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Sports Development Program - Talwada & Palghar

PROJECT REPORT



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1. EXECUTIVE SUMMARY

During the academic year 2025–2026, Dani Sports Foundation conducted two intensive capacity-building programmes for teachers and trainers in the Palghar region of Maharashtra, covering Ashram School, Talwada and S.T. Kadam School, Palghar.

These programmes were designed to strengthen the delivery of physical education within school systems by equipping educators with practical skills in Fundamental Motor Skills (FMS), structured session facilitation, and scientific talent identification.

Across both trainings, 52 participants, including teachers, sports trainers, and senior students, were engaged through six days of intensive learning and practice. The programme combined classroom-based inputs with hands-on field application, ensuring that participants not only understood concepts but were able to apply them in real school environments.

The overall response was highly positive, with participants highlighting increased confidence, improved facilitation skills, and a clearer understanding of how to design structured and engaging sessions for students.

2. PROGRAMME OVERVIEW

The annual programme was implemented through two three-day training interventions conducted at Ashram School, Talwada in November 2025 and S.T. Kadam School, Palghar in February 2026.

Both trainings followed a consistent structure and learning framework, while adapting to the specific context and participant profiles of each school. Together, they engaged a diverse group of participants, including teachers, sports trainers, and students from senior grades.

The programme also extended beyond direct participants, with approximately 300–400 younger students observing or participating in field demonstrations, creating wider engagement within the school environment.

These interventions were delivered in collaboration with Rotary Club partners, ensuring local support and alignment with broader community development goals.

3. CONTEXT AND NEED

In many government and ashram schools, physical education continues to be delivered without structured planning, clear learning outcomes, or assessment-based approaches.

Teachers often rely on informal activities, with limited exposure to frameworks such as Fundamental Motor Skills or scientific methods of talent identification. This results in gaps in student development, including limited coordination, reduced confidence, and low participation in physical activity.

The capacity-building programme was designed to address these challenges by strengthening the knowledge and practical skills of teachers and trainers. The focus was not only on improving session quality but also on creating a system where physical education becomes purposeful, inclusive, and development-oriented.

4. APPROACH AND PROGRAMME DESIGN

The programme was built around a simple but effective learning philosophy: combining theory with practice to enable real understanding and application.

Each training followed a three-day structure. The first day focused on building a strong foundation in Fundamental Motor Skills, helping participants understand movement development and its importance in children's growth. The second day shifted toward recreation-based learning and session facilitation, introducing structured formats and engagement techniques. The third day focused on talent identification and physical fitness assessment, linking physical education with long-term sports development.

A key strength of the programme was its emphasis on experiential learning. Participants were not limited to observing demonstrations; they actively designed and conducted sessions, received feedback, and refined their approach in real time. This helped bridge the gap between theoretical understanding and practical implementation.



5. KEY AREAS OF LEARNING

5.1. FUNDAMENTAL MOTOR SKILLS (FMS)

Participants developed a clear understanding of different types of motor skills and their role in physical development. Through demonstrations and activities, they explored how FMS can be integrated into school-level sessions in an engaging and age-appropriate manner.

5.2. STRUCTURED SESSION DESIGN

A major focus was placed on introducing a consistent session structure, including introduction, warm-up, main activity, and de-briefing. This framework helped participants understand how to plan sessions that are purposeful, organized, and effective.

5.3. FACILITATION AND ENGAGEMENT

Participants learned how to manage groups, communicate clearly, and create an inclusive environment that encourages maximum participation. Techniques such as voice modulation, positioning, and feedback were introduced to strengthen facilitation.

5.4. ASSESSMENT AND TALENT IDENTIFICATION

The programme introduced participants to assessment tools for evaluating student performance and identifying potential talent. Fitness tests and observation-based methods were used to demonstrate how data can inform training and development.

5.5. TRAINING HIGHLIGHTS

At Ashram School, Talwada, the training began with interactive icebreakers that helped build rapport and create an open learning environment. Participants actively engaged in both classroom and field sessions, gradually gaining confidence in conducting structured activities. A key highlight was the practical session where participants independently led activities for younger students, applying their learning in real-time situations.

The third day at Talwada saw large-scale engagement, with several hundred students present on the field during fitness assessment demonstrations. This created strong visibility for physical education within the school and generated enthusiasm among students.

At S.T. Kadam School, Palghar, the training took a more discussion-oriented approach, with participants engaging deeply in conceptual understanding and practical application. The introduction of the FMS Handbook provided teachers with a structured resource to support ongoing implementation.

Field-based learning played a significant role here as well, with participants leading sessions for school students and receiving direct feedback. The focused group size allowed for deeper interaction and reflection, strengthening participants' readiness to apply their learning independently.

6. IMPACT AND OUTCOMES

The programme has generated both scale and depth of impact across participants and the wider school ecosystem.

A total of **52 participants**, including **6 teachers, 3 sports trainers, and 43 senior students**, were directly engaged through six days of intensive training. Beyond this, approximately **300–400 students** from middle grades were involved during field demonstrations, significantly extending the programme's reach and visibility within the schools.

Participants demonstrated clear improvements in their understanding of Fundamental Motor Skills (FMS), structured session planning, and facilitation techniques. Teachers and trainers are now better equipped to conduct organized, engaging, and outcome-oriented physical education sessions.

There has also been a noticeable increase in confidence in conducting physical fitness assessments and using them to identify student potential. This reflects a shift toward more structured and data-informed practices in school-level sports delivery.

Overall, the programme has contributed to stronger teacher capacity, increased student participation, and a growing recognition of the role of structured physical education in holistic development.

7. WAY FORWARD

#	AREA	KEY ACTIONS	TIMELINE
7.1	Planning	A clear planning framework will be established to guide implementation across two schools. This will include defining role clarity among sports trainers, school management, and Dani Sports Foundation to ensure accountability and smooth coordination. Training timetables, locations, and a detailed training calendar will be finalized to provide structure and consistency. An initial annual planning meeting will be conducted to align all stakeholders on priorities, expectations, and timelines.	By 15th April
7.2	Communication	Effective communication mechanisms will be put in place to enable coordination and timely decision-making. A Single Point of Contact (SPOC) will be nominated from each stakeholder group, including the school, Rotary, and Dani Sports Foundation. Regular meeting schedules and review mechanisms will be established to track progress and enable course correction where required. Clear protocols for virtual meetings will also be established to ensure consistent engagement.	Consultation with stakeholders

#	AREA	KEY ACTIONS	TIMELINE
7.3	Reporting	A structured reporting system will be implemented to capture both progress and learnings from the field. Sports trainers will undertake daily and weekly reporting, ensuring that both qualitative insights and quantitative data are documented. Standardised MIS formats will be introduced to maintain consistency across locations. Dani Sports Foundation will submit quarterly reports to provide a consolidated view of progress, while an updated project tracker will be maintained to monitor activities in real time.	Ongoing
7.4	M&E Framework	A comprehensive monitoring and evaluation framework will be developed to track the effectiveness of programme delivery. This will include defining key performance indicators (KPIs) and reporting parameters, monitoring the quality of sessions, and tracking the number of sessions conducted and students reached. Baseline and endline assessments will be conducted to measure progress over time, and periodic outcome reports will be prepared to support data-driven decision-making.	Ongoing
7.5	Reference Materials and Learning Resources	To support sustained implementation, a set of structured reference materials will be shared with trainers and schools. This will include trainer handbooks across multiple grades, with a focus on Fundamental Movement Skills (FMS), along with Marathi-translated versions to ensure accessibility. In addition, activity videos, knowledge resources, and standardized templates for reporting and data collection will be provided. Supplementary content on physical literacy and sports development will further strengthen the learning ecosystem.	Ongoing

8. CONCLUSION

- The Teachers and Trainers Capacity Building Programme has demonstrated the importance of investing in human capacity to strengthen school-based physical education.
- By equipping teachers and trainers with practical skills, structured approaches, and assessment tools, the programme has laid a strong foundation for improving the quality and impact of physical education in participating schools.
- The outcomes extend beyond improved session delivery, contributing to increased student participation, confidence, and engagement in physical activity. With continued support and consistent implementation, these efforts have the potential to create long-term improvements in school sports ecosystems.



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