

**Title:** Title of the degree shall be Bachelor of Physical Education. (B.P.Ed.)

**Objectives:**

The curriculum is designed to achieve the following general objectives of the B.P.Ed. Program

1. The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. The student teacher understands content cum methodology and adopts it in teaching.

**Eligibility for Admission:**

Candidate should have passed the Bachelor's Degree of this university or a university recognized by UGC in any faculty with at least 50% marks for general category and 45 % for reserved category as per rules of university and government, and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary of allied or optional subject. (School subjects means the subject included in the syllabus of secondary and higher secondary level in the Maharashtra State.) Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time.

**Selection Procedure:**

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

**Allotments of Teaching Methodology in School Subjects:**

Every Candidate has to choose any one subject from BCPS-201 for second year.

**Norms for appearing at B.P.Ed. Examination:**

Student teachers should have kept two terms with at least 80% attendance of theory and practical periods in college. He should have completed all the internal practical work to the satisfaction of the principal and he should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for university examination.

**Examination Process:**

The examination of B.P.Ed. degree will consist of two years. External Examination in theory courses of 80 marks and practical as per syllabus, which will be conducted by the University at the end of each academic year. Internal Assessment will be conducted by the college for 20 marks as per syllabus.

**Twenty Internal Marks will be divided into two sub heads ie. 10 marks for Tutorials and 10 marks for Preliminary examinations conducted by college as per academic calendar of the KBCNMU, Jalgaon**

**Allotment and distribution of marks:**

The B.P.Ed. Examination will be of 2200 marks and details are as per syllabus and changes will be applicable as per university decision in future.

Marks	Grade	Grade Points
90 – 100	A+	10
80 – 89	A	9
70 – 79	B+	8
60 – 69	B	7
55 – 59	C+	6
50 – 54	C	5
49 & Less	F	0

**Medium of Instruction:**

The medium of instruction at the B.P.Ed. course will be Marathi or English. However the medium of instruction for the courses content cum methodology in English, Hindi and Marathi will respectively be English, Hindi and Marathi. The candidate of the B.P.Ed. course will have the option of all papers and practical either in English or in Marathi.

**Duration:**

The B.P.Ed program 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 program.

**Working Days:**

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

**Standard of Passing:**

To pass the examination a candidate must obtain at least 50% marks in Internal and external examinations of each course. 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 candidate will be eligible to get admission in second year as per carryon basis.

**Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**  
**Syllabus for B.P.Ed. Two Years Annual Pattern (CBCS) as per NCTE regulation 2014**

**First Year (wef. 2019-20)**

CBCS	Course Code	Subject	Teach. Hrs.	Learn. Hrs.	Int. Marks	Ext. Marks	Total Marks	Credits
<b>Core Course</b>		<b>A – Perspectives in Physical Education</b>						
CC	BPPE-101	History, Principal and Foundation of Physical Education	85	40	20	80	100	4
CC	BPPE-102	Yoga Education	85	40	20	80	100	4
CC	BPPE-103	Organization and Administration in Physical Education	85	40	20	80	100	4
CC	BPPE-104	Educational Technology and Methods of Teaching in Physical Education	85	40	20	80	100	4
<b>Total</b>			<b>340</b>	<b>160</b>	<b>80</b>	<b>320</b>	<b>400</b>	<b>16</b>
<b>Discipline Specific Elective Course</b>		<b>B – Curriculum and Pedagogic Studies (Any Two)</b>						
DSEC	BCPS-101	Sports Medicine, Physiotherapy and Rehabilitation	85	40	20	80	100	4
DSEC	BCPS-102	Curriculum Design						
DSEC	BCPS-103	Olympic Movement	85	40	20	80	100	4
DSEC	BCPS-104	Computer Application in Physical Education						
<b>Total</b>			<b>170</b>	<b>80</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>8</b>
<b>Ability Enhancement Course</b>		<b>C – Engagement with the Field/Enhancing Professional Capacities</b>						
AEC	BEPC-101	Environmental Studies	40	20	00	50	50	2
AEC	BEPC-102	Life Skill Education						
AEC	BEPC-103	10 Classroom Teaching Lesson Plans for Physical Education Subject	40	80	50	00	50	2
<b>Total</b>			<b>80</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>4</b>
<b>Skills Enhancement Components</b>		<b>D – Field Based Activities</b>						
SEC	BFBA-101	Mass Demo. Activities: (Any Two) Lezim, Dumbbells, Mass P.T., March Past	85	160	40	60	100	4
SEC	BFBA-102	Yoga and Gymnastics/Aerobics	85	160	40	60	100	4
SEC	BFBA-103	Game and Sports Specialization: (Any Four) Kabaddi, Cricket, Football, Handball, Tennis, Badminton, Softball, Swimming, Rifle Shooting	85	160	40	60	100	4
SEC	BFBA-104	Outdoor Coaching Lesson Plan (05 Internal + 01 External)	85	160	50	50	100	4
<b>Total</b>			<b>340</b>	<b>640</b>	<b>170</b>	<b>230</b>	<b>400</b>	<b>16</b>
<b>Grand Total</b>			<b>930</b>	<b>980</b>	<b>340</b>	<b>760</b>	<b>1100</b>	<b>44</b>

**Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**  
**Syllabus for B.P.Ed. Two Years Annual Pattern (CBCS) as per NCTE regulation 2014**  
**Second Year (wef. 2020-21)**

CBCS	Course Code	Subject	Teach. Hrs.	Learn. Hrs.	Int. Marks	Ext. Marks	Total Marks	Credits
<b>Core Course</b>		<b>A – Perspectives in Physical Education</b>						
CC	BPPE-201	Officiating and Coaching	85	40	20	80	100	4
CC	BPPE-202	Sports Psychology and Sociology	85	40	20	80	100	4
CC	BPPE-203	Anatomy and Physiology	85	40	20	80	100	4
CC	BPPE-204	Contemporary Issues in Physical Education	85	40	20	80	100	4
<b>Total</b>			<b>340</b>	<b>160</b>	<b>80</b>	<b>320</b>	<b>400</b>	<b>16</b>
<b>Discipline Specific Elective Course</b>		<b>B – Curriculum and Pedagogic Studies (Any Two)</b>						
DSEC	BCPS-201	Methods of Teaching in General School Subject (Marathi/ Hindi/English/History/ Geography/Mathematics/Science)	85	40	20	80	100	4
DSEC	BCPS-202	Biomechanics and Kinesiology	85	40	20	80	100	4
DSEC	BCPS-203	Sports Nutrition and Weight Management						
<b>Total</b>			<b>170</b>	<b>80</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>8</b>
<b>Ability Enhancement Course</b>		<b>C – Engagement with the Field/Enhancing Professional Capacities</b>						
AEC	BEPC-201	Critical Understanding of ICT	40	20	00	50	50	2
AEC	BEPC-202	Drama and Art in Education						
AEC	BEPC-203	Educational Tour	40	80	50	00	50	2
<b>Total</b>			<b>80</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>4</b>
<b>Skills Enhancement Components</b>		<b>D – Field Based Activities</b>						
SEC	BFBA-201	Combative Sports: (Any Four) Martial Arts, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling	85	160	40	60	100	4
SEC	BFBA-202	Track and Field	85	160	40	60	100	4
SEC	BFBA-203	Game and Sports Specialization: (Any Four) Kho-Kho, Hockey, Table-Tennis, Baseball, Squash, Archery, Volleyball, Basketball, Ball-Badminton	85	160	40	60	100	4
SEC	BFBA-204	School Lesson Plan for General School Subject (05 Internal + 01 External)	85	160	50	50	100	4

<b>Total</b>	<b>340</b>	<b>640</b>	<b>170</b>	<b>230</b>	<b>400</b>	<b>16</b>
<b>Grand Total</b>	<b>930</b>	<b>980</b>	<b>340</b>	<b>760</b>	<b>1100</b>	<b>44</b>

**Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**  
**Syllabus for B.P.Ed. Two Years Annual Pattern (CBCS) as per NCTE regulation 2014**

<b>Year</b>	<b>Teaching Hours</b>	<b>Learning Hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>	<b>Credits</b>
<b>I</b>	<b>930</b>	<b>980</b>	<b>340</b>	<b>760</b>	<b>1100</b>	<b>44</b>
<b>II</b>	<b>930</b>	<b>980</b>	<b>340</b>	<b>760</b>	<b>1100</b>	<b>44</b>
<b>Total</b>	<b>1860</b>	<b>1960</b>	<b>680</b>	<b>1520</b>	<b>2200</b>	<b>88</b>



## **BPPE-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 (Before Independence)**

- 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).

#### **Unit – 3: Historical Development of Physical Education in India (After Independence)**

- Physical education in India (after 1947).
- Contribution of akhadas and vyayamshalas.
- Y.M.C.A. and its contributions.
- Reputed Physical Education Institutions (LNIPE, HVPM, NSNIS, SAI)

#### **Unit – 4: 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 – 5: Biological Principles of Physical Education**

- Growth and development.
- Age and gender characteristics.
- Body types.
- Anthropometric differences.



## Unit – 6: Psycho-Social Principles of Physical Education

- 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.

**BPPE-102**  
**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: Asan**

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

**Unit – 4: Bandh, Mudra and Kriya**

- Types of bandhas.
- Types of mudras.
- Type of kriyas.
- Effect of bandhas, mudras and kriyas on various body systems.

**Unit – 5: Pranayam**

- Types of pranayam.
- Effect of pranayamas on various body systems.
- Benefits of pranayamas to players.

**Unit – 6: Yoga Education**

- Basic, applied and action research in yoga.
- Difference between yogic practices and physical exercises.
- Yoga education for school, colleges.
- Yoga education for IT industry and other industries.

**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 ofrelexation 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.

## **BPPE-103**

### **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.

#### **Unit – 2: Planning**

- 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 – 3: 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 – 4: 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 – 5: Competition Organization**

- Concept of competition.
- Organization structure of athletic meet.
- Sports event planning - intramurals & extramural tournament.

#### **Unit – 6: Types of Tournaments**

- Knock-out tournaments.
- League or Round Robin tournaments.
- Combination tournament.
- Challenge tournament, etc.

**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.

**BPPE-104**  
**Educational Technology and Methods of**  
**Teaching in Physical Education**

**Unit – 1: Introduction**

- Teaching - meaning and definitions.
- Teaching and coaching differences.
- Educational process.

**Unit – 2: Presentation**

- 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).

**Unit – 3: Methods of Teaching**

- 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.

**Unit – 4: Approaches in Teaching**

- Quantitative.
- Qualitative.
- Mix (quantitative + qualitative).
- Formal.
- Informal.

**Unit – 5: 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.
- Steps of effective teaching.

### **Unit – 6: 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.

**BCPS-101**  
**Sports Medicine, Physiotherapy and Rehabilitation**

**Unit – 1: Sports Medicine**

- Sports Medicine - meaning, definition, aims, objectives, modern Concepts and importance.
- 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 of treatments – electrotherapy, infrared rays, ultraviolet rays, short wave diathermy, ultrasonic rays.

**Unit – 3: Hydrotherapy**

- Hydrotherapy - definition, importance, guiding principles.
- Introduction of treatments – cryo therapy, thermo therapy, contrast bath, whirlpool bath, steam bath, sauna bath, hot-cold water fomentation.

**Unit – 4: Rehabilitation**

- Rehabilitation - meaning, definition, aims, objectives, modern Concepts and importance.
- Athletes care and rehabilitation - contribution of physical education teachers and coaches.
- Massage - history of massage, classification, Swedish massage system, physiological effects of massage.

**Unit – 5: 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)

**Unit – 6: Application of Therapeutic Exercise**

- 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.

**BCPS-102**  
**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.

**UNIT – 2: Basic Guidelines for Curriculum Construction**

- Socialization
- Individualization
- Sequence.
- Application.

**UNIT – 3: Factors Affecting on Curriculum**

- Social factors.
- Personnel qualifications.
- Climatic consideration.
- Equipment and facilities.
- Time suitability of hours.
- National and professional policies.
- Research findings.

**UNIT – 4: Special Factors Affecting on Curriculum**

- National policies.
- State policies.
- Professional policies.
- Research findings.

**UNIT – 5: Steps in Curriculum Construction**

- Objectives, facilities, equipments, time, space, geographical condition and local environment, pupil's age and gender, student-teacher ratio.

**UNIT – 6: Curriculum Model**

- Aims and objectives.
- Syllabus.
- 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.
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- 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.

**BCPS-103**  
**Olympic Movement**

**Unit – 1: 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: Philosophy of 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: Ancient Olympic Games**

- Origin and history.
- Nature and structure of games.
- Competition events.

**Unit – 4: Modern Olympic Games**

- Origin and history.
- Nature and structure of games.
- Competition events.

**Unit – 5: Different Olympic Games**

- Para Olympics.
- Summer Olympics.
- Winter Olympics.
- Youth Olympics.

**Unit – 6: Committees of Olympic Games**

- International Olympic committee.
- 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

**BCPS-104**  
**Computer Application in Physical Education**

**Unit – 1: Introduction to Computer**

- Meaning, need and importance of computer in physical education.
- Characteristics, types & applications of computers.
- Major components of computer.
- Application software used in physical education and sports.

**Unit – 2: Fundamentals of Computers**

- Hardware of computer - input, output & storage devices.
- Software of computer - concept & types.
- Computer memory - concept & types.
- Viruses & its management.
- Concept, types & functions of computer networks, internet and its applications.
- Web browsers & search engines, legal & ethical issues.

**Unit – 3: 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 – 4: 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 – 5: 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.

## **Unit – 6: E-Learning & Web Based Learning**

- E-learning.
- Web based learning.
- Visual classroom.

### **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.

**BEPC-101**  
**Environmental Studies**

**Unit – 1: Introduction to environmental studies and Ecosystem**

- Multidisciplinary nature of environmental studies;
- Components of environment – atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance;
- Concept of sustainability and sustainable development. (2 Lectures)
- What is an ecosystem?
- Structure and function of ecosystem;
- Energy flow in an ecosystem:
- Food chain, food web and ecological succession.
- Case studies of the following ecosystems: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 Lectures)

**Unit – 2: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land use change;
- Land degradation,
- Soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment,
- forests,
- Biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water,
- floods, and droughts,
- Conflicts over water (international & inter-state).
- Heating of earth and circulation of air;
- Air mass formation and precipitation.
- Energy resources: Renewable and non-renewable energy sources,
- use of alternate energy sources,
- growing energy needs,
- Case studies. (8 Lectures)

**Unit – 3: Environmental Pollution**

- Environmental pollution : types, causes, effects and controls;
- Air, water, soil, chemical and noise pollution
- Nuclear hazards and human health risks



- Solid waste management:
- Control measures of urban and industrial waste. Pollution case studies. (8 Lectures)

#### **Unit – 4: Human Communities and the Environment**

- Human population and growth:
- Impacts on environment,
- Human health and welfares.
- Carbon foot-print.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods,
- earthquakes,
- Cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness,
- Case studies (e.g., CNG vehicles in Delhi). (6 Lectures)

#### **References:**

- Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R.1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
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- Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
- McCully, P.1996. *Rivers no more: the environmental effects of dams*(pp. 29-64). Zed Books.
- McNeil, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
- Odum, E.P., Odum, h.T. & Andrews, J.1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
- Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.

**BEPC-102**  
**Life Skill Education**

**Unit – 1: Life Skills Education**

- Life Skills Education Meaning, Definitions, Nature and Concept
- Components of life skills Education
- Need & Importance of Life Skills Education for students.
- Scope of Life Skills Education

**Unit – 2: Understanding Life Skills**

- The Ten core Life Skills as laid down by (WHO) World Health Organization
- Methods for imparting Life Skills Education
- Assessment of Life Skill Education
- The role of family and school in Life Skills Education

**Unit – 3: Interpersonal relationships**

- Relationship with your family and Peers.
- The Quest- Setting Goals for self
- Importance of Interpersonal relationship
- Role of family to strengthen Interpersonal relationship

**Unit – 4: Controlling on Emotions and Stress**

- Coping with emotions and stress
- Communication and Inter- Personal Skills
- Self Awareness and Empathy
- Challenges in managing stress

**References:**

- Life skill education and CCE. Central Board of Secondary Education. New Drelhi.
- Life skill in India, Cetral Sqare foundation (2016)
- Lifeskill and lifelong learning. UNICEF, 2013

**BEPC-103**  
**10 Classroom Teaching Lesson Plans for**  
**Physical Education Subject**

10 classroom teaching lesson plans on physical education subject in practicing school.

## **BFBA-101**

### **Mass Demonstration Activities: (Any Two)**

#### **Lezim, Dumbbells, Mass P.T., March Past**

##### **Lezim**

**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**

**Strokes:** Upar niche stroke, Aage pichhe stroke, Kamar zuk stroke, Aage Adganga, Baju Adganga, Peth guthan stroke.

##### **Mass P. T.**

**Standing drills:** 10 Types

**Sitting drills:** 05 Types

##### **March Past**

Savdhan, Vishram, Dahine Mud, Bahe Mud, Pichhe Mud, Kadam Tal, March.

**BFBA-102**  
**Yoga and Gymnastics/Aerobics**

**Yoga**

**Surya Namaskar:** 10 steps surya namaskar.

**Asan:**

**Standing Position:** Vrukshasan, Tadasan, Trikonasan, Garudasan, Ardha Chakrasan.

**Sitting Position:** Sukhasan, Ardha Padmasan, Padmasan, Vajrasan, Matsyasan.

**Prone Position:** Bhujangasan, Dhanurasan, Makarasan, Ardha Shalabhasan.

**Supine Position:** Sarvangasan, Halasan, Pavanmuktasan, Shavasan.

**Pranayam:** Anulom-Vilom, Bhramari, Shitali.

**Gymnastics**

**Floor Exercise:** Chicken walk, Duck jump, Table walk, Camel walk, Pencil roll, Forward roll, Backward roll, Forward roll to split, Backward roll to split, Cartwheel, T balance.

**Balancing Beam:** Simple walk, Toe walk, Cycling, Cat jump, Both leg jump, V balance.

**Parallel Bars:** Simple walk, Hopping, Horse riding, Tuck hold, L hold, Dorsal hang, Swing, Dismount.

**Aerobics**

**7 Basic Steps:** March, Jog, Skip, Jack, Lunges, Kicks, Knee lift.

**Formation:** V shape, Grapevine, Square, Combination.

**Elements:** 360<sup>0</sup> jump, Tuck jump, Straddle jump, Push up, Wenson push up, Helicopter, 360<sup>0</sup> Pivot, Splits, L hold, Straddle hold, Wenson hold.

**BFBA-103**

**Game and Sports Specialization: (Any Four)**

**Kabaddi, Cricket, Football, Handball, Tennis, Badminton, Softball, Swimming, Rifle Shooting**

**Content of Specialization:**

- Ground measurements.
- Rules and regulations.
- General and specific conditioning exercises.
- Fundamental skills.
- Drills for skill development.

**BFBA-104**  
**Outdoor Coaching Lesson Plan**  
**(05 Internal + 01 External)**

- 05 outdoor coaching lesson plans within college premises on the students of B.P.Ed. course.
- 01 outdoor coaching lesson plan for university examination within college premises on the students of B.P.Ed. course.

**BPPE-201**  
**Officiating and Coaching**

**Unit – 1: Introduction of Officiating**

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

**Unit – 2: Introduction of Coaching**

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

**Unit – 3: 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 – 4: 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 – 5: Qualities and Qualifications of Official**

- Qualities and qualification of 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.

**Unit – 6: Qualities and Qualifications of Coach**

- Qualities and qualification of coach.
- 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.
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- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

**BPPE-202**  
**Sports Psychology and Sociology**

**Unit – 1: Psychology**

- Meaning, definition, 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 education.

**Unit – 2: Sports Psychology**

- Meaning, definition, importance and scope.
- Special characteristics of growth and development for physical education and sports.
- Psycho-sociological aspects of human behavior in relation to physical education and sports.

**Unit – 3: Learning, Personality and Motivation.**

- 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.

**Unit – 4: Psychological Factors and Sports Performance.**

- Stress - meaning, nature, types.
- Anxiety - meaning, nature, types.
- Aggression and sports.
- Arousal and their effects on sports performance.
- Mental preparation strategies - attention focus, self-talk, relaxation, imaginary.

**Unit – 5: Sociology 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 – 6: Culture: Meaning and Importance.**

- Features of culture.
- Importance of culture.
- Effects of culture on people life style.
- Culture and physical education relation.

### **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.
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- 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.

**BPPE-203**  
**Anatomy and Physiology**

**UNIT – 1: Introduction**

- Brief introduction of anatomy 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: Body Systems**

- 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.

**UNIT – 3: Sense Organs**

- A brief account of the structure and functions:
  - Eye.
  - Ear.
  - Skin.
  - Nose.
  - Tongue.

#### **UNIT – 4:**

- 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.
  - Sliding filament theory.
- Fuel for muscular activity.
- Role of oxygen - physical training, oxygen debt, second wind, vital capacity.

#### **UNIT – 5:**

- Effect of exercise and training on body system.
  - Cardiovascular system.
  - Respiratory system.
  - Muscular system.

#### **UNIT – 6: Rest, Recovery and Diet**

- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Rest and recovery.
- 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.
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- 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.

**BPPE-204**  
**Contemporary Issues in Physical Education**

**Unit – 1: Concept of Physical Education**

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

**Unit – 2: Fitness**

- Definition, aims and objectives of fitness.
- Importance, types and scope of fitness.
- Modern concepts of fitness.
- Components of fitness.

**Unit – 3: Wellness and Lifestyle**

- Definition, aims and objectives of wellness.
- Importance, types and scope of wellness.
- Understanding of wellness in modern era.
- Modern lifestyle and hypo-kinetic Diseases – prevention and management.
- Physical activity and lifestyle.

**Unit – 4: Exercise Program**

- Means of fitness development – aerobic and anaerobic exercises.
- Exercise parameters: volume and intensity, heart rate zones.
- Concept of free weight Vs machine, sets and repetition etc.

**Unit – 5: Principles of Exercise Program**

- Aerobic Exercises.
- Anaerobic exercises.
- Principles of progression.
- Individualization.
- Designing exercise program.

**Unit – 6: 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.

**BCPS-201**  
**Methods of Teaching in General School Subject**  
**(Marathi/ Hindi/English/History/Geography/Mathematics/Science)**

**Marathi**

**घटक १** माध्यमिक स्तरावरील मातृभाषेचा अभ्यासक्रम

- १.१ मातृभाषा शिक्षणाची उद्दिष्टे
- १.२ अभ्यासक्रमाची तत्त्वे
- १.३ अभ्यासक्रमाचे प्रकार
- १.४ चांगल्या अभ्यासक्रमाची वैशिष्ट्ये
- १.५ अभ्यासपुरक आणि अभ्यासेत्तर उपक्रम

**घटक २** माध्यमिक स्तरावरील मराठीचे अध्यापन

- २.१ गद्याचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.२ काव्याचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.३ व्याकरणाचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.४ पाठाचे पृथक्करण- उद्दिष्टे आणि स्पष्टिकरणे ( उच्चस्तरीय)
- २.५ अध्ययापन पद्धती आणि अध्ययन अनुभव

**घटक ३** मातृभाषा अध्ययापनाची तंत्रे, पद्धती व प्रतिमाने

- ३.१ मातृभाषा अध्ययापनाची तंत्रे- स्वयंम-अध्ययन, मुलाखत, क्रमान्वित अध्ययन, स्वाध्याय.
- ३.२ मातृभाषा अध्ययापनाच्या पद्धती- व्याख्यान पद्धती, संभाषण पद्धती, तौलनिक पद्धती, ग्रंथालय पद्धती
- ३.३ अध्ययापनाची प्रतिमाने- सृजनशील प्रतिमाने, उद्गमन प्रतिमाने, संकल्पना प्रतिमाने, पृच्छा प्रतिमान
- ३.४ गाभा घटक, जीवनकौशल्ये आणि मूल्ये- संकल्पना-(महाराष्ट्र शासनाने शिक्षणात अंतर्भूत केलेले)
- ३.५. मातृभाषा आध्यापनात माहिती संप्रेषण तंत्रविज्ञान ( ICT ) चा उपयोग

**घटक ४** उच्चस्तरीय गद्य,पद्य वाङ्मय प्रकाराची स्थूल ओळख

- ४.१ विविध वाङ्मय प्रकाराच्या अध्यापनाची दिशा
- ४.२ गद्य साहित्य प्रकार- बखर, निबंध ( ललित आणि वैचारिक) शब्दचित्र, कादंबरी, व्यक्तिचित्र, आत्मकथन
- ४.३ विद्यार्थ्यांना काव्याची गोडी लावण्यासाठी विविध शैक्षणिक उपक्रम.
- ४.४ पद्य साहित्य प्रकार- पंढीतीकाव्य, जानपदगीत, सुनित, लावणी, मुक्तछंद
- ४.५ काव्य पाठांतराचे महत्त्व



### घटक ०५ व्याकरण

- ५.१ अ. शब्दालंकार- अनुप्रास, यमक, श्लेष  
ब. अर्थालंकार - अपन्हृती, व्यतिरेक, रूपक, उत्प्रेक्षा
- ५.२ अ. अक्षरगणवृत्त - भुजंगप्रयात, शार्दूलविक्रीडीत, वसंततिलका आणि मंदारमाला  
ब. मात्रावृत्त दिंडी, पादाकुलक, आर्या नववधू
- ५.३ . छंद आणि मुक्तछंद
- ५.४ शब्दसिद्धी, काव्यगुण, , शब्दशक्ती
- ५.५, रस आणि रसांचे मुख्य प्रकार

### घटक ०६ उपयोजित मराठी

६. १ दैनंदिनी लेखन
६. २. अहवाल लेखन
६. ३. सारंश लेखन व आकलन
६. ४. बातमी लेखन आणि जाहिरात लेखन
६. ५. संगणकाची भाषा

### घटक ०७ मातृभाषा शिक्षकाचा व्यावसायिक विकास

- ७.१ व्यावसायिक विकासाचा अर्थ, स्वरूप
- ७.२. व्यावसायिक विकासाची गरज आणि महत्त्व
७. ३. मातृभाषेच्या व्यावसायिक विकासासाठी उपक्रम
- ७.४. सेवांतर्गत प्रशिक्षणाची संकल्पना व शिक्षकांसाठी त्याचे महत्त्व.
- ७.५ . मराठी शिक्षकांची संघटना, भूमिका आणि महत्त्व

### घटक ०८ बोलींचा परिचय व वाडमयीन संस्था

- १.१ बोली भाषा अर्थ, संकल्पना
- १.२ बोली भाषा आणि प्रमाण भाषा यातील फरक
- १.३ महाराष्ट्रातील बोली- चंदगडी बोली, हळबी बोली, वऱ्हाडी बोली, बंजाराबोली, झाडीबोली, मालवणीबोली, अहिराणीबोली, तावडीबोली, लेवागणबोली.
- १.४ मातृभाषा संवर्धनासाठी असलेल्या वाडमयीन संस्था व वाडमयी नि यतकालिके
- १.५ मराठीच्या अध्यापनासाठी विविध संकेतस्थळांचा उपयोग

### संदर्भ ग्रंथ

१. अकोलकर, पाटणकर(१९७०), मराठीचे अध्यापन, पुणे : व्हीनस प्रकाशन.
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९. भुकन, देवरे, अहिरे, सूर्यवंशी, (२०१४) आशययुक्त अध्यापन पद्धती-मराठी, जळगाव : व्यंकटेश प्रकाशन.
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## Hindi

### ईकाई नं १ भाषा शिक्षण की विधियाँ

१. अन्य भाषा शिक्षण के सिद्धांत
२. अन्य भाषा अध्यापन की प्रणालियाँ
३. व्याकरण अनुवाद प्रणाली,
४. प्रत्यक्ष प्रणाली,
५. गठन प्रणाली

### ईकाई नं २ भाषा अध्यापन प्रतिमान

- १ अध्यापन प्रतिमान अर्थ, महत्व और उद्देश
- २ संकल्पना प्राप्ति प्रतिमान,
- ३ सर्जनात्मक प्रतिमान,
- ४ उद्गमन प्रतिमान
५. अध्यापन प्रतिमान के अनुसार पाठ नियोजन

### ईकाई नं ३: व्याकरण परिचय

१. शब्द की परिभाषा एवं प्रकार - अर्थ और स्रोत के आधारपर,
२. शब्दसिद्धि - उपसर्ग, प्रत्यय, समास, संधी
३. शब्दभेद - विकारी और अविकारी
४. वाक्य - परिभाषा और प्रकार (अर्थ और रचना के आधारपर)
५. काल परिभाषा एवं प्रकार

### ईकाई नं ४: व्याकरण शिक्षण

१. व्याकरण का अर्थ
२. व्याकरण का महत्व और उद्देश
३. व्याकरण शिक्षण की विधियाँ,
४. व्याकरण शिक्षण का पाठ नियोजन
५. व्याकरण शिक्षण के मार्गदर्शक तत्व

### ईकाई नं ५ : रचना परिचय

१. रचना से तात्पर्य
२. रचना के प्रकार
३. निबंध लेखन,
४. कहानी लेखन,

५. पत्र लेखन, कल्पना विस्तार

### ईकाई नं ६ : रचना शिक्षण

१. रचना शिक्षण के उद्देश
२. रचना शिक्षण की विधियाँ
३. रचना कार्य का संशोधन
४. रचना का पाठ नियोजन
५. प्राथमिक, माध्यमिक, उच्च माध्यमिक स्तर पर रचना शिक्षण का उपयोग

### ईकाई नं ७: हिंदी अध्यापन में आवश्यक उपक्रम

१. हिंदी भाषा विकास के लिए आवश्यक उपक्रम- महत्व और उद्देश
२. विविध स्पर्धाएँ, भाषा के खेल, नियतकालिक, सरस्वती यात्राएँ, प्रदर्शनी, दिनविशेष
३. हिंदी भाषा विकास के लिए कार्य करने वाली राष्ट्रीय संस्थाएँ
४. नियतकालिक, सरस्वती यात्राएँ, प्रदर्शनी, दिनविशेष
५. हिंदी अध्यापन में सूचना एवं संचार प्रौद्योगिकी का उपयोग
६. भाषा प्रयोगशाला का स्वस्र एव उपयोग

### ईकाई नं ८: हिंदी अध्यापन में मूल्यांकन

१. हिंदी शिक्षण में मूल्यांकन के लिए उपयुक्त साधन
२. नैदानिक एवं उपचारात्मक अध्यापन
३. ईकाई कसोटी और त्रुटीविश्लेषण
४. पाठ्यपुस्तक का मूल्यांकन, महत्व, आदर्श पाठ्य पुस्तक की विशेषताएँ
५. हिंदी अध्यापन में निर्माण होनेवाली समस्याएँ

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७. केणी, संगोराम, हिंदी अध्यापनपध्दती
८. मुखर्जी श्रीधरन ।थ, हिंदी अध्यापन
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापनपध्दती
१०. भंगाळे शैलजा, हिंदी आशययुक्त अध्यापन पध्दती, प्रशांत पब्लीकेशन, जळगाव .

११. पांडेय रामशकल, हिंदी अध्यापन
१२. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
१३. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
१४. भाई योगेंद्रजीत, द्वितीय भाषा के स्ममें हिंदी की शिक्षा
१५. दुनाखे अरविंद, हिंदी अध्यापनध्दती, पुणे : नुतन प्रकाशन
१६. साठे ग न . राष्ट्रभाषा का अध्यापन
१७. शर्मा लक्ष्मीनारायण, भाषा १,२ की शिक्षण विधीयाँ और पाठ नियोजन
१८. Patil Vinod, Patil Dipak, Hindi Ahayayukta Adhapan Pandhati, Ahtarva Publication, Jalgaon.

## English

### Unit – 1: Aspects of English Language

- **Prose**- Meaning of prose, Objectives of teaching prose, Types of prose- Novel, Story, Autobiography, Biography, Composition, essay, Drama and play, Teaching of prose, Steps in teaching prose, Methods of teaching prose
- **Poetry**- Definition of poetry, objectives of teaching poetry, Types of poetry, Steps in the teaching of poetry, Methods of teaching poetry and Advantages of teaching poetry
- **Grammar**-Meaning of grammar, Objectives of Teaching Grammar, Types of Grammar, Methods of teaching grammar, and merits of teaching grammar.
- **Composition**- Meaning of Composition, objectives of teaching Composition, types of composition, Principles of teaching Composition and merits of teaching composition.

### Unit – 2: Acquisition of Second Language

- Language acquisition: Meaning and Concept
- Meaning of Second language acquisition
- Language acquisition vs. language learning
- Second language acquisition theories : a) Acculturation Theory b) Contrastive Theory c) Identity theory d) Monitor Theory e) Classroom implications of the theory
- The factors that influence the acquisition of a second language
- Oral communication development through acquisition activities
- The five stages of second language acquisition
- The Role of the First Language in Second Language Acquisition

### Unit – 3: Grammar Content Enrichment

- Articles
- Clauses and its Functions
- Determiners –Functions
- Reported Speech
- Transformation- Degree, Voice, either-or, neither-nor, Remove “too”, so-that, hardly-when, if-not, unless, no sooner-than, as soon as, affirmative, negative.
- Exclamatory, Interrogative and question tag
- Figures of Speech – Simile, Metaphor, personification, Apostrophe, hyperbole, Antithesis, Irony, Pun, Transferred epithet, Climax.

#### **Unit – 4: Application of Functional English Language**

- Letter writing
- Essay writing
- Report writing
- Dialogue writing
- Story writing
- Writing summary

#### **Unit – 5: Teaching Language through Literature**

- Teaching Language through literature
- Literature in ELT
- Challenges to be faced when using literature in the Classroom
- Usage of Literary Texts in ELT
- Teaching Literature: why and what?
- Reasons for Using Literary Texts in Second Language Classes
- Literature as a Model for Writing
- Benefits of Different Genres of Literature to Language

#### **Unit – 6: From Theory to Practice: Constructivism in ELT**

- Constructivism: Meaning and Concept
- Two Approaches to Constructivism: a) Cognitive Constructivism b) Social Constructivism
- Understanding the Theory of Constructivism from an Instructional Design perspective
- Constructivist Instructional Design Models
- Implications of Constructivism for ELT Pedagogy
- Suggestions for Teaching with the Constructivist Learning Theory
- Constructivist Activities in the ELT Classroom
- Limitations of Constructivism

#### **Unit – 7: Curricular, Co-curricular and Extra-curricular Activities for English Language Development**

- Meaning and concept of Curricular, Co-curricular and Extra-curricular Activities.
- Need and importance of Curricular, Co-curricular and Extra-curricular Activities
- CCE Programmes /Activities to develop various Skills in English ( Listening, Speaking, Reading, Writing and Communication)
- Integration of activities for the personality development
- Need and importance of Curricular, Co-curricular and Extra-curricular Activities

## **Unit – 8: Teaching English Language through Movies**

- Relation Between Movies and ELT / ELL
- Criteria of Selection of the Movies: Previewed and Selected Carefully, Density of the Language, Similarity between the Aims and Objectives of the Movies and Textbook, Proficiency level of the Students and Comprehensibility of the Movie, Enough Visual support, Delivery of Speech, Linking the movie with Syllabus.
- For instance – Criteria of the Movies selection: a) Documentaries b) Historic Narratives c) Historical Drama d) Educational Films e) Social issues films f) Drama g) Mystery and Suspense h) Animated Films i) Humorous Films
- j) Cartoons.
- The Effects of Movies on English Language Learning
- Role of Movies in Language Skill Development (LSRWC)
- Vocabulary Enrichment through Movies
- Merits and Demerits of using movies in teaching of English as a second language.

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Patil & Vaze, Content cum-Methodology

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## History

### **Unit – 1: Introduction and Comprehensive study of CCM History**

- Concept and nature of CCM
- Structure of CCM
- Factors of Content analysis
- Co-relation between Syllabus, Curriculum and Textbook

### **Unit – 2: Aspects Related to Civics sense and**

- Values in CCM History
- Life Skills
- Importance of Core elements in CCM
- Pedagogical analysis of History

### **Unit – 3: Use of Teaching Aids in teaching**

- Meaning and importance of teaching aids
- Understand the nature and importance of teaching aids
- Charts, Maps, Pictures, Models, Films, VDO Clips, LCD Projector etc.

### **Unit – 4: Various Issues in related History**

- Importance of History Room
- Importance of Museum
- Activities to preserve Historical places
- Planning of Field Visit

### **Unit – 5: Models of teaching**

- Jurisprudential model
- Classroom Meeting model
- Advance organizer model

### **Unit – 6: Teacher Qualities and Teaching as a profession**

- Characteristics of History Teacher
- Importance of In-service training course (orientation and seminars)
- Competences of History Teacher
- Professional Characteristics of History Teacher
- Profession and occupation

## Unit – 7: Modern History of India

- Economic, Societal and Religious Consequences of
- British Empire
- Indian Freedom Movement (1857 -1947)
- India after Independence
- Preamble, Fundamental Rights and Duties
- Social Reform Movement in India

## Unit – 8: Modern History of World

- Industrial revaluation
- Political revolution- America, French, Russia
- First and Second World War (Causes and Impacts)
- World Peace Movement League of nation and UNO

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Arora A.K. Teachin of History

Kocher S.K. Teaching of History ,New Delhi :Sterling Publishing.

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आठवी ते बारावीची प्रथम पाठ्यपुस्तके.

पाटील मीतंजली, २००१, भूमिनि पालन, अध्यापन प्रतिमा, लिहापूर : फडके प्रिशन.

पाटील नलिनी, मोरे लता, २००८ नारिशास्त्र अध्यापन पध्दती. नारिपूर :पिंपळापुरे अँड. पब्लिशर्स.

महाले संजीवनी, २००५, अध्यापन प्रतिमा आर्णि अध्यापन शैली.

मोरे लता, इतिहास अध्यापन पध्दती, नारिपूर, पिंपळापुरे अँड. पब्लिशर्स.

रामिरे विलास (२००५) इतिहास आशययुक्त अध्यापन पध्दती आर्णि इतिहास अध्यापनशास्त्रीय विश्लेषण.

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## Geography

### Unit – 1: Planning and Evaluation

- Concept, Need and Importance of teaching Geography.
- Annual plan, unit plan, lesson plan.-prepare various method used to lesson plan
- Construction of unit test, blue print
- Development of Question bank
- Type's of Examination – written, oral and Practical
- Approach of continuous and comprehensive Evaluation

### Unit – 2: Teaching of Geography

- Methods of teaching of Geography - Excursion method, Journey method, demonstration
- Method, Experimental method, regional method, project method, field trip, co-operative
- learning.( meaning principle, characteristics & their merits & limitations)
- Models of teaching of Geography- Concept attainment Model Juries prudential model,
- Inquiry training model and advance organizer model (meaning & steps)
- Constructivism approach
- Flips classroom

### Unit – 3: Geography Teacher

- Qualities of a Geography teacher
- Need of professional development of Geography teacher
- Need and Importance of in-services teacher training of Geography
- Need and Importance of ICTE in Teaching of Geography
- Explores in geography – Columbs, Gailio, Copernikus, Francis Galton

### Unit – 4: Advance concepts in Geography

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

### **Unit – 5: Nature of Earth**

- Structure of the earth- Interior and exterior, continent and ocean and their distribution
- Major land formation
- Types of Rocks
- Volcano-causes and effects, formation of igneous rocks
- weathering-denudation and deposition, formation of sedimentary rocks
- Slow crystal – Vertical & Horizontal movements and their effects, earthquakes, metamorphic rocks

### **Unit – 6: Water resources**

- work of running water, Ground water
- Work glacier
- Properties of sea water
- Ocean currents and their effects, tsunami and its effects
- Island

### **Unit – 7: Issues and Activities in Geography**

- Environmental act degradation
- Population explosion
- Terrorism
- urbanization
- Deforesting
- Various organizations of geography

### **Unit – 8: Teaching learning resources**

- Field Visits
- Surveys
- Reports
- E-resources- computer /technology based online & offline resources (youtube, Wikipedia, educational blogs, websites , social media)

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Physical geography- P. Lake

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Teaching of geography- Rao M. S.

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Rane Ashok, Ashayyukt Adhyapan Padhati – Bhugol – Vyanktesh Prakashan, Jalgaon.

Chaudhari Vandana Satish , Ashayyukt Adhyapan Padhati – Bhugol- Part I &II, Prashant  
Publication Jalgaon.

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## **Mathematics**

### **Unit – 1: Mathematics Curriculum at Secondary School Level**

- Concept of curriculum, difference between syllabus and curriculum
- Need and Importance of Mathematics in School Curriculum
- Principles of formulating Mathematics curriculum
- Characteristics of a good curriculum
- Recent Trends of Curriculum Development

### **Unit – 2: Approaches, Methods and Models of teaching Mathematics**

- Approaches of teaching Mathematics : Concept Mapping approach, Blended learning approach
- Methods of teaching Mathematics : Analytic-Synthetic method, experimental Method, Heuristic method
- Models of teaching Mathematics : Inquiry training model, Advanced organizer model
- Formulation of conjecture and generalizations through several illustrations
- Concepts : core elements, life skills and values (Government of Maharashtra included in the education)

### **Unit – 3: Learning Resources and ICT for Mathematics Teaching-Learning**

- Learning Resources: Definition, Types of Learning resources, Importance of Learning Resources
- Selection of Learning Resources
- Mathematics Laboratory (Concept & Importance) & Mathematics club (Concept, Importance & Activities)
- Textbooks – Characteristics of a Mathematics textbook and it's Critical Analysis
- ICT as Learning Resource: Use of ICT in Learning and teaching of Mathematics

### **Unit – 4: Mathematics for All**

- Identifying learners strength and weaknesses
- Mathematics club
- Mathematics contests, Quiz and Fairs
- Supplementary text materials
- Recreational activities : Games, puzzles and riddles in Mathematics

### **Unit – 5: Assessment and Evaluation**

- Role of assessment in Mathematics
- Concept of continuous and comprehensive evaluation in Mathematics
- Formative assessment & Summative assessment
- Tools and Techniques of Assessment of Learning Mathematics
- Assessment of Learning of Mathematics in Children with
- Special Needs

### **Unit – 6: Professional Development of Mathematics Teacher**

- Need and Importance of Professional Development for Mathematics teachers
- Professional development programmes for Mathematics Teachers
- SWOC analysis for mathematics teacher
- Qualities of a good Mathematics teacher
- Role of Mathematics teacher in 21<sup>st</sup> century

### **Unit – 7: Core Content of Arithmetic's and Algebra**

- Set Theory
  - Concept of Set
  - Types of Set - Empty Set, Singleton Set, Finite ,Infinite Set
  - Concept - Sub Set , Universal Set.
  - Operation on Sets- Intersection of Sets, Union of Sets, Complement of Set.
- Statistics
  - Fundamental Concepts
  - Central tendency
  - Variability
- Equations
  - Linear Equation
  - Quadratic Equation
  - Simultaneous Equation.
- Solution of simultaneous equation by Graph
- Sequence - A.P. & G.P. sequences,  $n^{\text{th}}$  term of sequence.
- Sum up to n terms of sequence
- Indices (Laws & Problems), Logarithms
- Surds
  - Operation on surds
  - Addition and Subtraction of Surds
  - Rationalization of Surds

- Binomial Expression of a Quadratic Surd

### **Unit – 8: Core content of Geometry**

- Concepts
  - Line
  - Segment
  - Ray
  - Plane
  - Parallel line
  - Polygon
  - Circle.
- Types of Angles
- Types of Triangles
- Types of Quadrilateral
- Congruency Test of Triangles
- Similarity test of Triangles.
- Area of Various two dimensional diagram
  - Triangle
  - Quadrilateral
  - Circle
  - Solid Figures and Mensuration
- Total Surface area and Volume: Problems, Volume of Sphere
- Trigonometry
  - Six Trigonometric Ratio
  - Trigonometric identities
  - Problems on Height and distance
- Solution of Simple trigonometric equation
- Plane co-ordinate geometry.
  - Cartesian co-ordinate Geometry
  - Distance Formula
  - Section Formula
  - Mid -point Formula
- Geometric Construction
  - Construction of quadrilateral
  - Construction of Triangle
- To draw the circumcircle of a triangle
- To construct the incircle of a triangle
- Theorems



- Theorems on Triangles
  - Isosceles triangle theorem: If two sides of a triangle are congruent then the angles opposite to them are congruent.
  - Pythagoras theorem: In a right angled triangle, the square of the hypotenuse is equal to the sum of the squares of remaining two sides.
- Theorems on Quadrilaterals
  - Opposite sides and opposite angles of a parallelogram are congruent.
  - Diagonals of a rectangle are congruent
- Theorems on circle
  - The segment joining the midpoint of a chord and the centre of the circle is perpendicular to the chord.
  - The opposite angles of a cyclic quadrilateral are supplementary.

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## Science

### Unit – 1: Methods, Techniques of Teaching Science

- Laboratory Method.
- Field trip Method.
- Heuristic Method.
- Programme Learning technique

### Unit – 2: Models of Teaching

- Concept & Classification of models of teaching
- Concept attainment model
- Advance Organizer model
- Jurisprudential model

### Unit – 3: Facilities and equipments for science teaching

- Science Laboratory
- Educational technology Laboratory.
- Use of ICT in science teaching,
- Advance ICT technology for students self learning

### Unit – 4: Evaluation and Test

- Concept of continuous comprehensive evaluation.
- Types of exams – written ,oral, practical
- Construction of unit test & development of question bank
- Diagnostic test & Remedial teaching

### Unit – 5: Science Teacher

- Essential Academic qualification for science teacher at various school level.
- Special qualities of good science teacher.
- Professional development of science teacher.
- Role of Science teacher for environment awareness and sustainable development.

### Unit – 6: Core Content of Physics

- Measurement of Physical Quantities
- Motion- Concept, Types, Laws of Motion ,Force and Gravitation
- Heat and Light , Work and Energy ,Current electricity and Electromagnetic Induction
- Oscillations ,Waves , and Optics

**Unit – 7: Core Content of Chemistry**

- Periodic Classification of elements
- Chemical bonds and Chemical equilibrium
- Chemical reactions and Chemical equations
- Metals and Non-metals, Chemistry in everyday life

**Unit – 8: Core Content of Biology, Environmental Science and Earth Science**

- Cell, Cell organelles and Biochemistry of cell ,Biotechnology and its applications
- Genetics and Evolution, Heredity and Variation, Human Physiology
- Natural Resources- Types and Conservation
- Inside the Earth and Space Mission

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**BCPS-202**  
**Biomechanics and Kinesiology**

**Unit – 1: Introduction to Biomechanics**

- Meaning, definition and concept of biomechanics.
- Importance of biomechanics to physical education teacher, athletes and coaches.
- Fundamental concepts of following terms - axes and planes, centre of gravity, equilibrium, line of gravity.

**Unit – 2: Introduction to Kinesiology**

- Meaning, definition and concept of kinesiology.
- Importance of kinesiology to physical education teacher, athletes and coaches.
- Fundamental movements - walking, running, throwing, jumping.

**Unit – 3: 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 innervation.

**Unit – 4: 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 – 5: Kinematics of Human Movement**

- Linear kinematics - distance and displacement, speed and velocity, acceleration.
- Angular kinematics - angular distance and displacement, angular speed and velocity, angular acceleration.

**Unit – 6: Kinetics of Human Movement**

- Linear kinetics - inertia, mass, momentum, friction.
- Angular kinetics - moment of inertia, couple, stability.

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**BCPS-203**  
**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: Weight Management**

- Weight management - meaning, concept, affecting factors, values.
- Obesity - definition, meaning, types.
- Obesity and its hazards.
- BMI, WHR, BBI.

**Unit – 4: Nutrition and Weight Management**

- Nutrition and weight relation.
- Myths of spot reduction.
- Dieting versus exercise for weight control.
- Health risks associated with nutrition and obesity.

**Unit – 5: Diet Planning**

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

**Unit – 6: Weight Management Planning**

- Weight management plan for school children.
- Weight management plan for sports child.
- Weight management plan for men and women.

**Reference:**

Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.

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**BEPC-201**  
**Critical Understanding of ICT**

**Unit – 1: Introduction to ICT**

- Concept and nature of ICT
- Significance of ICT in Education
- Use of ICT in Teaching and Learning

**Unit – 2: ICT as a tool**

- ICT for school Administration
- ICT for educational Evaluation
- ICT for Effective Communication

**Unit – 3: Use of ICT in teaching.**

- ICT enabled Teaching of Languages.
- ICT enabled Teaching of Social Sciences
- ICT enabled Teaching of Sciences and Maths.

**Unit – 4: Use of ICT in Learning.**

- ICT and collaborative learning
- ICT and Peer learning
- ICT and cooperative learning.

**Reference:**

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Mahiti sampreshan Tanhtravidnyan ani sanshodhan., Dr. S.T Bhukan and Dr. Kanchan  
Chaudhari, Vyankatesha Prakashan, Jalgaon.  
M.S.C.I.T., MKCL, pune  
Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,  
Shaikshanic Tantravidyan, Suman Oke.  
Shaikshanic Tantravidyan, Prashant Patil,  
Educational Techanology, Usha Rao.



**BEPC-202**  
**Drama and Art in Education**

**Unit – 1: Introduction**

- Concept and nature of Drama
- Importance of Drama in school curriculum
- Significant role of art, music and drama in education.
- Drama as a tool for children’s creativity and aesthetic sensibilities

**Unit – 2: Application**

- Drama and art as a tool of teaching.
- Drama and art for perception, reflection and expression.
- Drama and art as the best tool for a community change.

**Unit – 3: Drama approach**

- Drama as an approach in teaching of languages.
- Drama as an approach in teaching of Social sciences.

**Unit – 4: Art approach**

- Art as an approach in teaching of languages.
- Art as an approach in teaching of Social sciences.

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- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan
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**BEPC-203**  
**Educational Tour**

- Compulsory participation in camping, picnic, trekking etc. activities arranged by college.
- Prepare a report of educational tour.

**BFBA-201**

**Combative Sports: (Any Four)**

**Martial Arts, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling**

**Content of Specialization:**

- Ground measurements.
- Rules and regulations.
- General and specific conditioning exercises.
- Fundamental skills.
- Drills for skill development.

**BFBA-202**  
**Track and Field**

**Running Events:** Sprints, Middle distance, Long distance, Relays.

**Jumping Events:** Long jump, Triple jump, High jump, Pole vault.

**Throwing Events:** Shot put, Discus, Javelin, Hammer.

**Content of Specialization:**

- Ground measurements.
- Rules and regulations.
- General and specific conditioning exercises.
- Fundamental skills.
- Drills for skill development.

**BFBA-203**

**Game and Sports Specialization: (Any Four)**

**Kho-Kho, Hockey, Table-Tennis, Baseball, Squash, Archery, Volleyball, Basketball,  
Ball-Badminton**

**Content of Specialization:**

- Ground measurements.
- Rules and regulations.
- General and specific conditioning exercises.
- Fundamental skills.
- Drills for skill development.

**BFBA-204**  
**School Lesson Plan for General School Subject**  
**(05 Internal + 01 External)**

- 05 school lesson plans for general school subject in practicing school.
- 01 school lesson plans for general school subject for university examination in practicing school.

### **Job Opportunities after completing (B.P.Ed.) course**

The following government and non government job opportunities are available

1. Head Master at Schools.
2. Project Fellow at S. C. E. R. T. (State Council of Educational Research and Training) and N. C. E. R. T. (National Council of Educational Research and Training)
3. Sports Administrators
4. Sports counselors
5. Self-enrichment Teachers in Physical Education
6. Teachers for Extension Officers (Physical Education)
7. Cluster Head (Kendra Pramukh)
8. Director of Sports
9. Deputy Director of Sports
10. Assistant Director of Sports
11. Sports Officers in Govt. and LSG.
12. Sports Teacher
13. Sports Coach
14. Fitness Trainer
15. Sports Manager