

Policy and Procedure

Curriculum Delivery



Maharashtriya Mandal's

**Chandrashekhar Agashe
College of Physical Education, Pune**





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1. Introduction

Chandrashekhar Agashe College of Physical Education (CACPE) is affiliated Savitribai Phule Pune University (SPPU), Pune. It follows and implement curriculum designed by SPPU. CACPE has, in the years developed its own strategies and policies for effective delivery of curriculum which includes the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course, here Physical Education.

CACPE can proudly say that throughout its existence, its faculty members are actively involved in curriculum design for the SPPU. Faculty members of CACPE have been appointed as members of Boards of Studies in SPPU. Till now the curriculum development and design of Physical Education for SPPU affiliated colleges have been done under the guidance of CACPE. In CACPE, students are offered following course

- a. Bachelor of Physical Education (B.P.Ed)- Two years course
- b. Master's in Physical education (M.P.Ed)- Two years course
- c. M.Phil. in Physical Education
- d. Doctorate in Physical Education

2. Policy statement

CACPE, Pune is compelled to give its students set of skills and knowledge that the students are expected to achieve by the end of a period of time because it is a measurable standard that keeps students and teachers accountable for their learning. The CACPE teachers contribute to it by actively engaging their students in a learning opportunity based on the appropriate rigorous and relevant curriculum. The college has committed to:

- a. Keep its students at centre place before planning the curriculum delivery strategies.
- b. Make provisions of organised assistance to teaching staff to ensure that the curriculum and the most powerful instructional strategies are delivered at the classroom level.
- c. Enable students to meet curriculum expectations and fulfil their individual potential. This is done through clear, ambiguous, and unbiased advice and guidance by faculty via assessing the skills, knowledge, aspirations, and potential

of everyone.

- d. Engage students in different learning strategies so they adapt themselves into the one which suits their abilities.
- e. Draw different assessment strategies which allows teacher to bring best out of students which helps them to understand their own potentials and achieve their goals.
- f. Total number of teaching days available per semester.
- g. Gain confidence of students and stakeholders with transparent and nonbiased assessment tools. Time to time make students aware of their progress.
- h. Induct students into curriculum delivery strategies through yearly planning of course, timetable related to theory lectures, ground practical, practice lessons at schools and assessment time and procedures.
- i. Stay strict to dates timelines mentioned in yearly planning regarding completion of syllabus, practice lessons and assessment of students.
- j. Timely monitor the curriculum delivery process and make required changes if needed.
- k. Acquaint all faculty involved in curriculum delivery process with proper training and workshop regarding new technologies and methodologies evolved in teaching process.
- l. Time to time assessment of teacher involved in teaching process through feedback from learners and other stakeholders.

3. Procedures

Procedures relate to steps followed to achieve curriculum goals and objectives. CACPE follows following steps

3.1 Planning

At the start of academic year, the college time-table committee prepares plan for current year curriculum delivery procedures. Points considered while preparing plan are:

- a. Resources available which include lecture rooms, labs, ground etc.
- b. Weather, as most of the physical activity are conducted on open ground
- c. Ground activity specialization of Faculty members.

- d. Availability of schools for practice teaching lessons.
- e. Total number of teaching days available per semester.
- f. Time allotment for intramurals, educational trips, camps, workshops, and seminars.
- g. Mother institutional requirements regarding faculties, students, and infrastructure.
- h. Government obligation like Faculty and students involved in Election process, Census, Khelo India etc.
- i. For physical activities physical load on students also physical and mental fatigue.
- j. Time period required for assessment of teaching and learning.
- k. Remedial teaching, reassessment time required. l. Time slot for training and workshop for faculty in relation to new technology and teaching strategies.

3.2 Presentation

It is the regular process in college to present the yearly planning in front of all the staff to make sure that no aspect related to curriculum delivery is left.

- a. Time-table committee presents the Yearly planning. After discussion with the faculty members and their suggestions, changes are made, and planning is finalised.
- b. After getting acquainted with the year plan, the faculty presents their teaching plan and assessment procedures for theory as well as ground activities in the staff meeting. Necessary inputs are given, and plan is finalized and sent to IQAC coordinator for record.
- c. Various college departments i.e. lesson dept., intramural and extramural dept., camps, and trips dept., etc present their yearly planning which after necessary inputs is finalised and sent to IQAC coordinator for record.
- d. The final year plan is displayed for students on college notice board.

3.3 Implementation

Achieving aims and objectives of curriculum is heavily dependent on how it is implemented on classroom level. CACPE observes various steps to make sure that SPPU curriculum

related to B.P.Ed and M.P.Ed is effectively implemented, and its aims and objectives are achieved through following aspects

3.3.1 Teaching Methods

Faculty use different teaching methods to achieve goals of curriculum like

- a. Lecture practices
- b. Group discussions strategies
- c. Thoughtful questions
- d. Reflective responses to learner contributions
- e. Rewarding learner participation
- f. Active learning strategies
- g. Cooperative group assignments
- h. Goals to grades connections
- i. Modelling
- j. Double loop feedback
- k. Climate setting
- l. Fostering learners' self-responsibilities

3.3.2 Practice teaching

Final product of B.P.Ed and M.P.Ed is a competent Physical Education Teacher who had acquired all the knowledge and experience and who performs his best in given educational situations. CACPE gives him such environment in college through Teaching Practise Sessions.

Initially students go through workshop related to teaching skills and then they are divided into their respective teaching subjects peer groups. The teaching practice lessons start with micro and bridge lesson on this small peer groups. This peer groups are monitored by a faculty member who guides and gives feedback on their practice teaching lessons. After acquiring teaching skills, they practice their teaching in school setting. Here too, they are first guided and then observed while teaching school students. Evaluation and feedback happen in length for these lessons.

Finally, they must undergo 45 days internship programme in schools allotted by the college, where in their performance is judged by the stakeholders.

3.3.3 Ground Activities

Physical education and sports and games activities are integral part of B.P.Ed and M.P.Ed curriculum. At CACPE, B.P.Ed students learn teaching methodology of Physical Education as well as basics skills of sports and games. They also specialize in coaching of one sport. Master's degree students learn training and coaching lessons in their respective specialization sport in depth.

- a. Separate time-table for ground activity is planned and respective specialized faculty member is assigned for ground activity.
- b. Periods are allotted for every ground activity as per credits given in the curriculum.
- c. Separate assessment and evaluation tools are made for ground activities.
- d. Intramurals and extramural activities learn parallel which add on in learning of students.

3.3.4 Co-curricular Activities

To develop overall personality of student-teachers of CACPE and achieve academic and curriculum goals, the students were given varied platform through variety of co-curricular activities. These activities are planned, organised, and managed by students under the guidance of faculty members.

Activities like National Day celebrations, Intramurals (cultural and sports), Camps, Trips, Extramural Competitions, Inter-University Competitions, Obstacle Competition, and activities with social concern are part of college curriculum.

3.3.5. Assessment and evaluation

Assessment and evaluation are essential to verify if Curriculum aims and objectives are achieved or not. CACPE faculty time to time uses different approaches (Formal and informal) for assessment and evaluation of students learning and own teaching strategies/methods. Following approaches are used

- a. Tutorials (Subjective and objective, online and offline) b. Assignments
- b. Power point presentation
- c. Practical Assignments
- d. Project work
- e. Orals and viva
- f. Seminars
- g. Group discussions
- h. Summative and formative assessment during teaching practice lessons
- i. Performance assessment through Internship.
- j. Demonstration in case of Physical activities

3.3.6 Monitoring

Monitoring assures that the said plan is delivered, and the respective goals and objectives of teaching learning process is achieved. IQAC is continuously involved in monitoring process and keeps on giving necessary inputs. Following monitoring takes place

- a. Regular time-table is followed by staff and students.
- b. Faculty following their respective plan of teaching.
- c. Arrangement of faculty on leave or if any faculty goes on official duty.
- d. Assessment of faculty teaching methodology through students' feedback and stakeholder's assessment.
- e. Assessment of students through varied strategies.
- f. Informing students about college forthcoming activities, their involvement, and duties and change, if any in regular time-table.
- g. Coordination between the departments.
- h. Feedback is an important tool in the process of development of any program or any institution. At the end of every academic year CACPE takes feedback as well as suggestions from all the stakeholders and implements positive and essential changes in its forthcoming year.