

NORTH MAHARASHTRA UNIVERSITY, JALGAON



Faculty of Education

B. P. Ed.

(Two Year Degree Course)

Semester and Credit System

SYLLABUS

W.E.F. June 2015-16 (I and II Semester)

W.E.F. June 2016-17 (III and IV Semester)

2015-16

NORTH MAHARASHTRA UNIVERSITY, JALGAON

Faculty of Education

(Bachelor of Physical Education) B.P.Ed.

Two Year Degree Course

Revised from June 2015-16

Title:-

Title of the degree shall be bachelor of Physical Education. (B.P.Ed)

- **Duration:** The B.P.Ed programme shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the programme.

Working Days:

- a) There shall be at list two hundred working days each year exclusive of the period of examination and admission.
- b) The minimum attendance of student-teacher shall have to be 80% for all course work, practicum and 90% of school Internship.

- **Eligibility for Admission:**

A Candidate should have passed the bachelor degree / Master degree of North Maharashtra University or of any other University recognized by this University with at least 45% mark & should have offered at least one Subject at the first / or second degree level as principal or Subsidiary or applied or Optional subject. Relaxation of 5% marks will be given to sc & st & other notified categories as per government rules.

1) Selection procedure –

Admission to the eligible candidates will be given as per the selection procedure laid down by the state government of Maharashtra from time to time.

2) Eligibility norms for appearing at bachelor of physical education –

Student teacher should have kept four semesters with at least 80% attendance at the periods in college for both the semester. He should have completed all the practical & other work expected in all part of the syllabus up to the satisfaction of the principal. He

should have obtained such a certificate from the principal of the college. Unless & until he obtain such a certificate, he will not be allowed to appear for University examination

Medium –

The medium of instruction & Examination shall be Marathi, English.

- **Standard of Passing:**

To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course. **The candidate will have to pass minimum 5 papers in sem I and sem II for ATKT.** The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course.

- The system of evaluation will be as follows: Each assignment/ test will be evaluated in terms of marks. The marks for separate assignment and the final (semester end) examination will be added together and converted into a grade and later grade point average. Results will be declared for each semester and the final examination will give total marks, grades, grade point average.

Marks	Grade	Grade Point
90 to 100	O : Outstanding	05
80 to 90	A : Very Good	04
70 to 80	B : Good	03
60 to 70	C : Average	02
50 to 60	D : Satisfactory	01
00 to 49	F : Fail	00

The formula for conversion of Grade point average (GPA) into the final grade

04.50 - 05.00	- 0
03.50 - 04.49	- A
02.50 - 03.49	- B
01.50 - 02.49	- C
00.50 - 01.49	- D
00.00 - 00.49	- E

$$\text{GPA} = \frac{\text{Total Amt Of Grade Points Earned X Credits hrs. for each course}}{\text{Total Credit Hours}}$$

- If a student misses an internal assessment examination he/she will be given second chance with permission of the teacher concerned.
- Students who have failed and who have been absent for the entire course may reappear at the semester-end exam. Their internal marks will not change S/he can also repeat during the 5th / the 6th semester whichever is applicable-
- The description for each of the grades will be as follows:

Grades Proposed Norms

O : Outstanding Excellent Analysts of the topic

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.

A :Very Good Excellent Analysis of the topic

Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B :Good Good analysis and treatment of the topic

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression.

C :Average Some important points covered basic knowledge of the primary material,

logical development of ideas, neat and systematic organization of content, good language or expression.

D : Satisfactory Some points discussed basic knowledge of the primary material, some organization, acceptable language or expression.

E: Pass Any two of the above

F: Fail None of the above

- There will be an evaluation of each by the students at the end of every semester.

B.P.Ed 2 Years Course Structure

B.P.Ed Semester – I

Theory

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
Core Course						
CC-101	History, Principles and Foundation of Physical Education	4	40	60	100	4
CC-102	Anatomy and Physiology	4	40	60	100	4
CC-103	Officiating and Coaching	4	40	60	100	4
Elective Course (Any One)						
EC-101	Contemporary Issues in Physical Education, Fitness and Wellness	4	40	60	100	4
EC-102	Olympic Movement					
Total		16	160	240	400	16

Practical

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
PC-101	Track and Field (Running Event)	4	100	00	100	4
PC-102	Swimming/Gymnastics/Shooting (Any One)	4	100	00	100	4
PC-103	Indigenous Sports: (Any One) Kabaddi, Mallakhamb, Kho-Kho	4	100	00	100	4
PC-104	Mass Demonstration Activities: (Any Four) Lezim, Dumbbells, Tipri, Wands, Hoop, Umbrella, Mass P.T., March Past	4	100	00	100	4
Total		16	400	00	400	16

Theory – 400

Practical – 400

Total – 800

B.P.Ed Semester – II

Theory

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
Core Course						
CC-201	Yoga Education	4	40	60	100	4
CC-202	Computer Applications in Physical Education	4	40	60	100	4
CC-203	Organization and Administration in Physical Education	4	40	60	100	4
Elective Course (Any One)						
EC-201	Educational Technology and Methods of Teaching in General School Subject: Marathi/Hindi/English/History/Geography/Mathematics/Science	4	40	60	100	4
Total		16	160	240	400	16

Practical

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
PC-201	Track and Field (Jumping Event)	4	00	100	100	4
PC-202	Yoga/Aerobics/Swimming/Gymnastics (Any Two)	4	00	100	100	4
PC-203	Racket Sports: (Any Two) Badminton/Table Tennis/ Squash/Tennis	4	00	100	100	4
Total		12	00	300	300	12

Teaching Practice

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
TC-201	5 Classroom Teaching Lesson Plans for School Subject (4 Internal + 1 External)	4	40	60	100	4
Total		4	40	60	100	4

Theory – 400

Practical – 300

Teaching - 100

Total – 800

B.P.Ed Semester – III

Theory

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
Core Course						
CC-301	Sports Medicine, Physiotherapy and Rehabilitation	4	40	60	100	4
CC-302	Educational Technology and Methods of Teaching in Physical Education	4	40	60	100	4
CC-303	Sports Psychology and Sociology	4	40	60	100	4
Elective Course (Any One)						
EC-301	Health Education and Environmental Studies	4	40	60	100	4
EC-302	Curriculum Design					
Total		16	160	240	400	16

Practical

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
PC-301	Track and Field (Throwing Event)	4	100	00	100	4
PC-302	Combative Sports: (Any Two) Martial Arts, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling	4	100	00	100	4
PC-303	Internship for 8 Weeks	4	100	00	100	4
Total		12	300	00	300	12

Teaching Practice

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
TC-301	5 Classroom Teaching Lesson Plan	2	50	00	50	2
TC-302	5 Outdoor Teaching Lesson Plan	2	50	00	50	2
Total		4	100	00	100	4

Theory – 400

Practical – 300

Teaching - 100

Total – 800

B.P.Ed Semester – IV

Theory

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
Core Course						
CC-401	Kinesiology and Biomechanics	4	40	60	100	4
CC-402	Measurement and Evaluation in Physical Education	4	40	60	100	4
CC-403	Research and Statistics in Physical Education	4	40	60	100	4
Elective Course (Any One)						
EC-401	Sports Nutrition and Weight Management	4	40	60	100	4
EC-402	Sports Management					
Total		16	160	240	400	16

Practical

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
PC-401	Track and Field/Swimming/Gymnastics (Any Two)	4	00	100	100	4
PC-402	Game Specialization: (Any Four) Kabaddi/Kho-Kho/ Baseball/Cricket/ Football/Hockey/Softball/Squash/ Volleyball/Handball/Basketball/Tennis/ Netball/Badminton/Table Tennis	4	00	100	100	4
Total		8	00	200	200	8

Teaching Practice

Course Code	Subject	Total Hours	Internal marks	External marks	Total marks	Credit
TC-401	5 Sports Coaching Lesson Plans for (Any One) Track and Field/Swimming/Gymnastics (4 Internal + 1 External)	4	40	60	100	4
TC-402	5 Games Coaching Lesson Plans for (Any One) Kabaddi/Kho-Kho/Baseball/Cricket/ Football/Hockey/Softball/Squash/ Volleyball/Handball/Basketball/Tennis/ Netball/Badminton/Table Tennis (4 Internal + 1 External)	4	40	60	100	4
Total		8	80	120	200	8

Theory – 400

Practical – 200

Teaching - 200

Total – 800

Provision of Bonus Credits in each Semester (Maximum 06 Credits)

Sr. No.	Special Credits for Extra Co-curricular Activities	Credits
01	Sports Achievement at State level competition(Medal Winner)	1
	Sports Achievement at National level competition(Medal Winner)	2
	Sports Participation at International level competition	4
02	Inter University Competition Participation (Any One Game)	2
03	Inter Collegiate Competition Participation (Minimum Two Games)	1
04	National Cadet Corps (NCC) / National Service Scheme (NSS)	2
05	Blood Donation / Cleanliness drive / Community services	2
06	Mountaineering – Basic / Advance camp, Adventure Activities	2
07	Organization / Officiating – State / National level in any two games	2
08	News Reporting / Article Writing / Book Writing / Progress report writing	1
09	Research Project	4

Note: Student can earn maximum 06 bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the Institution/Department. This bonus credits will be used only to compensate loss of credits in academic activities.

Scheme of Internal Theory Assessment:

One Test	10 Marks
One Tutorial	10 Marks
Seminar	10 Marks
Attendance	10 Marks
Total	40 Marks

PART A (THEORY COURSE)

B. P. Ed. Semester – I

CC-101

HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Unit – 1: Introduction

- Physical education - meaning, definitions, nature, aims, goals, objectives.
- Importance of physical education in present era.
- Modern concepts in physical education - sports training, physical culture, gymnastics, games, sports.
- Relationship of physical education with general education.
- Physical education as an art and science.

Unit – 2: Historical Development of Physical Education in India

- Indus Valley Civilization Period (3250 BC – 2500 BC).
- Vedic Period (2500 BC – 600 BC).
- Early Hindu Period (600 BC – 320 AD).
- Later Hindu Period (320 AD – 1000 AD).
- Medieval Period (1000 AD – 1757 AD).
- British Period (Before 1947).
- Physical education in India (after 1947).
- Contribution of akhadas and vyayamshalas.
- Y.M.C.A. and its contributions.

Unit – 3: Foundation of Physical Education

- Philosophical foundation - idealism, pragmatism, naturalism, realism, humanism, existentialism, Indian philosophy and culture.
- Fitness and wellness movement in the contemporary perspectives.
- Sports for all and its role in the maintenance and promotion of fitness.

Unit – 4: Principles of Physical Education

- Biological
 - Growth and development.
 - Age and gender characteristics.
 - Body types.
 - Anthropometric differences.
- Psychological
 - Learning types, learning curve.
 - Laws and principles of learning.
 - Attitude, interest, cognition, emotions and sentiments.
- Sociological
 - Society and culture.
 - Social acceptance and recognition.
 - Leadership.
 - Social integration and cohesiveness.

References:

Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.

Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.

Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.

Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.

Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.

Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.

William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

Kote, Kamble, Joshi, (2006). *Principles and history of physical education*. Chhaya Publication House, Aurangabad.

जोशी मकरंद, (२०१०). *शारीरिक शिक्षण - अध्ययन व अध्यापन पद्धती*. नित्य नूतन प्रकाशन, पुणे.

CC-102
ANATOMY AND PHYSIOLOGY

UNIT – 1:

- Brief introduction of anatomy and physiology in the field of physical education.
- Introduction of cell and tissue.
- The arrangement of the skeleton, function of the skeleton, ribs and vertebral column and the extremities.
- Joints of the body and their types.
- Gender differences in the skeleton.
- Types of muscles.

UNIT – 2:

- **Blood and circulatory system:** Constituents of blood and their function, blood groups and blood transfusion, blood clotting, the structure of the heart, properties of the heart muscles, circulation of blood, cardiac cycle, blood pressure, lymph and lymphatic circulation, cardiac output.
- **The Respiratory system:** The respiratory passage, the lungs and their structure, exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- **The Digestive system:** Structure and functions of the digestive system, digestive organs, metabolism.
- **The Excretory system:** Structure and functions of the kidneys and the skin.
- **The Endocrine glands:** Functions of glands - pituitary, thyroid, and parathyroid, adrenal, pancreatic and the sex glands.
- **Nervous systems:** Function of the autonomic nervous system and Central nervous system, reflex action.
- **Sense organs:** A brief account of the structure and functions of the eye, ear, skin, nose and tongue.

UNIT – 3:

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, properties and functions of skeletal muscles.
- Nerve control of muscular activity:
 - Neuromuscular junction.
 - Transmission of nerve impulse across it.
- Fuel for muscular activity.
- Role of oxygen - physical training, oxygen debt, second wind, vital capacity.

UNIT – 4:

- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system.
- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Basic concept of balanced diet – diet before, during and after competition.

References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.
- Kote, Joshi, (2006). *Biomechanics, applied kinesiology and physiology of exercise*. Chhaya Publication House, Aurangabad.

CC-103
OFFICIATING AND COACHING

Unit – 1: Introduction of Officiating and Coaching

- Concept of officiating and coaching.
- Importance and principles of officiating.
- Relation of official and coach with management, players and spectators.
- Measures of improving the standards of officiating and coaching.

Unit – 2: Coach as a Mentor

- Duties of coach in general, pre, during and post game.
- Philosophy of coaching.
- Responsibilities of a coach (on and off the field).
- Psychology of competition and coaching.

Unit – 3: Duties of Official

- Duties of official in general, pre, during and post game.
- Philosophy of officiating.
- Mechanics of officiating – position, singles and movement etc.
- Ethics of officiating.

Unit – 4: Qualities and Qualifications of Coach and Official

- Qualities and qualification of coach and official.
- General instructions of games and sports.
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills.
- Integrity and values of sports.

Reference:

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
- Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

EC-101 (ELECTIVE)
CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND
WELLNESS

Unit – 1: Concept of Physical Education and Fitness

- Definition, aims and objectives of physical education, fitness and wellness.
- Importance and scope of fitness and wellness.
- Modern concept of physical fitness and wellness.
- Physical education and its relevance in inter disciplinary context.

Unit – 2: Fitness, Wellness and Lifestyle

- Types of fitness and components of fitness.
- Understanding of wellness.
- Modern lifestyle and hypo-kinetic Diseases – prevention and management.
- Physical activity and health benefits.

Unit – 3: Principles of Exercise Program

- Means of fitness development – aerobic and anaerobic exercises
- Exercises – volume and intensity, heart rate zones for various aerobic exercises.
- Concept of free weight Vs machine, sets and repetition etc.
- Concept of designing different fitness training program for different age group.

Unit – 4: Safety Education and Fitness Promotion

- Health and safety in daily life.
- First aid and emergency care.
- Common injuries and their management.
- Modern life style and hypo-kinetic disease - prevention and management.

References:

Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.

Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.

Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

EC-102 (ELECTIVE)
OLYMPIC MOVEMENT

Unit – 1: Origin of Olympic Movement

- Philosophy of olympic movement.
- The early history of the olympic movement.
- The significant stages in the development of the modern olympic movement.
- Educational and cultural values of olympic movement.

Unit – 2: Modern Olympic Games

- Significance of olympic ideals, olympic rings, olympic flag.
- Olympic protocol for member countries.
- Olympic code of ethics.
- Olympism in action.
- Sports for all.

Unit – 3: Different Olympic Games

- Para olympics.
- Summer olympics.
- Winter olympics.
- Youth olympics.

Unit – 4: Committees of Olympic Games

- International olympic committee - structure and functions.
- National olympic committees and their role in olympic movement.
- Olympic commission and their functions.
- Olympic medal winners of India.

Reference:

Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction*

companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.

Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the impact of mega-events on local politics: Lynne Rienner*

B. P. Ed Semester – II

CC-201

YOGA EDUCATION

Unit – 1: Introduction

- Meaning and definition of yoga.
- Aims and objectives of yoga.
- Yoga in early Upanishadas.
- The yoga sutra - general consideration.
- Need and importance of yoga in physical education and sports.

Unit – 2: Foundation of Yoga

- The ashtanga yoga - yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and samadhi.
- Yoga in the bhagavadgita – karma yoga, raja yoga, jnana yoga and bhakti yoga.

Unit – 3: Asanas

- Effect of asanas and pranayamas on various body systems.
- Classification of asanas with special reference to physical education and sports.
- Influences of relax meditative posture on various body systems.
- Types of bandhas and mudras.
- Type of kriyas.

Unit – 4: Yoga Education

- Basic, applied and action research in yoga.
- Difference between yogic practices and physical exercises.
- Yoga education centers in India and abroad.
- Competitions in yogasanas.

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.

Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.

Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi:Allied Publishers.

Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.

Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Unit – 1: Introduction to Computer

- Meaning, need and importance of information and communication technology (ICT).
- Application of computers in physical education.
- Components of computer, input and output devices.
- Application software used in physical education and sports.

Unit – 2: MS Word

- Introduction to MS Word.
- Creating, saving and opening a document.
- Formatting, editing features, drawing table, page setup, paragraph alignment, spelling and grammar check, printing option, inserting page number, graph, footnote and notes.

Unit – 3: MS Excel

- Introduction to MS Excel.
- Creating, saving and opening spreadsheet.
- Creating formulas.
- Formatting, editing features, adjusting columns width and row height, understanding charts.

Unit – 4: MS Power Point

- Introduction to MS Power Point.
- Creating, saving and opening a slide.
- Formatting, editing features, slide show, design, inserting slide number, picture, graph, table.
- Preparation of Power point presentations.

Referances:

Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.

Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.

Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.

Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

CC-203

ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Unit – 1: Organization and Administration

- Meaning and importance of organization and administration in physical education.
- Qualification and responsibilities of physical education teacher and pupil leader.
- Planning – meaning, importance and their basic principles.
- Program planning in physical education.
- Functions of planning - organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit – 2: Office Management, Record, Register & Budget

- Office management - meaning, definition, functions and types.
- Records and registers - maintenance of attendance register, stock register, cash register, physical efficiency record, medical examination record.
- Budget - meaning, importance, making, criteria of a good budget, sources of income, expenditure, preparation of budget.

Unit – 3: Facilities & Time-Table Management

- Facilities & equipment management - types of facilities, infrastructure (indoor, outdoor).
- Care of school building, gymnasium, swimming pool, play fields, Play grounds.
- Equipment - need, importance, purchase, care and maintenance.
- Time table management - meaning, need, importance and factor affecting time table.

Unit – 4: Competition Organization

- Importance of tournament.
- Types of tournament and its organization structure - Knock-out tournaments, League or Round Robin tournaments, combination tournament and challenge tournament, etc.
- Organization structure of athletic meet.
- Sports event planning - intramurals & extramural tournament.

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandy, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depo.
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
- Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.

EC-201 (ELECTIVE)
EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN GENERAL
SCHOOL SUBJECT

आशययुक्त अध्यापन पध्दती - मराठी

घटक क्रमांक ०१ : नियोजन आणि मूल्यमापन

- i. पाठनियोजन, घटकनियोजन, वार्षिक नियोजन, संविधान तक्ता, घटक चाचणी - संकल्पना व महत्त्व.
- ii. सातत्यपूर्ण सर्वकष मूल्यमापन - आकारित आणि संकलित मूल्यमापन - संकल्पना, स्वरूप व आवश्यकता.
- iii. प्रश्नपेढी - स्वरूप आणि फायदे
- iv. परीक्षांचे प्रकार - लेखी, तोंडी व प्रात्यक्षिक

घटक क्रमांक ०२ : मातृभाषा मराठीची सद्यःस्थिती व आव्हाने

- i. मातृभाषा मराठीची सद्यःस्थिती
- ii. आव्हाने -
- iii. मातृभाषा मराठीच्या जतन आणि संवर्धनासाठी प्रयत्न
- iv. मातृभाषेच्या संवर्धनासाठी कार्यरत असलेल्या वाङ्मयीन संस्था - राज्य मराठी विकास संस्था, मराठी विश्वकोष परिषद मराठी साहित्य परिषद, मराठी नाट्य परिषद, वाङ्मयीन नियतकालिके

घटक क्रमांक ०३ : मातृभाषा शिक्षकाचा व्यावसायिक विकास

- i. मातृभाषा शिक्षकाची गुणवैशिष्ट्ये
- ii. मातृभाषा शिक्षकाच्या व्यावसायिक विकासाची आवश्यकता
- iii. शिक्षकाचा व्यावसायिक विकासासाठी उपक्रम
- iv. सेवांतर्गत प्रशिक्षणाची संकल्पना, स्वरूप, त्याचे मातृभाषा शिक्षकाच्या दृष्टिकोनातून महत्त्व.

घटक क्रमांक ०४ : मराठी साहित्यातील वाङ्मय प्रकारांची स्थूल ओळख

- i. गद्य अध्यापनाचे हेतू.
- ii. गद्य साहित्य प्रकार - बखर, चरित्र, आत्मचरित्र, प्रवासवर्णन, कथा, निबंध (ललित आणि वैचारिक), शब्दचित्र, न-नाट्य, नाटक व एकांकिका,
- iii. पद्य अध्यापनाचे हेतू, पद्य साहित्य प्रकार - अभंग, ओवी, छंद, जानपदगीत, भावगीत, नाट्यगीत, लोकगीत, शाहिरी काव्य, सुनित, मुक्तछंद व नवकाव्य.
- iv. गद्य-पद्य वाङ्मयातील फरक

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आशययुक्त अध्यापन पध्दती - हिंदी

ईकाई नं. १ : व्याकरण शिक्षण

१. हिंदी मानक वर्तनी और मानक गिनती
२. विराम चिन्ह, ध्वनी विचार
३. शब्द की परिभाषा एवं प्रकार - स्रोत के आधारपर
४. शब्दसिध्दी - उपसर्ग, प्रत्यय, समास, संधी
५. शब्दभेद - विकारी और अविकारी
६. वाक्य - परिभाषा और प्रकार (अर्थ और रचना के आधारपर)
७. व्याकरण का अर्थ, महत्त्व और उद्देश
८. व्याकरण शिक्षण की विधियाँ
९. व्याकरण शिक्षण के मार्गदर्शक तत्त्व

ईकाई नं. २ : गद्य और पद्य शिक्षण

१. गद्य का महत्त्व
२. पद्य का महत्त्व
३. गद्य अध्यापन के -अंतर्गत विविध साहित्यिक विधाओं के उद्देश, निबंध, कहानी, एकांकिका
४. पद्य शिक्षण के उद्देश
५. गद्य शिक्षण का पाठ नियोजन
६. पद्य शिक्षण की विधियाँ और पाठनियोजन

ईकाई नं. ३ : रचना शिक्षण

१. निबंध लेखन
२. कहानी लेखन
३. पत्र लेखन
४. कल्पना विस्तार
५. रचना से तात्पर्य
६. रचना शिक्षण के उद्देश
७. रचना शिक्षण की विधियाँ
८. रचना के प्रकार
९. रचना कार्य का संशोधन

ईकाई नं. ४ : शिक्षक - व्यावसायिक विकास

१. हिंदी अध्यापक के लिए विशेष गुण
२. हिंदी अध्यापन की समस्याएँ
३. पाठ्यपुस्तक - महत्त्व, आदर्श पाठ्यपुस्तक की विशेषताएँ
४. हिंदी शिक्षण में दृकश्राव्य साधनों का महत्त्व, स्वरूप एवं प्रकार
५. हिंदी भाषा विकास के लिए आवश्यक उपक्रम - विविध स्पर्धाएँ, भाषा के खेल, नियतकालिक, दिनविशेष, सरस्वती यात्राएँ, प्रदर्शनी, आदि.

संदर्भसूची

१. तिवारी भोलााथ, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब.बि, हिंदी अध्यापपद्धती, पुणे : तूताप्रकाशा
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५. बोंबे बा.स., हिंदी अध्यापापद्धती, पुणे : तूताप्रकाशा
६. कुळकर्णी केणी, हिंदी अध्यापापद्धती, पुणे : व्हीसप्रकाशा
७. केणी, संगोराम, हिंदी अध्यापापद्धती
८. मुखर्जी श्रीधराथ, हिंदी अध्यापा
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापा पद्धती
१०. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १, २
११. भाई योगेंद्रजीत, द्वितीय भाषा के रूपमें हिंदी की शिक्षा

१२. दुाखे अरविंद, हिंदी अध्यापापध्दती, पुणे : तूताप्रकाशा
१३. साठे ग.ा.,राष्ट्रभाषा का अध्यापा
- १ॡ. शर्मा लक्ष्मीारायण, भाषा १,२ की शिक्षण विधीयाँ और पाठ गीयोजा
- १ॡ. भंगाळे शैलजा, हिंदी विषय ज्ञाा
- १ॢ. पांडेय रामशकल, हिंदी अध्यापा
- १ॣ. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण

Content-Cum-Methodology- English- {Communicative language Teaching}

Unit – 1 Planning and Evaluation

- i. Planning – Annual Plan, Unit Plan and Lesson Plan.
- ii. Construction of unit test – blue print.
- iii. Types of Exams –written, oral and practical.
- iv. Continuous comprehensive evaluation system - concept, nature. types, implementation

Unit –2 Grammar and usage

- i. Phonology of English
- ii. Types of Grammar: a) Descriptive b) Prescriptive.
- iii. Methods of teaching grammar – a) Inductive b) Deductive
- iv. Kinds of sentences - Declarative, Imperative, Interrogative, Exclamatory.
- v. Types of sentences - simple, complex, compound.
- vi. Parts of speech - Noun, pronoun, verb, adverb, adjective, preposition, conjunctions, Auxiliaries – kinds
- vii. Determiners – functions
- viii. Reported speech
- ix. Clauses and its functions
- x. Transformation - Degree, voice, either-or, neither- nor, remove too, so- that, hardly - when, if- not, unless, no sooner - than, as soon as, Affirmative, Negative,
- xi. Exclamatory, Interrogative, Question tag.

- xii. Figures of speech - simile, metaphor, personification, apostrophe, hyperbole, climax, anti-climax, transferred epithet.

Unit – 3 New Trends in English Language Teaching

- i. Various issues in English language teaching.
- ii. On going activities in English language teaching.
- iii. Professional organizations working in English language teaching.

Unit – 4 Teaching as a Profession

- i. Concept, Nature of teaching profession.
- ii. Difference between occupation and profession
- iii. Characteristics of good English teacher.
- iv. Essential Competencies of English teacher.
- v. Concept of in-service teacher training.
- vi. Various Training Institutions in English language teaching with special reference to nature, structure, objectives and function- D.C.E., S.I.E.M, T.E.A.F.L.U.

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18. Syllabus of Std. V to Std. XII.
19. Teacher's handbooks / manuals.

Content –cum-Methodology- History

Unit No 1: Planning And Evaluation

- i. Year plan, unit plan and lesson and its importance
- ii. Preparation of blue print
- iii. Construction of unit test, question bank.
- iv. Evaluation- Types of Exam.(Continuous and comprehensive evaluation)

Unit No.2 : Modern History

- i. Economic, social and religious consequences of British Rule in India
- ii. Indian freedom movement 1857-1947
- iii. Social reform movement in India.
- iv. Industrial Revolution
- v. Political Revolution
 - a) American revolution
 - b) French revolution

- c) Russian revolution
- vi. First and Second World War
- vii. World peace movement
- viii. Preamble, Fundamental Rights and Duties.
- ix. Election Process.

Unit No. 3 : Various Issues In Teaching Of History

- i. Visit for History Museum.
- ii. Various activities for the preservation of Historical places.

Unit No. 4 : Teaching As A Profession

- i. Concept and Nature
- ii. Definition of professional and occupation
- iii. Competencies of History teacher
- iv. Characteristics of good History teacher
- v. Professional characteristics of History teacher
- vi. History room

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2. Arora A.K., Teaching of History.
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5. ओतुरकर, महाजा,जगाचा इतिहास.
6. कोलारकर, अर्वाची भारताचा इतिहास.
7. ग्रोवर बी.एल., बेल्हेकर, आधुनिक भारताचा इतिहास - एक मूल्यांकन नयुदिल्ली, एस.चंदा प्रकाशन.
8. घाटे वि.द., इतिहास शास्त्र व कला.
9. तवारी सी.म., इतिहास अध्यापन पध्दती : पुणे, नूतन प्रकाशन.
१०. दुनाखे अरविंद, २००७, इतिहासाचे आशययुत अध्यापा,पुणे, नित्यनूतन प्रकाशन.
११. पवार जयसिंगराव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, निाली प्रकाशन.

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१९. पाचवी ते बारावीची क्रमिक पाठ्यपुस्तके

Content cum Methodology – Geography

Unit No. 1: Planning and Evaluation

- i. Concept, Need and Importance of teaching Geography.
- ii. Annual plan, unit plan, lesson plan.
- iii. Construction of unit test, blue print
- iv. Development of Question bank
- v. Type's of Examination – written, oral and Practical
- vi. Approach of continuous and comprehensive Evaluation

Unit No. 2: Issues and Activities in Geography

- i. Pollution.
- ii. Environmental act degradation
- iii. Drought
- iv. flood
- v. Population Explosion
- vi. Terrorism
- vii. Urbanization
- viii. Deforesting
- ix. Various organizations of Geography

Unit No 3: Advance concepts in Geography –

- i. Advance concepts in climatology – Atmosphere and climate, Global warming, Green house effect, winds Rainfall, cloudburst.
- ii. Advance concepts in Regional Geography – Natural regions, Natural region of India, Neighboring country's of India – Israel, Saudi Arabia, Maleshiya, Japan, Shrilanka
- iii. Advance concepts in Human Geography – Environment, Population and settlement, pollution ,
- iv. Industries , trade and transportation in India ,
- v. Tourism of India , trekking,
- vi. Renewable and non-renewable Energy.

Unit No 4: Geography Teacher

- i. Qualities of a Geography teacher
- ii. Need of professional development of Geography teacher
- iii. Need and Importance of in-services teacher training of Geography.

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2. Principals of general Geography- Kazi and Joshi
3. A Background of physical Geography by-Georgr p. Kellaway.
4. Physical Geography-P.Lake.
5. Geography in school-Fairgrive
6. Teaching of Geography-Rao M.S.
7. Hand of suggestion in testing of Geography (UNESCO)
8. Teacher Handbook of Geography(V to XII)

Content cum Methodology — Mathematics

Unit – 1 Planning and Evaluation

- i. Meaning and importance of

- a. Lesson Plan
- b. Unit Plan
- c. Year Plan
- d. Unit Test
- ii. Evaluation-Formative and Summative, Continuous Comprehensive Evaluation
- iii. Question Bank
- iv. Examination – Written, oral and Practical

Unit-2: Core content of Geometry.

- i. Concept –
 - a. Line
 - b. Segment
 - c. Ray
 - d. Plane
 - e. Parallel line,
 - f. Polygon
 - g. Circle.
- ii. Types of Angles
- iii. Types of Triangle,
- iv. Types of Quadrilateral
- v. Congruency Test of Triangles
- vi. Similarity test of Triangles.
- vii. Area of Various two dimensional diagram
 - a. Triangle
 - b. Quadrilateral
 - c. Circle
 - d. Solid Figures and Menstruation –
- viii. Total Surface area and Volume :- Problems, Volume of Sphere
- ix. Trigonometry –
 - a. Six Trigonometric Ratio,
 - b. Trigonometric identities

- c. Elementary Problems on Height and distance. Solution of
- x. Simple trigonometric equation
- xi. Plane co-ordinate geometry.
 - a. Cartesian co-ordinate Geometry.
 - b. Distance Formula
 - c. Section Formula
 - d. Mid -point Formula
- xii. Geometric Construction. -
 - a. Construction of quadrilateral
 - b. Construction of Triangle
- xiii. To draw a circum circle of triangle
- xiv. To draw a encircle of a triangle.
- xv. Theorems -
- xvi. Theorems of Triangles
 - a. The sum of the measures of the angles of a triangle is 180°
 - b. Theorem of isosceles triangle
 - c. Theorem of Pythagoras.
- xvii. Theorems on Quadrilaterals
 - a. The opposite sides of a parallelogram are congruent
 - b. The diagonal of parallelogram bisect each other
 - c. Diagonals of a rectangle are congruent
- xviii. Theorems on circle
 - a. The perpendicular drawn from the centre of a circle to a chord bisects the chord.
 - b. The segment joining the midpoint of a chord and the centre of the circle is perpendicular to the chord.
 - c. The opposite angles of a cyclic quadrilateral are supplementary.

Unit-3 Activities and Organizations of Mathematics Teacher

- i. Diagnostic Test
- ii. Remedial Teaching
- iii. Mathematics Club

- iv. Use of Computer in Mathematics
- v. Mathematics Laboratory

Unit-4: Mathematics Teacher

- i. Qualities of a teacher
- ii. Professional development of a teacher
- iii. In-service training of a teacher
- iv. Contributions of Indian Mathematicians
 - a. Aryabhatta
 - b. Bhaskaracharya
 - c. Ramanujan

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१. आ.अ.प.गाभाघटक,मुल्ये डॉ.किशोर चव्हाण आशययुOEत अध्यापा पध्दती - मूलभूत -डॉ.कविता साळुंके य.च.म.मु.विद्यापीठ, गसिक
२. आशययुOEत अध्यापा पध्दती - (गणित) - य.च.म.मु.विद्यापीठ, गसिक
३. गणिताचे अध्यापा प्रा.रा.गो.कुंटे य.च.म.मु.विद्यापीठ, गसिक
४. शैक्षणिक तंत्रविज्ञा व मूल्यमापाची मूलतत्त्वे - डॉ.शेखराम येळेकर
५. गणित अध्यापा पध्दती - डॉ.आरती सपकाळे
६. सातत्यपूर्ण सर्वकष मूल्यमापा शिक्षक मार्गदर्शिका -म.रा.शै.सं.प्र.प,पुणे ३०
७. गणिताचे अध्यापा शास्त्रीय विश्लेषण -डॉ.किशोर चव्हाण.
8. The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi.
9. The Teaching of Mathematics--Sudhir Kumar,Anmol Prakashan,New Delhi.
10. The Teaching of Mathematics--Aggrawal S.M.
11. The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication,New Delhi.

Content-Cum-Methodology—Science

Unit No. 1 : Planning And Evaluation

- i. Planning – year plan, unit plan and lesson plan.
- ii. Construction of unit test – blue print, designing, editing, answer and scoring key.
- iii. Types of examinations – Written, Oral and Practical.

- iv. Continuous and comprehensive evaluation.
- v. Diagnostic Test and Remedial Teaching.
- vi. Development of Question bank.

Unit No 2: Devices And Support System Of Teaching Science And Technology

- i. Printed devices – text book, hand book, work book and magazines.
- ii. Teaching aids – projective and non-projective.
- iii. Science laboratory – need importance, use, structure and maintenance.
- iv. Non formal approaches – science fair, science club.
- v. Resources of science teaching – offline and online resources.

Unit No. 3 : Basic Concept (Content) Of General Science, Science And Technology Of Std.

V To Xii.

- i. Classification of Plants and Animals
- ii. Ecosystem
- iii. Concept of Food Chain
- iv. Environmental Pollution
- v. Organization of Organisms
- vi. Natural Resources and its Preservation
- vii. Reproduction
- viii. Human Diseases and Disorder
- ix. Technology and Human Life.

Unit No. 4 : Science Teacher

- i. Characteristics of science teacher.
- ii. Role of science teacher
- iii. Professional development of science teacher

Practicum on any one

- 1. Construction of Unit Test, Unit Plan and Blue Print.
- 2. Activity based practical.

References-

1. Joshi S.R.(2005) Teaching of Science. New Delhi : A.P.H. Publishing Corporation.
2. Yadav M.S. (1992) Teaching of Science. New Delhi : Anmol Publication Pvt. Ltd.
3. Siddiqui M.H. (2005) Teaching of Science. New Delhi : A.P.H. Publishing
4. Sharma R.C. (2003) Modern Science Teaching. New Delhi : Dhanpat Rai Publishing Company (P) Ltd.
05. बॉर्दार्डे कैलास, बॉर्दार्डे अश्वि, कदम चारुदत्त (२००४) शास्त्र अध्यापा पध्दती व आशययुOEत अध्यापा.पुणे : तूता प्रकाशा.
०६. हकीम प्रभाकर (२००३) विज्ञााचे आशययुOEत अध्यापा,पुणे : तूताप्रकाशा.
०७. महाले संजीवी(२००५) अध्यापाप्रतिमोआणि अध्ययाशैली, औरंगाबाद : युगिकपब्लिकेशा.
०८. फडके वासंती (१९८८) अध्यापाची प्रतिमो,पुणे : तूताप्रकाशा.
०९. जोशी आंत(२००८) आशययुOEत अध्यापापध्दतीचा पूर्विचार, मुंबई : ओरिएट लॉगमा प्OIOयOव्हेट लिमिटेड.

B. P. Ed Semester – III

CC-301

SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Unit – 1: Sports Medicine

- Sports Medicine - meaning, definition, aims, objectives, modern Concepts and importance.
- Athletes care and rehabilitation - contribution of physical education teachers and coaches.

- Need and importance of the study of sports injuries in the field of physical education.
- Sports injuries - prevention, diagnosis, common sports injuries.
- First aid treatment - laceration, blisters, contusion, strain, sprain, fracture, dislocation, cramps.
- Bandages - types, trapping and supports.

Unit – 2: Physiotherapy

- Physiotherapy - definition, importance, guiding principles.
- Introduction and demonstration of treatments – electrotherapy, infrared rays, ultraviolet rays, short wave diathermy, ultrasonic rays.

Unit – 3: Hydrotherapy

- Hydrotherapy - definition, importance, guiding principles.
- Introduction and demonstration of treatments – cryo therapy, thermo therapy, contrast bath, whirlpool bath, steam bath, sauna bath, hot-cold water fomentation.
- Massage - history of massage, classification, Swedish massage system, physiological effects of massage.

Unit – 4: Therapeutic Exercise:

- Therapeutic Exercise - definition, scope, principles, classification, effects and uses.
- Therapeutic exercises - passive movements (relaxed, forced and passive-stretching), active movements (concentric, eccentric and static)
- Application of the therapeutic exercise - free mobility exercises at upper extremity (shoulder, elbow, wrist, finger joints), free mobility exercises at lower extremity (hips, knee, ankle and foot joints), free mobility exercises at trunk, head and neck.

References:

Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.

Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.

Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.

Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.

Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi:Lucky Enterprises.

Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*. Philadelphia:W.B. Saunders Co.

Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.

Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

CC-302

EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Unit – 1: Introduction

- Teaching - meaning and definitions.
- Teaching and coaching differences.
- Educational process
- Presentation - meaning, nature, importance
- Presentation techniques - orientation, direction, exploration, observation, evaluation.

- Preparation of presentation - personal preparation, class planning, class formation, technical preparation, philosophical preparation (psychological principles, sociological principles, biological principles).
- Steps of effective teaching.

Unit – 2: Methods and Approaches

- Methods and approaches.
- Teaching methods - demonstration method, oral teaching method, whole method, part method, whole-part-whole method, orientation method, imitation method, dramatization method, observation method, project method, discussion method, natural method, set drill method, command method, progressive method, group directed practice method, individual practice method.
- Approaches - quantitative, qualitative, mix (quantitative + qualitative), formal, informal.

Unit – 3: Teaching Experiences in Physical Education

- Teaching experience.
- Characteristics of teaching experiences in physical education.
- Types of teaching experiences.
- Teaching - learning relation.
- Teaching aids - audio, visual, audio-visual, activity oriented.

Unit – 4: Teaching Planning in Physical Education

- Planning - meaning, definitions, need, importance, characteristics.
- Types of planning - strategic planning, tactical planning, long term planning, short term planning, ad-hoc planning, olympic planning.
- Planning cycles - micro cycle, meso cycle, macro cycle.
- Micro teaching plan - meaning, process.
- Integration plan - meaning, process.
- Lesson plan - meaning, preparation, benefits.
- Types of lesson - general lesson, special lesson, training lesson, coaching lesson.

Reference:

- Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
- Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
- Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.
- जोशी मकरंद, (२०१०). *शारीरिक शिक्षण - अध्ययन व अध्यापन पद्धती*. नित्य नूतन प्रकाशन, पुणे.

CC-303

SPORTS PSYCHOLOGY AND SOCIOLOGY**Unit – 1: introduction**

- Educational and sports psychology - meaning, importance and scope.
- General characteristics of various stages of growth and development.
- Types and nature of individual differences, factors responsible – heredity and environment.

- Psycho-sociological aspects of human behavior in relation to physical education and sports.

Unit – 2: Sports Psychology

- Learning - nature, theories, Laws, Plateau, transfer of training.
- Personality - meaning, definition, characteristics, dimensions, personality and sports performance.
- Motivation, factors influencing motivation, motivation and techniques and its impact on sports performance.
- Mental preparation strategies - attention focus, self-talk, relaxation, imaginary.
- Aggression and sports.
- Stress - meaning, nature, types.
- Anxiety - meaning, nature, types.
- Arousal and their effects on sports performance.

Unit – 3: Relation between Social Science and Physical Education.

- Orthodoxy, customs, tradition and physical education.
- Festivals and physical education.
- Socialization through physical education.
- Social group life, social conglomeration and social group, primary group and remote group.

Unit – 4: Culture: Meaning and Importance.

- Features of culture,
- Importance of culture.
- Effects of culture on people life style.
- Different methods of study - observation/inspection method, questionnaire method, interview method.

References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.
- Kote, S. Chandrashekhar, (2006). *Principles of education and psychology*. Chhaya Publishing House, Aurangabad.

EC-301 (ELECTIVE)

HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit – 1: Health Education

- Health - concept, dimensions, spectrum and determinants.
- Definitions of Health, Health Education, Health Instruction, Health Supervision.
- Health Education - aim, objective and Principles.
- Health service and guidance instruction in personal hygiene.

Unit – 2: Health Problems in India

- Communicable and non-communicable diseases.
- Obesity, malnutrition, adulteration in food, environmental sanitation, explosive population.
- Personal and environmental hygiene for schools, objectives of school health service, role of health education in schools.
- Health services - care of skin, nails, eye, health service, nutritional service, health appraisal, health record, healthful school environment, first-aid and emergency care etc.

Unit – 3: Environmental Science

- Environmental studies - definition, scope, need and importance.
- Concept of environmental education, historical background of environmental education, celebration of various days in relation with environment.
- Plastic recycling & prohibition of plastic bag/cover.
- Role of school in environmental conservation and sustainable development.

Unit – 4: Natural Resources and Related Environmental Issues

- Water resources, food resources and land resources.
- Definition, effects and control measures of - air pollution, water pollution, soil pollution, noise pollution, thermal pollution.
- Management of environment and Govt. policies, role of pollution control board.

References:

Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.

Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.

Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

EC-302 (ELECTIVE)
CURRICULUM DESIGN

UNIT – 1: Modern Concept of the Curriculum

- Curriculum - meaning, definition, nature.
- Curriculum and syllabus relation.
- Curriculum development, the role of the teacher in curriculum development.

- Factors affecting curriculum - social factors, personnel qualifications, climatic consideration, equipment and facilities, time suitability of hours, national and professional policies, Research findings.

UNIT – 2: Basic Guidelines for Curriculum Construction

- Socialization
- Individualization
- Sequence.
- Application.
- Steps in curriculum construction -

UNIT – 3: Steps in Curriculum Construction

- Objectives, facilities, equipments, time, space, geographical condition and local environment, pupil's age and gender, student-teacher ratio.
- Principles of Curriculum design according to the state and national level policies.

UNIT – 4: Curriculum Model

- Aims and objectives.
- Syllabus.
- Methods and techniques.
- Test and evaluation.

Reference:

Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.

Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.

Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.

Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*.

Englewood Cliffs: N.J. prentice Hall Inc.

Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J.

Prentice Hall Inc.

Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.

Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs.: N.J.

Prentice Hall, Inc.

B. P. Ed. Semester – IV

CC-401

KINESIOLOGY AND BIOMECHANICS

Unit – 1: Introduction to Kinesiology and Sports Biomechanics

- Meaning and definition of kinesiology and biomechanics.

- Importance of kinesiology and biomechanics to physical education teacher, athletes and coaches.
- Fundamental concepts of following terms - axes and planes, centre of gravity, equilibrium, line of gravity.
- Fundamental movements - walking, running, throwing, jumping.

Unit – 2: Fundamental Concept of Anatomy and Physiology

- Classification of joints and muscles.
- Types of muscle contractions.
- Posture - meaning, types and importance of good posture.
- Fundamental concepts of following terms - angle of Pull, all or none law, reciprocal innovation.

Unit – 3: Mechanical Concepts

- Force - meaning, definition, types and its application to sports activities.
- Lever - meaning, definition, types and its application to human body.
- Newton's laws of motion - meaning, definition and its application to sports activities.
- Projectile - factors influencing projectile trajectory.

Unit – 4: Kinematics and Kinetics of Human Movement

- Linear kinematics - distance and displacement, speed and velocity, acceleration.
- Angular kinematics - angular distance and displacement, angular speed and velocity, angular acceleration.
- Linear kinetics - inertia, mass, momentum, friction.
- Angular kinetics - moment of inertia, couple, stability.

Reference:

Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.

Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.

Hay, J. G. & Reid, J. G.(1988).*Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.

Hay, J. G. (1970).*The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Simonian, C.(1911).*Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

Kote, Joshi, (2006). *Biomechanics, applied kinesiology and physiology of exercise*. Chhaya Publication House, Aurangabad.

CC-402

MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit – 1: Measurement

- Introduction, meaning & definition.
- Need & importance.
- Measurement scales - nominal, ordinal, interval, ratio.

Unit – 2: Evaluation

- Introduction, meaning & definition.
- Principles of evaluation.
- Measurement tools and techniques - examination, observation, self report, project techniques, sociometry.

Unit – 3: Test

- Introduction, meaning & definition.
- Criteria of good test - validity, reliability, objectivity, practicability, discriminating power.
- Types of tests - physical fitness test, motor performance test, sports skill test, sports knowledge test, attitude test, diagnostic test, remedial test.

Unit – 4: Information of Tests

- Physical fitness tests - AAHPER youth fitness test, U. S. army physical fitness test.
- Motor performance tests - Barrow's motor ability test, shuttle run, stork stand, SBJ, nelson reaction test.
- Sports skill tests - modified brady volleyball test, jonson's basketball test, SAI tests for various games.

References:

Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: HoStorm.

Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.

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Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi:

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Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia:

W.B.SoundersCompnay.

Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.

Phillips, D. A., &Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.

Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

Kote, Saber, (2006). *Test measurement and evaluation*. Chhaya Publication House, Aurangabad.

CC-403

RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit – 1: Introduction to Research

- Research - definition, need, importance.
- Research in physical education & sports - scope, limitation, characteristics.
- Types of research - fundamental, applied and action.

- Research methods - historical method, experimental method, philosophical method, survey method, case study.

Unit – 2: Nature of Research and Research Proposal (Synopsis)

- Nature of research - problem, hypothesis, review of literature, methodology, analysis, hypothesis testing, result, conclusion.
- Research designs.
- Research proposal - meaning and significance.
- Preparation of research proposal/project.

Unit – 3: Statistics

- Statistics - meaning, definition, nature and importance.
- Measurement scales - nominal, ordinal, interval, ratio.
- Types of tests - parametric and non parametric.

Unit – 4: Statistical Models in Physical Education and Sports

- Normal curve.
- Measures of central tendency - mean, median and mode.
- Measures of spread - standard deviation, variance.
- Measures of group difference - t- Test, Chi-Square, ANOVA, ANCOVA, MANOVA, MANCOVA.
- Measures of relationship - correlation, multiple regressions.
- Degree of freedom.

References:

Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.

Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.* Champaign, IL: Human Kinetics.

Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness, 2nd ed.* Champaign, IL: Human Kinetics.

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Kinetics.

Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.

Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.

Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.

Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.

Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.

Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.

Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.

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EC-401 (ELECTIVE)

SPORTS NUTRITION AND WEIGHT MANAGEMENT

Unit – 1: Introduction to Sports Nutrition

- Meaning and definition of sports nutrition.
- Basic nutritional guidelines.
- Role of nutrition in sports.
- Factors to consider for developing nutrition plan.

Unit – 2: Nutrients

- Carbohydrates, proteins, fats.
- Vitamins, minerals, water.
- Role of carbohydrates, proteins and fats during exercise.
- Role of hydration during exercise, water balance.

Unit – 3: Nutrition and Weight Management

- Weight management - meaning, concept, affecting factors, values.
- Obesity - definition, meaning, types.
- BMI, WHR, obesity and its hazards.
- Myths of spot reduction.
- Dieting versus exercise for weight control.
- Health risks associated with obesity.

Unit – 4: Weight Management Planning

- Nutrition - daily caloric requirements and expenditure, BMR.
- Balanced diet for Indian school children.
- Weight management plan for sports child.
- Diet plan for weight gain and loss.

Reference:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional

therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

EC-402 (ELECTIVE)
SPORTS MANAGEMENT

Unit – 1: Sports Management

- Nature and concept of sports management.
- Progressive concept of sports management.
- The purpose and scope of sports management.
- Essential skills of sports management.
- Qualities and competencies required for the sports manager.

- Event management in physical education and sports.

Unit – 2: Leadership

- Meaning and definition of leadership.
- Elements of leadership.
- Types of leadership.
- Qualities of administrative leader.
- Preparation of administrative leader.
- Leadership and organizational performance.

Unit – 3: Sports Planning

- Sports management in schools, colleges and universities.
- Factors affecting planning.
- Planning a school or college sports program.
- Directing of school or college sports program.
- Controlling a school, college and university sports program.
- Developing performance standard - establishing a reporting system, evaluation, the reward/punishment system.

Unit – 4: Financial Management

- Financial management in physical education & sports in schools, colleges and universities.
- Budget - importance, criteria of good budget, steps of budget making.
- Principles of budgeting.

References:

Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press Cl.

Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.

Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z,& Gary, W. B. (1963).*Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

PART – B (PRACTICAL COURSES)

B. P. Ed. Semester – I

PC 101

Track and Field

Running Events (Sprints and Relays)

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.

- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating

Relays: Fundamental Skills

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

PC 102 (Any One)

Gymnastics

Floor Exercise

- Forward Roll, Backward Roll, Cart Wheel, Scales, Split, Bridge, Holds, Jumps.

Table Vault

- Approach Run, Take off from the spring board, Through Vault, Straddle Vault.

Swimming

Fundamental Skills

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

Shooting

Fundamental Skills

- Basic stance, grip, Holding rifle/ Pistol, aiming target
- Safety issues related to rifle shooting
- Rules and their interpretations and duties of officials

PC 103 (Any One)

Indigenous sports

Kabaddi

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Mallkhambh (Pole and Rope)

- Mount skills
- Holding skills
- Dismount skills
- Rules and Officiating

Kho - Kho

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the

inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.

- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

PC 104 (Any Four)

Mass Demonstration Activities

Lezim

- **Ghati Lezuim –**
- Khade hath: Don aavaj, Char aavaj, Aath aavaj, Aage pav patak, Single pavitra, Double pavitra, Single kadam tal, Double kadam tal, Ghoda chal, Khada adhanga, Zuk kar adhanga.
- Baithe hath: Char aavaj, Aath aavaj, Aage pichhe – Upar niche, Dahine Baye hat ki harkat.

Dumbbells

- Upar niche stroke, Aage pichhe stroke, Kamar zuk stroke, Aage Adganga, Baju Adganga, Peth guthan stroke.

Tipri

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Wands

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Hoop

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Umbrella

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Mass P.T. Exercises

- Eight count and Sixteen count exercises.

March Past

- All essential movements as per NCC rules.

B. P. Ed. Semester – II

PC 201

Track and Field

Jumping Events (Long Jump and High Jump)

- Starting techniques
- Finishing Techniques
- Ground Marking, Rules and Officiating

PC – 202 (Any Two)

Yoga

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas
 - Sitting
 - Standing
 - Laying Prone Position,
 - Laying Spine Position

Aerobics

Introduction of Aerobics

- Postures – Warm up and cool down
- Sports Aerobics
- Dance Aerobics
- Low impact aerobics
- High impact aerobics
- Aqua Aerobics
- THR (target heart rate) Zone – Being successful in exercise and adaptation to aerobic workout.

Swimming

Introduction of water polo game

- Fundamental skills
- Swim with the ball
- Passing
- Catching

- Shooting
- Goal keeping
- Rules of the games and responsibility of officials

Introduction of diving sports.

- Basic Diving Skills from spring boards
- Basic Diving Skills from platform

Gymnastics

Horizontal /Single Bar (Boys):

- Grip
- Swings
- Fundamental Elements
- Dismount

Uneven Parallel Bar (Girls):

- Grip
- Swings
- Fundamental Elements
- Dismount

PC 203 (Any Two)

Racket Sports

Badminton

Fundamental Skills

- Racket parts, Racket grips, Shuttle Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm

- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

Table Tennis

Fundamental Skills

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

Squash

Fundamental Skills

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

Tennis

Fundamental Skills

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.

- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

B. P. Ed. Semester – III

PC 301

Track and Field

Throwing Events (Shot Put/Discus Throw and Javelin)

- Starting techniques
- Finishing Techniques
- Ground Marking, Rules and Officiating

PC 302 (Any Two)

Combative Sports

Martial Arts

Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

Karate

Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

Judo

Fundamental skills

- Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps.
- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

Fencing

Fundamental Skill

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.
- Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries – octave and septime

- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout – judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

Boxing

Fundamental Skills

- Player stance
- Stance - Right hand stance, left hand stance.
- Footwork – Attack, defense.
- Punches – Jab, cross, hook, upper cut, combinations.
- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack
- Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

Taekwondo

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.

- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

Wrestling

Fundamental Skills

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions.

PC 303

- Internship for 8 Weeks at any School, Gymnasium, Sports Club or Physical Education related agencies.
- 8 week Internship program should be conducted as per following:
 1. During the internship, a student shall work as a regular staff of a School, Gymnasium, Sports Club or Physical Education related agencies.
 2. Participate in all activities.
 3. Internship program, there shall be space for extended discussions and presentations on different aspects of work.
 4. Teacher student interaction shall necessary in the mode of report, discussions, feedback etc.
 5. Prepare and submit a report on internship program.
 6. Interactive meetings with Head Master, Staff and Parent.

B. P. Ed. Semester – IV

PC 401 (Any Two)

Track and Field

Introduction and practice of other events

- Steeplechase
- Pentathlon
- Heptathlon
- decathlon

Swimming

Introduction and practice of other events

Various stroke positions

Gymnastics

Parallel Bar (Boys):

- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front or back vault to the side(dismount)

Balancing Beam (Girls):

- Mount
- Walking
- Cycling
- Jumps
- Pivots
- Dismount

PC 402 (Any Four)

Game Specialization

Kabaddi

Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.

- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Kho – Kho

Fundamental Skills

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

Base Ball

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – swing and bunt.
- Pitching –
- Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
- Softball: windmill, sling shot,
- starting position: wind up, set.
- Fielding –

- Catching: basics to catch fly hits, rolling hits,
- Throwing: over arm, side arm.
- Base running –
- Base running: single, double, triple, home run,
- Sliding: bent leg slide, hook slide, head first slide.
- Rules and their interpretations and duties of officials.

Cricket

Fundamental Skills

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

Football

Fundamental Skills

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

Hockey

Fundamental Skills

- Player stance & Grip
- Rolling the ball
- Dribbling
- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit
- Dodging
- Goal keeping – Hand defence, foot defence
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

Softball

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).

- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

Squash

Fundamental Skills

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

Volleyball

Fundamental Skills

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

Hand Ball

Fundamental Skills

- Catching
- Throwing
- Ball Control
- Dribbling-High and Low
- Goal Throws- Jump Shot, Centre Shot, Dive Shot, Reverse Shot

- Attack and Counter Attack,
- Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

Basket ball

Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

Tennis

Fundamental Skills

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.

- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

Netball

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

Badminton

Fundamental Skills

- Racket parts, Racket grips, Shuttle Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

Table Tennis

Fundamental Skills

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

PART C (TEACHING COURSE)

B. P. Ed. Semester – II

TC 201

Teaching practices

- 5 classroom teaching lesson plans for school subject.

B. P. Ed. Semester – III

TC 301

Teaching practices

- 5 classroom teaching lesson plans on theory of different sports & games.

TC 302

Teaching practices

- 5 outdoor teaching lesson plans within premises on the students of B.P.Ed course.

B. P. Ed. Semester – IV

TC 401

Teaching practices

- 5 sports coaching lesson plans for any one – Track and Field/Swimming/Gymnastics.

TC 402

Teaching practices

- 5 games coaching lesson plans for any one – Kabaddi/Kho-Kho/Baseball/Cricket/
Football/Hockey/Softball/Squash/Volleyball/Handball/Basketball/Tennis/Netball/
Badminton/Table Tennis.