III	Kinesiology & Biomechanics	4	

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

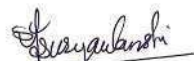
Course File

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

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

Course Title – Kinesiology & Biomechanics

BPED Semester- III


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

Year 2024-25

Course File
Course Title- Kinesiology & Biomechanics
BPED Semester - III
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**

1) Course Objective

To equip students with a strong understanding of human movement, encompassing both its biological and mechanical aspects.

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) learn the basic principles of kinesiology and biomechanics, including definitions, key concepts like force, levers, and Newton's laws of motion, and the relationship between structure and function in the human body.
- 2) Movement Analysis
- 3) Assessment and Intervention
- 4) Research Skills.

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Fundamental concept of anatomy and physiology	4 Hours	--
Unit III – Kinetics & Kinematics of Human Body	4 Hours	--
Unit IV – mechanical concept	4 Hours	--

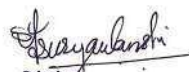
4) Textbooks

Reference books
- Mention in B. P. Ed 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,
Hagsevnana (Aurangabad),
Dist. 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 human movement & sports performance Problems	Semi Structured	Open problems from real life situations. Discussions using PPT, whiteboard etc.	Finding DW solution to given problems
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7) Course Outcome Assessment Methodology (Direct Assessment)

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

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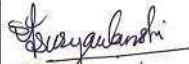
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3	Active Learning Strategy (Flip Classroom)
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5	Learning through Industrial Visit Learning with MOOCs
6	Alumni Interaction Technical Talk by Academic Experts
7	Projects Competitions
8	Paper publication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


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

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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.

9-b) Strategy to encourage bright students

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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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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	III	Kinesiology & Biomechanics	4	

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

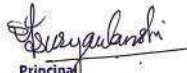
Course File

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

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

Course Title – Methodology of Teaching School Subjects (History)

BPED Semester- I


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

Year 2024-25

Course File
Course Title – Methodology of Teaching School Subjects (History)
BPED Semester I
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**

1) Course Objective

Developing student knowledge, skills, and understanding, fostering critical thinking and creativity, and promoting effective learning

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) Learn Theories
- 2) Know Principles of Learning
- 3) Do Curriculum Development

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction, meaning	4 Hours	--
Unit II – Lesson planning, teaching aids	4 Hours	--

4) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus

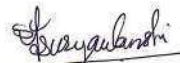
5) Evaluation Scheme

Theory

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

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.


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

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Marathi teaching 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)

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Direct assessment Tools (80%)

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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:

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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,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

9-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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i) - Methodology to identify bright student

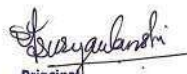
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22. Encouraging them to write competitive exams
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24. Motivating to develop projects

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,
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	I	Methodology of Teaching School Subjects (History)	2	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

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

Date:


Signature of HOD

Submitted to Principal

Date:


Signature of Principal
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. Jondhale Sunita**

Course Title – Environmental Studies & Indian Constitution & IPC

BPED Semester- IV


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

Year 2024-25

Course File
Course Title-Environmental Studies & Indian Constitution & IPC
BPED Semester - IV
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**

1) Course Objective

creating awareness, imparting knowledge, developing attitudes, motivating participation, and fostering harmony with nature, establishing a sovereign, socialist, secular, democratic, and republic nation, ensuring justice, liberty, equality, and fraternity for all citizens, and promoting national unity and integrity.

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. study environmental pollution, policies and practices
2. study human population and environmental ethics
3. recognizing the historical context of its development Research Skills.
4. appreciating the importance of constitutional institutions in a democratic society

3) Topic/Unit/Chapter Layout

Topic/Unit/Chapter	Lecture Hours	Laboratory hours
Unit I – Introduction	4 Hours	--
Unit II – Natural resources & related environmental issues	4 Hours	--
Unit III – Indian constitution	4 Hours	--
Unit IV – IPC	4 Hours	--

4) Textbooks

- Reference books
- Mention in B. P. Ed Syllabus


5) Evaluation Scheme

Theory

Evaluation Criteria	Marks
Assignment	5
Test Paper	5
Student Presentation	5
Attendance	5
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Principal
P.E.S. College of Physical Education,
Nagsenvana (Aurangabad),
Chh. Sambhajinagar M.S.

6 - B) Delivery Methodology Program Outcome

Program Outcome	Method	Supporting Tools	Demonstration
1: demonstrate an ability to identify, formulate and solve Environmental & constitutional 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
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Please give brief description of Direct Assessment Methodology to be used:

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Principal
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Nagsenvana (Aurangabad)
Chh. Sambhajinagar M.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)
Dist. 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	IV	Environmental Studies & Indian Constitution & IPC	4	

Date:


Signature of Faculty

Submitted to HOD

Certificate by HOD

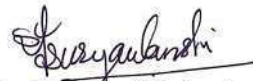
I, the undersigned, certify that, **Dr. Jondhale Sunita** has completed the course work allotted to him satisfactorily / ~~not satisfactorily~~.

Date:


Signature of HOD

Submitted to Principal

Date:


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